

ADMINISTRATIVE MEMORANDUM

Meeting Place:

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

Format and Date:

PUBLIC BOARD MEETING
Tuesday, January 19, 2016 at
7:00 pm

			Estimated Completion Time
A.	Call to Order		
A.1.	Chair Sacré's opening remarks	(no schedule)	7:00 pm
A.2.	Motion to Approve Trustee Participation by Teleconference		7:00 pm
A.3.	Approval of Agenda (that the agenda, as recommended in the Administrative Memorandum, be adopted.)	(no schedule)	7:00 pm
A.4.	Public Comment Period		7:10 pm
A.5.	Approval of Minutes (that the minutes of the Public Meeting of December 8, 2015 be approved as circulated)	(no schedule)	7:15 pm
A.6.	North Shore Safe Routes Advocates		7:25 pm
B.	Action Items		
B.1.	2015/16 Operating Budget Development Consultation Process		7:40 pm
B.2.	Corporate Banking Services A) Bank of Montreal – Banking Bylaw 1-2016 B) Toronto Dominion – Resolution re: Bankers & Signing Officers C) Blue Shore Credit Union		7:45 pm
B.3.	Board Committees and Trustee Representational Assignments (2016)		7:50 pm
B.4.	Election to BC School Trustees Association (BCSTA) Provincial Council and to BC Public School Employers' Association (BCPSEA)		8:00 pm
B.5.	Handsworth Secondary Capital Project: Preferred Option		8:15 pm
B.6.	Childcare Major Capital Funding Program		8:30 pm

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



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Format and Date:

PUBLIC BOARD MEETING
Tuesday, January 19, 2016 at
7:00 pm

		Estimated Completion Time
	(continued)	
B.7.	Supporting Student Learning: Summer School Program	8:40 pm
C.	Information and Proposals	
C.1.	2016/17 School Calendar Adjustment: Non-Instructional Day for Curriculum Support	8:50 pm
C.2.	Land, Learning and Livability Community Engagement - Update	8:55 pm
C.3.	Thursday, January 14, 2016 Standing Committee Meeting	9:00 pm
C.4.	Out of Country Field Trips - Secondary	9:05 pm
C.5.	Superintendent's Report	9:10 pm
C.6.	Report Out - BC School Trustees Association (BCSTA) and BC Public Schools Employers' Association (BCPSEA)	9:15 pm
C.7.	Trustees' Reports	9:25 pm
D.	Future Meetings	9:45 pm
E.	Public Question & Comment Period	9:45 pm
F.	Adjournment (no schedule)	9:45 pm

Georgia Allison
Secretary Treasurer

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

Schedule A.2
of the
Administrative Memorandum

Meeting Date: January 19, 2016 Board Board, in camera

Topic (as per the
Memorandum): **Motion for Trustee Participation by Teleconference**

Narration:

Trustee Cyndi Gerlach is unable to attend the meeting in person but wished to participate by teleconference. Chair Sacré will poll the Trustees for their agreement.

RECOMMENDED MOTION:

WHEREAS Section 67 of the *School Act* permits Trustees to participate in or attend a meeting of the Board by telephone or other means of communication if all Trustees and other persons participating in or attending the meeting are able to communicate with each other.

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

Meeting Date: January 19, 2016 Board Board, in camera

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

Narration:

In accordance with Board Policy 104: Board of Education – Meetings (May 26, 2015 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, December 8, 2015.

PRESENT: C. Gerlach, Chair
M. Higgins, Vice Chair
B. Forward
C. Sacré
S. Skinner
J. Stanley
F. Stratton

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 and Tseil Waututh 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.

There was no one wishing to speak.

A.4. Approval of Minutes

Moved by S. Skinner

that the minutes of the public meeting of October 20, 2015 be approved as circulated.

Seconded by F. Stratton

Carried

B.1. Election of a Board Chair

Secretary Treasurer Georgia Allison reported that the Board was required by its [Policy 101: Board of Education – Role and Function](#) and [Policy 104: Board of Education - Meetings](#) to elect one of its members to be the Board Chair. Secretary Treasurer Allison called for nominations for the position of Chair for one year, at which time, Trustee Stratton nominated Trustee Sacré and Trustee Stanley nominated Trustee Higgins. Both Trustee Sacré and Trustee Higgins accepted their nominations. As there were two nominations, Secretary Treasurer Allison appointed Assistant Superintendent Mark Pearmain and Assistant Superintendent Pius Ryan as scrutineers. An election by ballot was then conducted, after which Trustee Sacré was elected Board Chair for the term of January 1, 2016 to November 30, 2016.

B.2. Election of a Board Vice Chair

Chair Gerlach called for nominations for the position of Vice Chair of the Board for one year, at which time, Trustee Skinner nominated Trustee Stratton and Trustee Higgins nominated Trustee Stanley. Both Trustee Stratton and Trustee Stanley accepted their nominations. As there were two nominations, Chair Gerlach appointed Assistant Superintendent Mark Pearmain and Assistant Superintendent Pius Ryan as scrutineers. An election by ballot was then conducted, after which Trustee Stratton was elected Board Vice Chair for the term of January 1, 2016 to November 30, 2016.

Moved by B. Forward

that the ballots for Board Chair and Board Vice Chair be destroyed.

Seconded by S. Skinner Carried

B.3. Routine Capital 2015/16 – Project No. 126953

Secretary Treasurer Georgia Allison introduced this item, advising that within the 2015/16 Capital Plan, a new category called “Routine Capital” was introduced. The primary goal of this new program is to fund projects over \$100,000 that will improve the health and safety, building condition, and energy efficiency of schools.

The North Vancouver School District’s Facilities & Planning department identified over \$6 million in projects for Routine Capital submission. The Ministry of Education approved \$286,600 in Routine Capital funding for the Cleveland Elementary exterior window renewal.

Moved by F. Stratton

that School District No. 44 (North Vancouver) Capital Project Bylaw No. 126953 be read a first time;

Seconded by S. Skinner

Carried

Moved by B. Forward

that School District No. 44 (North Vancouver) Capital Project Bylaw No. 126953 be read a second time;

Seconded by C. Sacré

Carried

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

Moved by J. Stanley

that School District No. 44 (North Vancouver) Capital Project Bylaw No. 126953 be read a third time, passed and adopted.

Seconded by F. Stratton

Carried

B.4. Year-End Operating Surplus Allocation

Introducing this agenda item, Secretary Treasurer Georgia Allison shared that at the September 15, 2015 Public Board Meeting, the Board took the first step in considering the Executive Committee’s recommendations for utilizing the 2014/15 Unrestricted Surplus of \$1.9M.

After discussions between the Board and Executive Committee, further information identified that the utilization of \$1,913,896 of Unrestricted Surplus which will be spent over an eighteen month period: \$971,057 in 2015/16 and \$1,139,714 in 2016/17 fiscal years. Additional funds of \$166,875 will be provided through the operating budget to support the expense plan.

Responding to Trustees’ questions, Secretary Treasurer Allison clarified that the School District is waiting to hear back from BC Public Schools Employers’ Association (BCPSEA) and Public Sector Employers’ Council Secretariat (PSEC) regarding exempt and management salary increases, and that the Board would have to locate funds to continue with the expenditures for salary increases in the future budget years commencing in 2017/18.

B.4. Year-End Operating Surplus Allocation (continued)

Assistant Superintendents Mark Pearmain and Pius Ryan offered supplemental information regarding class size and composition with respect to the allocation of funds. There will be a greater focus on supporting teachers through in-service sessions, specifically the opportunity to have a parallel mentorship program for teachers. Investing and providing this type of support to teachers will maximize benefits to staff and students across the District.

Moved by M. Higgins

that the Board approve the recommendations for the utilization of the unrestricted surplus of \$1,075,771 over the 2015/16 and 2016/17 fiscal years, as presented in this schedule, and reserve an additional \$1,005,000 in anticipation of a further recommendation for exempt staff salary increases in the near future.

Seconded by B. Forward

An amendment to the motion included:

Moved by C. Sacré

... and reserve an additional \$1,005,000 for the future exempt staff salary increases.

Seconded by B. Forward

A friendly amendment to the amendment included:

... and reserve an additional \$1,005,000 for the exempt and management staff salary increases identified in this schedule.

The main motion as amended was adopted and carried, with the final wording being as follows:

Approved Motion with Amendment

that the Board approve the recommendations for the utilization of the unrestricted surplus of \$1,075,771 over the 2015/16 and 2016/17 fiscal years, as presented in this schedule, and reserve an additional \$1,005,000 for the exempt and management staff salary increases identified in this schedule.

Carried

C.1. School District Facilities Plan (SDFP) – Matrix Presentation

Superintendent John Lewis introduced this agenda item and shared that boards of education are expected to have a School District Facilities Plan (SDFP) in place that supports projects being submitted to the Ministry for capital investment consideration. The North Vancouver School District contracted Matrix Planning Associates to prepare the School District Facilities Plan 2015 Update for inclusion within the Capital Plan. Superintendent Lewis invited Bill Wood, of Matrix Planning Associates, to the table to present highlights of the 2015 SDFP.

Mr. Wood provided highlights on the following:

- Community growth – Estimated 11,540 new housing units over the next 15 years
- Enrolment forecast – Growing schools: Carson Graham, Larson, Capilano, Westview, Queen Mary, Queensbury, Brooksbank, Sherwood Park, Ridgeway
- Capacity utilization challenges – Need to balance enrolment... adjust catchment boundaries, non-instructional use of classrooms may not be possible in growing schools
- Building upgrade priorities – Argyle, Windsor, Larson
- Emerging secondary plan – Replace Handsworth and Argyle, Shift Carisbrooke from Carson Graham to Argyle
- Emerging elementary plan – Modify boundaries between schools, replace Larson and Queensbury with a new, larger schools

C.1. School District Facilities Plan (SDFP) – Matrix Presentation (continued)

Responding to Trustees' questions, Mr. Wood and Superintendent Lewis clarified that some students were shifting schools based on District programs; modifying boundaries could take up to seven years to effect change; child care is not revenue generating, but is important for before and after school care; and that it was possible to consider re-opening leased schools.

Superintendent Lewis noted that both the City and District of North Vancouver have been invited to make comments on the SDFP, after which School District staff will make recommendations as to an emerging plan going forward. This plan will be shared with the Board in February 2016.

C.2. Secondary School and Academy Fees 2016/17

Superintendent John Lewis introduced this agenda item and advised that boards of education may charge fees to students and parents for goods and services provided by the Board in accordance with the *School Act* [s. 82]. Board [Policy 706: Board of Education – School Fees](#) requires that each North Vancouver school and specialty academy annually establish a schedule of fees. Fees for the 2016/17 school year are determined prior to the end of 2015 to allow fee schedules to be included in the secondary school course guidebooks that are published in January 2016.

Both the 2016/17 Secondary Schedule of School Fees and the Schedule of Specialty Academy Fees 2016/7 have been brought forward to the Board for information; and Trustees are encouraged to contact Principals regarding any questions they may have in relation to the fees.

C.3. Land, Learning & Livability Community Engagement – Update

John Lewis, Superintendent of Schools, introduced this agenda item and provided a brief update on Ridgeway Annex, the Argyle replacement project, and the Braemar parcel. The School District reached completion of the purchase agreement with Anthem Properties for the Ridgeway Annex site and has received the funds. The Argyle replacement project continues to move forward with an indication from the Minister of Education that the project request is being reviewed. The Wedgewood proposal for the Braemar parcel is expected to proceed with the Municipal process in January 2016.

C.4. Reports Received

As a consequence of the power outage on November 17, 2015, the Public Board Meeting was cancelled. Due to this, the following reports were received:

- North Vancouver Teachers' Association *Professional Development Report to the Board 2014/15*
- Artists for Kids 2014/15 Annual Report
- Organization of Classes Report 2015/16
- Land, Learning and Livability Community Consultation UPDATE – October 2015
- Land, Learning and Livability Community surplus site summary

C.5. Tuesday, November 3, 2015 Standing Committee Meeting

Trustee Barry Forward reported on the meeting that focused on Social Emotional Learning: Mental Health & Wellness Initiatives. The next Standing Committee Meeting, which focuses on Grade 7/8 transition, is on Thursday, January 14, 2016 at Sutherland Secondary School.

C.6. 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:

- Sutherland Secondary School – field trip to Seattle, WA, USA (February 25-26, 2016)
- Handsworth Secondary School – field trip to Las Vegas, NV, USA (March 2-6, 2016)
- Handsworth Secondary School – field trip to Germany, Czech Republic, Austria and Holland (March 9-15, 2016)
- Seycove Secondary School – field trip to Sosua, Dominican Republic (March 9-20, 2016)
- Sutherland Secondary School – field trip to New York, NY, USA (March 11-16, 2016)
- Handsworth Secondary School – field trip to Japan (April 4-19, 2016)

Superintendent John Lewis noted that schools who are traveling to Europe on field trips are working with travel agencies to avoid any of the countries where there is a designation of high risk for security reasons.

C.7. Superintendent's Report

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

- Winter Weather Information 2015/16
- Pat Gallaher Memorial Elementary Basketball Tournament
- Important Safety Reminder

C.8. Report Out - BC School Trustees Association (BCSTA) and BC Public Schools Employers' Association (BCPSEA)

Trustee Skinner shared that the BCSTA Provincial Council is taking place in February 2016 and Chair Gerlach shared that the BCSPEA AGM is taking place in January 2016. Both asked that the Board discuss any potential motions they would like to see put forward.

C.9. 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 Meeting
 - Artist for Kids Management Committee Meeting
 - Squamish Nation and Board of Education Meeting
 - Aboriginal Education Committee Meeting
 - North Vancouver Administrator's and Board of Education Meeting
 - City of North Vancouver Advisory Planning Commission
 - Kindergarten Parent Information Meeting
 - Ross Road PAC Meeting
 - Capital Planning Meeting
 - Sustainability Strategy Meeting
 - North Shore Table Matters Meeting
2. Events attended by Trustees included:
 - Remembrance Day Assemblies
 - Tour with Minister of Education Mike Bernier
 - BCSTA Board Chair Professional Development
 - BCSTA Academy

D. Future Meetings

Date and Time	Event	Location
Thursday, January 14, 2016 at 7:00 pm	Transitions 7/8 Programs Evening	Sutherland Secondary School 1860 Sutherland Ave, N Vancouver
Tuesday, January 19, 2016 at 7:00 pm	Public Board Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, February 2, 2016 at 7:00 pm	Standing Committee Public Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, February 9, 2016 at 7:00 pm	Standing Committee Public 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 9:31 pm and thanked those who attended.

Certified Correct:

Georgia Allison
Secretary Treasurer

Christie Sacré
Chair, Board of Education

Date

Date

Schedule A.6.
of the
Administrative Memorandum

Meeting Date: January 19, 2016 Board Board, in camera

Topic (as per the
Memorandum): **North Shore Safe Routes Advocates**

Narration:

The Safe Routes Advocates (SRA) was established in 2013 by a group of seven parents in the Handsworth Secondary Family of Schools, who came together because of a mutual concern over traffic congestion and safety around schools. Since being established, the SRA has worked in partnership with other likeminded groups, such as the Heart and Stroke Foundation, Hub for Active School Travel BC (HASTe BC), Insurance Corporation of BC (ICBC), and the North Shore Safety Council, to expand efforts to promote active transportation (walking and biking) to school and increase traffic safety.

Partnering with the City and District of North Vancouver and the District of West Vancouver has allowed for a change in infrastructure, making walking and biking to school safer for children. The SRA works with Principals in a number of schools in all three local municipalities to put together travel plans to reduce congestion around schools and promote active transportation.

John Lewis, Superintendent of Schools, will introduce SRA's Community Outreach Coordinator, Carol Sartor, who will share objectives and ideas with the Board of Education.

Schedule B.1.....
of the
Administrative Memorandum

Meeting Date: January 19, 2016 Board Board, in camera

Topic (as per the Memorandum): **2016/17 Budget Development Consultation Process**

Narration:

The North Vancouver Board of Education is pleased to report that it continues to be in the stable financial position it has experienced in recent years. Utilizing a three-year forecast, we anticipate that the 2016/17 Operating Budget will be a budget with no anticipated need for reductions.

The Board was able to add funds back to the Operating Budget in both the 2011/12 and 2012/13 fiscal years. We were unable to “add” to the Operating Budget in subsequent years due to the need to fund:

- the Savings Plan in both 2013/14 and 2014/15 to fund the CUPE Local 389 settlement under the Provincial Framework Agreement;
- the unfunded 1.3% increase in the Teacher’s Pension Plan in 2013/14;
- the 1.4% Municipal Pension Plan increase in 2014/15;
- the Administrative Savings plan increments of \$760,017 and \$655,186, respectively, in each of the 2015/16 and 2016/17 fiscal years.

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

Presentations in February and March, by School District staff, will inform attendees of the financial status and the government requirements used to develop the Budget. This information will provide opportunities for informed dialogue regarding budget priorities. Partner groups will be provided an opportunity to make a written submission, by April 4, 2016, that identifies their top three priorities. The table group, large group discussions, and input gathered will assist the Board in its consideration of the current budget priorities and direction.

As required by Section 11 of the *School Act*, the Board’s 2016/17 Budget Bylaw must be developed and adopted on, or before, June 30th of the current fiscal year. To facilitate staffing allocations to schools by May 2016, the following process and timelines are proposed for the 2016/17 Budget Development:

1. February 9, 2016 – Public Standing Committee Meeting
 - Staff presentation and discussion of issues and opportunities related to the:
 - a) Amended Operating Grant 2015/16;
 - b) Three-Year Forecast, assumptions, and future considerations;
 - c) Review of the historical Budget Priorities, identified by the Board’s partner groups, since the 2011/12 fiscal year.

Schedule B.1. (continued)

Narration (continued):

2. March 29, 2016 – Public Standing Committee Meeting
 - Staff presentation and discussion of issues and opportunities related to the:
 - a) Review of the Ministry of Education’s mid-March Preliminary Grant announcement;
 - b) Review of the current 2015/16 Forecast to June 30, 2016;
 - c) Review of the revised Three-Year Forecast;
 - d) Annual Facilities Grant Capital Plan.
 - Table group discussion of budget priorities and provide input on top priorities. This discussion will be aided by the historical Budget Priorities, identified by the Board’s partner groups, since the 2011/12 fiscal year.
 - Large group discussion of budget priorities.
3. April 4, 2016 – Written submissions by Partner Groups to be received
 - Partner groups will be provided an opportunity to make written submissions that identify their top three priorities.
4. April 19, 2016 – Public Board Meeting
 - Executive Summary presentation of suggested priorities, adjustments and improvements, proposed by the Board’s partner groups and the public, for consideration and inclusion by the Board in the 2016/17 Annual Budget.
5. May 17, 2016 – Public Board Meeting
 - 2016/17 Annual Budget Bylaw presented for approval and adoption by the Board.

RECOMMENDED MOTION:

that the Board of Education approve the proposed process and timelines identified within Board Schedule B.1. for the development of the 2016/17 Budget.

Schedule B.2.(A).
of the
Administrative Memorandum

Meeting Date: January 19, 2016 Board Board, in camera

Topic (as per the
Memorandum): **Corporate Banking Services**

Narration:

(A) Bank of Montreal – Banking Bylaw 1-2016

The Board will find attached a Bank of Montreal Bylaw as to Bankers and Signatures for Municipal Accounts (Cities, Towns, Villages, Municipalities) and for School District Accounts, B.C..

This routine bylaw is required as a result of a change in Board Chair and Vice Chair.

Attachment:
Bank of Montreal – Certificate and Authorization

RECOMMENDED MOTION:

that Banking Bylaw Number 1-2016 be read a first time;

that Banking Bylaw Number 1-2016 be read a second time;

that Banking Bylaw Number 1-2016 be read a third time, passed, and adopted.

Procedural Note:

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

Certificate and Authorization

TO BANK OF MONTREAL

The undersigned certifies:

(A) BANKING RESOLUTION/BY-LAW

THAT the following is a copy of the text of a resolution or by-law, as applicable, which has been duly passed or enacted by the

BOARD OF EDUCATION SCHOOL DISTRICT 44 (NORTH VANCOUVER)

Insert Name of Council, Board of Trustees, Board of Education, School Board, Conseil scolaire fransaskois, Assembly or other applicable governing body (as applicable)

of the NORTH VANCOUVER SCHOOL DISTRICT

Insert name of City, Town, Village, Municipality, School District, School Division, Division scolaire francophone, First Nations land or other applicable region (as applicable)

(hereinafter called the "**Corporation**") at a meeting duly called and held in accordance with the law

governing the Corporation on the ___19th___ day of ___January___, ___2016___
day month year

RESOLVED/ENACTED:

1. THAT all cheques of the Corporation drawn on its *SCHOOL BOARD AND TRUST

*Insert "General", "School Board", "Library", or otherwise as appropriate

account(s) be signed on its behalf by **GEORGIA ALLISON, SECRETARY TREASURER; JOHN LEWIS, SUPERINTENDENT; ___

STEPHEN WURZ, DIRECTOR OF FINANCIAL SERVICES; PIUS RYAN, ASSISTANT SUPERINTENDENT, OR ANY ONE OF ___

THEM AND COUNTERSIGNED BY ONE OF CHRISTINE SACRE, CHAIR OR FRANCI STRATTON, VICE CHAIR

** Insert name(s) and title(s) of officer(s) or member(s) adding "or any one of them", "or any two of them", "or any one of them and countersigned by ___", or otherwise, as required.

(each an "**Authorized Signatory**") is/are authorized for and on behalf of the Corporation:

- (a) to negotiate with, deposit with or transfer to Bank of Montreal (the "**Bank**") (but for credit to the Corporation's account only) all or any bills of exchange, promissory notes, cheques and orders for the payment of money and other negotiable instruments, and for the said purpose to endorse the same on behalf of the Corporation (by rubber stamp or otherwise);
- (b) to arrange, settle, balance and certify all books and accounts between the Corporation and the Bank; and to receive all paid cheques and vouchers, unpaid and unaccepted bills of exchange and other negotiable instruments;
- (c) to obtain delivery from the Bank of all or any stocks, bonds and other securities held by the Bank in safekeeping or otherwise for the account of the Corporation and to give valid and binding receipts therefor.

REPEAL OF PREVIOUS RESOLUTIONS/BY-LAWS

- 2. THAT all resolutions/by-laws, as applicable, (if any) with respect to the account(s) specified in section A1 and as to banking and signing officer(s), member(s) or any one or more Authorized Signatory(ies) passed by the Council, Assembly or Board of Trustees or other governing body, as applicable, of the Corporation and relating to the account(s) specified in section A1 held with the Bank previous to this resolution are repealed.
- 3. THAT this resolution/by-law, as applicable, shall be irrevocable until a resolution repealing this resolution or a by-law repealing or amending this by-law, as applicable, shall have been passed or enacted and a certified copy delivered to the Bank at each branch or agency where an account of the Corporation shall be kept.

(B) RELIANCE AND CURRENCY

THAT the Bank may assume that this Certificate and Authorization, authorizations granted pursuant to the foregoing, and the Corporation's articles or constitution, by-laws and resolutions, or other equivalent documents, as applicable, copies of each of which will be delivered to the Bank from time to time, are in full force and effect and that each branch of the Bank with which any dealings are had by the Corporation may act upon them until each such branch is notified in writing to the contrary.

(C) HEADINGS

The headings used herein are inserted only as a matter of convenience and for reference and in no way are to be construed as defining, limiting or describing the scope or intent of this Certificate and Authorization.

(D) CERTIFYING PARTY

THAT:

1. I am a duly elected director and/or officer and/or member of Council, Assembly or other governing body as applicable, of the Corporation and am authorized by the Corporation to certify the matters set out in this Certificate;
2. set out above are the correct names of individuals authorized to act on behalf of the Corporation as provided herein; and
3. the foregoing resolution/by-law, as applicable, has been duly passed or enacted by the Corporation in the manner authorized by law.

Date: 19/ JANUARY / 2016 _____

(Signature of Director/Member of Council/Officer)

Name: GEORGIA ALLISION
Position: SECRETARY TREASURER

Applicable in the Province of Quebec only:

It is the express wish of the parties that this Certificate and Authorization and any related documents be drawn up and executed in English. Les parties conviennent que le présent certificat et tous les documents s'y rattachant soient rédigés et signés en anglais.

Schedule B.2.(B).
of the
Administrative Memorandum

Meeting Date: January 19, 2016 Board Board, in camera

Topic (as per the
Memorandum): **Corporate Banking Services**

Narration:

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

A resolution regarding Bankers and Signing Officers for the Toronto-Dominion Bank is required as a required as a result of a change in Board Chair and Vice Chair.

Attachment:

Toronto Dominion – Resolution re: Bankers and Signing Officers

RECOMMENDED MOTION:

that the Toronto-Dominion Bank Resolution re: Bankers and Signing Officers as per Schedule B.2.(B). be approved.

**RESOLUTION RE BANKERS AND SIGNING OFFICERS
(For Municipal Corporation or School “Boards”)**

RESOLVED:

- (1) That **GEORGIA ALLISON, Secretary and Treasurer of the Board of Education of School District No. 44 (North Vancouver)**, (School Board, “the Corporation”) be and is hereby authorized for and on behalf of the Corporation to enter into arrangements for the deposit and withdrawal of funds, credit facilities and other financial services with The Toronto-Dominion Bank, TD Mortgage Corporation, TD Pacific Mortgage Corporation, Canada Trustco Mortgage Company and The Canada Trust Company (collectively, the “Bank”) for credit to the Corporation’s account only all or any cheques and other orders for the payment of money, and for that purpose to endorse the same on behalf of the Corporation either in writing or by rubber stamps.
- (2) That all cheques of the Corporation be drawn in the name of the Corporation and be signed on its behalf by the following persons.

ANY TWO OF THE SUPERINTENDENT OR THE ASSISTANT SUPERINTENDENT OR THE SECRETARY/TREASURER OR THE DIRECTOR OF FINANCIAL SERVICES OR ANY ONE OF THE SUPERINTENDENT OR THE ASSISTANT SUPERINTENDENT OR THE SECRETARY/TREASURER OR THE DIRECTOR OF FINANCIAL SERVICES TOGETHER WITH EITHER THE BOARD CHAIR OR THE BOARD VICE CHAIR.

**JOHN LEWIS
GEORGIA ALLISON
PIUS RYAN
STEPHEN WURZ
CHRISTINE SACRÉ
FRANCI STRATTON**

**SUPERINTENDENT
SECRETARY/TREASURER
ASSISTANT SUPERINTENDENT
DIRECTOR OF FINANCIAL SERVICES
BOARD CHAIR
BOARD VICE CHAIR**

- (3) That **GEORGIA ALLISON, Secretary and Treasurer** and **STEPHEN WURZ, Director of Financial Services** be and is/are hereby authorized for and on behalf of the Corporation from time to time to receive from the said Bank a statement of the account of the Corporation together with all relative vouchers and all unpaid bills lodged for collection by the Corporation and all items returned unpaid and charged to the account of the Corporation, and to sign and deliver to the Bank the Bank’s form of verification, settlement of balance and release.
- (4) That **GEORGIA ALLISON, Secretary and Treasurer** and **STEPHEN WURZ, Director of Financial Services** be and is/are hereby authorized for and on behalf of the Corporation to obtain delivery from the Bank of all or any stocks, bonds and other securities held by the Bank in safekeeping or otherwise for the account of the Corporation and to give valid and binding receipts therefore.
- (5) That this resolution be communicated to the Bank and remain in force until written notice to the contrary shall have been given to the Manager for the time being of the branch of the Bank at which the account of the corporation is kept and receipt of such notice duly acknowledged in writing.

We certify that the above is a true copy of a resolution passed at a meeting of the Board of Education of School District No. 44 (North Vancouver) duly convened and regularly held in accordance with the law governing the said Corporation on the **19th** day of **January, 2016**.

Georgia Allison
Secretary Treasurer

John Lewis
Superintendent of Schools

Schedule B.2.(C).
of the
Administrative Memorandum

Meeting Date: January 19, 2016 Board Board, in camera

Topic (as per the
Memorandum): **Corporate Banking Services**

Narration:

(C) Blue Shore Credit Union – Resolution re: Bankers and Signing Officers

A resolution regarding Bankers and Signing Officers for the Blue Shore Credit Union is required as a required as a result of a change in Board Chair and Vice Chair.

Attachment:

Blue Shore Credit Union – Resolution re: Bankers and Signing Officers

RECOMMENDED MOTION:

that the Blue Shore Credit Union Bank Resolution re: Bankers and Signing Officers as per Schedule B.2.(C). be approved.

**RESOLUTION RE BANKERS AND SIGNING OFFICERS
(For Municipal Corporation or School “Boards”)**

RESOLVED:

- (1) That **GEORGIA ALLISON, Secretary and Treasurer of the Board of Education of School District No. 44 (North Vancouver)**, (School Board, “the Corporation”) be and is hereby authorized for and on behalf of the Corporation to enter into arrangements for the deposit and withdrawal of funds, credit facilities and other financial services with Blue Shore Credit Union (the “Credit Union”) for credit to the Corporation’s account only all or any cheques and other orders for the payment of money, and for that purpose to endorse the same on behalf of the Corporation either in writing or by rubber stamps.
- (2) That all cheques of the Corporation be drawn in the name of the Corporation and be signed on its behalf by the following persons.

ANY TWO OF THE SUPERINTENDENT OR THE ASSISTANT SUPERINTENDENT OR THE SECRETARY/TREASURER OR THE DIRECTOR OF FINANCIAL SERVICES OR ANY ONE OF THE SUPERINTENDENT OR THE ASSISTANT SUPERINTENDENT OR THE SECRETARY/TREASURER OR THE DIRECTOR OF FINANCIAL SERVICES TOGETHER WITH EITHER THE BOARD CHAIR OR THE BOARD VICE CHAIR.

**JOHN LEWIS
GEORGIA ALLISON
PIUS RYAN
STEPHEN WURZ
CHRISTINE SACRÉ
FRANCI STRATTON**

**SUPERINTENDENT
SECRETARY/TREASURER
ASSISTANT SUPERINTENDENT
DIRECTOR OF FINANCIAL SERVICES
BOARD CHAIR
BOARD VICE CHAIR**

- (3) That **GEORGIA ALLISON, Secretary and Treasurer** and **STEPHEN WURZ, Director of Financial Services** be and is/are hereby authorized for and on behalf of the Corporation from time to time to receive from the said Credit Union a statement of the account of the Corporation together with all relative vouchers and all unpaid bills lodged for collection by the Corporation and all items returned unpaid and charged to the account of the Corporation, and to sign and deliver to the Credit Union the Credit Union’s form of verification, settlement of balance and release.
- (4) That **GEORGIA ALLISON, Secretary and Treasurer** and **STEPHEN WURZ, Director of Financial Services** be and is/are hereby authorized for and on behalf of the Corporation to obtain delivery from the Credit Union of all or any stocks, bonds and other securities held by the Credit Union in safekeeping or otherwise for the account of the Corporation and to give valid and binding receipts therefore.
- (5) That this resolution be communicated to the Credit Union and remain in force until written notice to the contrary shall have been given to the Manager for the time being of the branch of the Credit Union at which the account of the corporation is kept and receipt of such notice duly acknowledged in writing.

We certify that the above is a true copy of a resolution passed at a meeting of the Board of Education of School District No. 44 (North Vancouver) duly convened and regularly held in accordance with the law governing the said Corporation on the **19th** day of **January, 2016**.

Georgia Allison
Secretary Treasurer

John Lewis
Superintendent of Schools

Schedule B.3.
of the
Administrative Memorandum

Meeting Date: January 19, 2016 Board Board, in camera

Topic (as per the Memorandum): **Board Committee and Trustee Representational Assignments (2016)**

Narration:

In accordance with [Policy 102: Board of Education - Committees and Representation](#), and subject to approval of the Board, the Chair may, for a calendar year, appoint Trustees to represent the perspective of the Board to external organizations or agencies in those instances where the maintenance of external relationships is considered essential to Board effectiveness or where representation is required by legislation or contract.

At an earlier meeting, Trustees were requested to review their preferences for assignments, based on their interest and willingness to assume the responsibilities attached to the assignment(s), and forward to the Board Chair for consideration.

The list of assignments and appointments, as attached to this Administrative Memorandum of January 19, 2016, are presented to the Board for approval at this evening's meeting.

Attachment:

Trustee Representational Assignments and Liaison Areas – January 2016

RECOMMENDED MOTION:

that the Board approve the Chair's appointments of Trustees as attached to this Administrative Memorandum of January 19, 2016, and make the appointments effective January 20, 2016.

Trustee Representational Assignments and Liaison Areas (DRAFT)
January 1, 2016

PROVINCIAL	Trustee for 2016
British Columbia Public School Employers' Association (1+alt) (Elected)	TBD
British Columbia School Trustees' Association Provincial Council (1+alt) (Elected)	TBD
MUNICIPAL/LOCAL	Trustee for 2015
City of North Vancouver Advisory Planning Commission (1+alt)	Megan Higgins / Susan Skinner (alt)
City of North Vancouver Integrated Transportation Committee (1+alt)	Christie Sacré / Megan Higgins (alt)
City of North Vancouver Parks and Environment Advisory Committee (1+alt)	Susan Skinner / Christie Sacré (alt)
Collaboration Committee (DNV) (Board Chair) (1)	Christie Sacré
Collaboration Sub - Committee (DNV) (DNV Trustees)	Barry Forward / Cyndi Gerlach Jessica Stanley / Franci Stratton
North Shore Substance Abuse Committee (1)	Jessica Stanley
North Vancouver Recreation & Culture Commission (1)	Franci Stratton
North Shore Safe Routes Advocates (2)	Barry Forward / Christie Sacré
North Shore Table Matters Network (2)	Christie Sacré / Jessica Stanley
SCHOOL DISTRICT / INTERNAL	
Board Chair (Elected)	Christie Sacré
Board Vice Chair (Elected)	Franci Stratton
Chair, Standing Committee (monthly responsibility)	Jan (JS); Feb (FS); Feb (CG); Mar (MH); Apr (CS); May (BF); Jun (JS)
Audit Committee (3)	Cyndi Gerlach / Jessica Stanley / Franci Stratton
Artists for Kids Management Committee (1)	Cyndi Gerlach
Capital Planning Committee (1)	Cyndi Gerlach
District Aboriginal Advisory Committee (1+alt)	Barry Forward / Cyndi Gerlach (alt)
Education Week Planning Committee (2)	Cyndi Gerlach / Christie Sacré
Inclusion Committee (2)	Barry Forward / Megan Higgins
North Vancouver Outdoor School Advisory Committee (1)	Barry Forward
North Vancouver Parent Advisory Council Liaison Trustee (1)	Cyndi Gerlach
North Vancouver School District Communications Committee (1)	Jessica Stanley
North Vancouver School District Policy Review Committee (2)	Megan Higgins / Franci Stratton
Presidents' Council (Board Chair) (1)	Christie Sacré
Safe and Caring Schools Committee (1)	Cyndi Gerlach
Screening and Selection of Assistant Superintendent & Directors (Board Chair)	Christie Sacré
Screening and Selection of Principals (2)	Cyndi Gerlach / Megan Higgins
Screening and Selection of Vice Principals (2)	Christie Sacré / Jessica Stanley
Student Leadership Council Liaison Trustee (2)	Cyndi Gerlach / Susan Skinner
Sustainability Leadership Team (2)	Christie Sacré / Jessica Stanley
TRUSTEE LIAISON ASSIGNMENTS (change each September)	2015/16 School Year
Argyle (Boundary, Lynn Valley, Ross Road, Upper Lynn)	Franci Stratton
Carson Graham (Larson, Queen Mary, Westview)	Susan Skinner
Handsworth (Canyon Heights, Cleveland, Highlands, Montroyal)	Christie Sacré
Mountainside Secondary, NV Distributed Learning (Braemar, Capilano, Carisbrooke, Norgate)	Cyndi Gerlach
Seycove (Cove Cliff, Dorothy Lynas, Sherwood Park)	Megan Higgins
Sutherland (Brooksbank, Eastview, Queensbury, Ridgeway)	Jessica Stanley
Windsor (Blueridge, Lynnmour, Seymour Heights)	Barry Forward

Schedule B.4
of the
Administrative Memorandum

Meeting Date: January 19, 2016 Board Board, in camera

Topic (as per the Memorandum): **Election to BC School Trustees Association (BCSTA) Provincial Council and to BC Public School Employers' Association (BCPSEA)**

Narration:

The Board is required to elect two Trustees to the British Columbia School Trustees Association (BCSTA) Provincial Council. One Trustee is to serve as the Board's representative and one Trustee is required to serve as an alternate.

BCSTA is a non-profit, voluntary organization dedicated to assisting boards of education in their key work: improving student achievement through community engagement. The key work concept, which BCSTA introduced in 1998, explains in straightforward terms what it is that school trustees are elected to do, and how they do it. Information regarding the BCSTA Governance Structure including the role of the Provincial Council can be found on the BCSTA website: <http://www.bcsta.org/whatWeDo/governance>.

The [BC Public School Employers' Association](#) (BCPSEA) is the accredited bargaining agent for the province's 60 public boards of education, for unionized teaching and support staff in the British Columbia K-12 public education system. In July 2013, the government appointed a [public administrator](#) for BCPSEA as an interim measure. While the appointment of a public administrator ends the legal role of the BCPSEA board of directors, the Minister of Education has invited the school trustees, to remain in an advisory capacity to government and BCSTA as they work to redefine BCPSEA's role in the future.

In the past, the Chair has appointed a Trustee Representative to the British Columbia Public School Employers' Association. In December 2013, the current Board determined that the Trustee Representative as well as an alternate be chosen in the same format as that used for the BCSTA Trustee Representative and alternate. During the restructuring of BCPSEA, the role of the BCPSEA representative will be as a liaison for each Board of Education to BCSTA as outlined in the interim bargaining structure. Given this change in role, the Board may wish to review the requirement for a separate BCPSEA representative until such time as a new structure has been implemented.

Procedurally, the Board may elect its representatives as follows for each of the following four positions:

- British Columbia School Trustees Association Provincial Council representative and alternate
- British Columbia Public School Employers' Association representative and alternate

Procedure:

1. the Chair will call for nominations for the Board's representative to each of the respective organizations for the term of January 20, 2016 – December 30, 2016 (no second required).
2. declare the representative elected if there is only one nomination.
3. if there is more than one nomination, appoint two scrutineers and conduct an election by ballot.
4. the Chair will announce the successful candidate.
5. repeat steps 1 to 4 for the Board's alternate representative to the organization.

Schedule B.5
of the
Administrative Memorandum

Meeting Date: January 19, 2016 Board Board, in camera

Topic (as per the Memorandum): Handsworth Secondary Capital Project: Preferred Option

Narration:

Introduction

A seismic upgrade capital project was approved for Handsworth in 2013 through the Ministry's Seismic Mitigation Program. As a priority of the Provincial Government since 2004, this program has been the focus for the approval of capital project requests and the allocation of capital funds. The advancement of the Handsworth project needs to be considered in the context of the Ministry's Seismic Mitigation Program and the progress achieved to date at both the Provincial and local levels. The Ministry has expressed concern that seismic upgrade projects are not being advanced on a timely basis by school districts to enable completion of the needed upgrades to schools.

Ministry Seismic Mitigation Program

As stated on the Ministry of Education website, "*the safety of B.C. students is vital. A comprehensive school seismic upgrading program is underway to make schools safer in the event of an earthquake by minimizing the probability of structural collapse. Over the past decade, the government has spent or committed \$2.2 billion to seismically upgrade or replace 214 high-risk schools. The remainder, 128 high-risk schools in the province, are still to be addressed.*"

<http://www2.gov.bc.ca/gov/content/education-training/administration/resource-management/capital-planning/seismic-mitigation-program>

Phase one of the Ministry Seismic Mitigation Program began in 2004 with assessments of schools to determine seismic risk and scope of upgrading work required. Project engineers used retrofit design concepts in the risk assessments that were developed by the Association of Professional Engineers and Geoscientists of BC (APEGBC). As a result of updated research by APEGBC, seismic conditions were reviewed in 2012 to update the seismic status of schools across BC.

The Ministry of Education published a Seismic Mitigation Program Progress Report in October 2015, providing a status report on each of the 342 schools identified as high-risk seismic condition. While progress at the provincial level has been slower than expected, our School District has achieved excellent progress addressing the seismic condition of schools. A summary of the current seismic condition of all North Vancouver Schools and a description of the seismic assessment categories (High 1, 2, 3, Medium, and Low) is included in this schedule as Appendix A.

Schedule B.5. (continued)

Narration (continued):

The table below provides a summary of the seismic upgrade status (by category) for the Province and for select Metro School Districts including; North Vancouver, Vancouver (VCR), Burnaby (BBY) and Richmond (RMD).

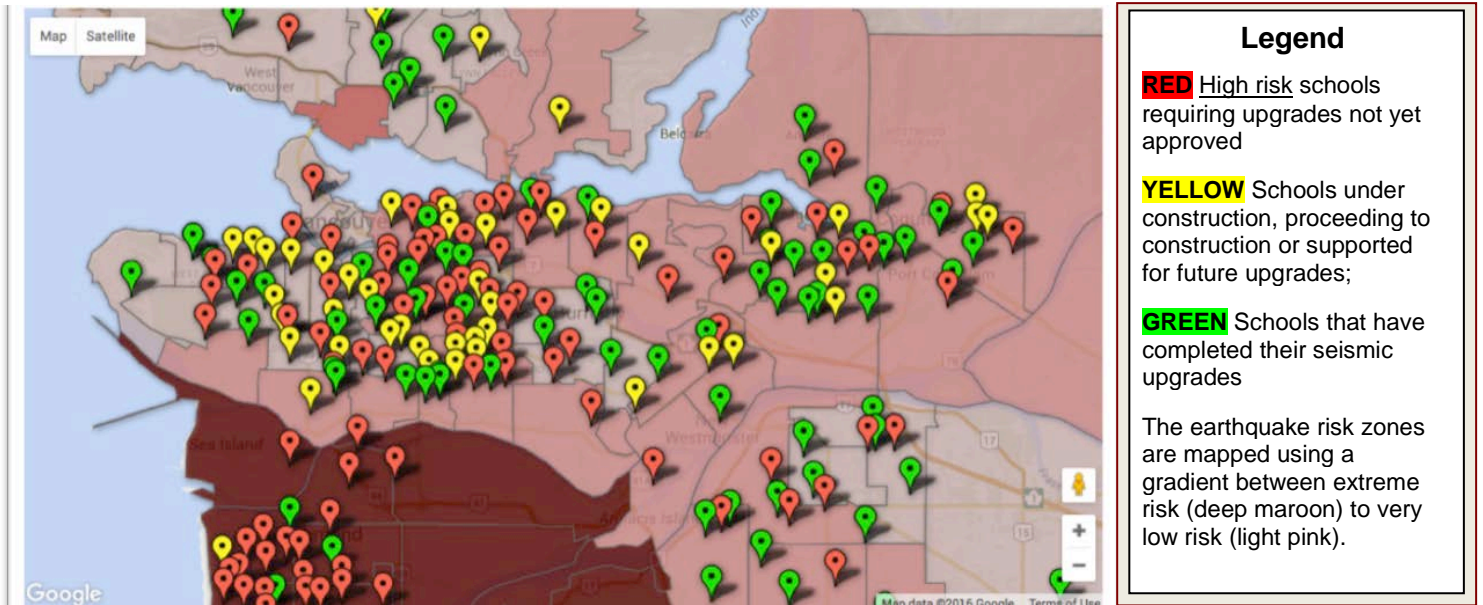
Ministry Update: October 2015										
	BC	%	NVSD	%	VCR	%	BBY	%	RMD	%
A. Seismic upgrade projects completed	149	44%	7	64%	20	23%	8	35%	3	11%
B. Projects under construction	16	5%	0	0%	4	5%	0	0%	0	0%
C. Proceeding to construction	9	3%	1	9%	1	1%	2	9%	0	0%
D. Options and Business Case Development	40	12%	2	18%	23	26%	2	9%	1	4%
Total projects in Process	214	63%	10	91%	48	55%	12	52%	4	5%
E. Remaining High Risk requiring mitigation	128	37%	1	9%	40	45%	11	48%	24	86%
Total seismic high-risk projects	342	100%	11	100%	88	100%	23	100%	28	100%

North Vancouver Seismic Mitigation Projects	
A. Completed	Highlands, Westview, Canyon Heights, Carisbrooke, Ridgeway, Carson Graham, Queen Mary
B. Under construction	Windsor Secondary - Science block - now under construction
C. Proceeding	Windsor Secondary - Science block - now under construction
D. Business case	Argyle(replacement requested) and Handsworth (DRAFT PDR under review)
E. Remaining High Risk	Mountainside (former Balmoral) at HIGH 3 - Priority #10 on Capital Plan

Notably at the Provincial level, nearly 50% of the 342 identified Seismic Projects are either at the 'Options and Business Case Development' stage (12%), or remain as high-risk schools requiring mitigation (37%). In the North Vancouver School District, two projects (Argyle and Handsworth) are at the Options and Business Case Development stage (18%), with only one school (Mountainside) remaining as high risk (High 3), requiring mitigation (9%). Since the publication of the Ministry Update, the status of the Windsor Seismic Project has changed from the 'proceeding' stage to the under construction stage.

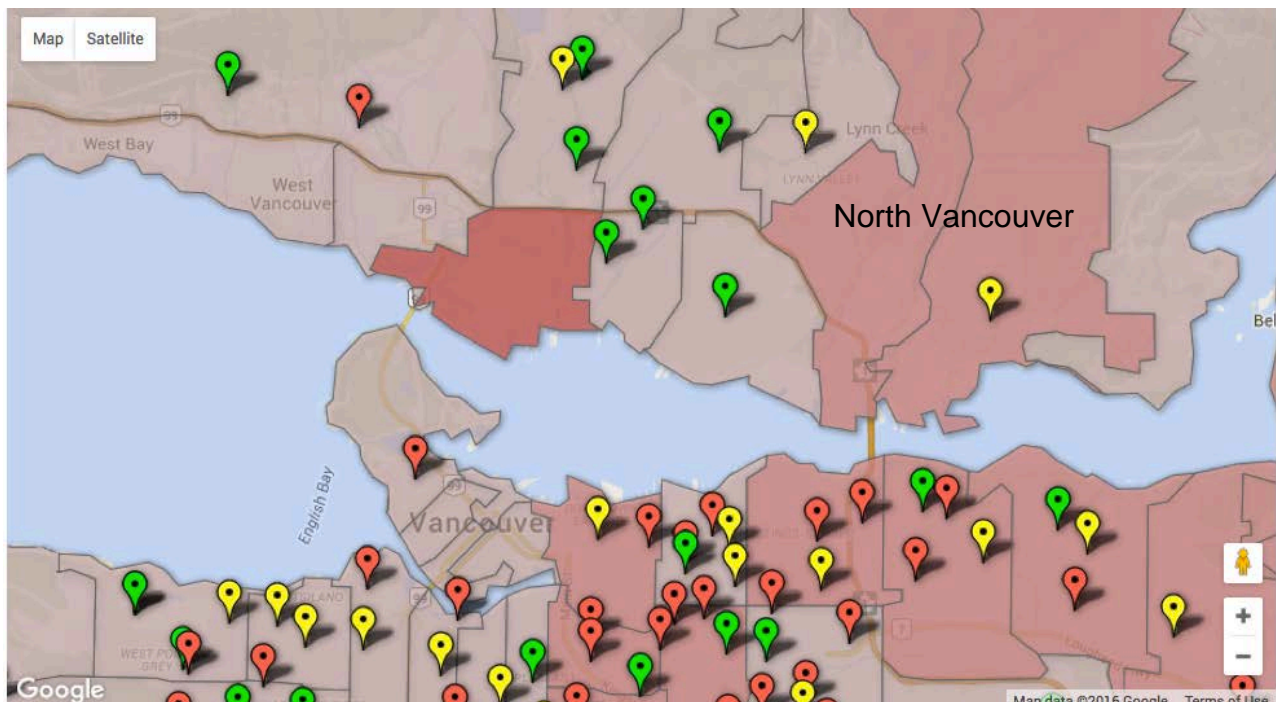
Schedule B.5. (continued)

Narration (continued):



An interactive mapping tool prepared by CBC provides a graphical representation of the status of projects in the Metro Vancouver region (above) and North Vancouver (below). These maps illustrate the progress towards the completion of the needed upgrades to high-risk schools in the Seismic Mitigation Program.

<http://www.cbc.ca/beta/news/canada/british-columbia/multimedia/earthquake-risk-and-school-seismic-upgrades-in-b-c-1.3051462>



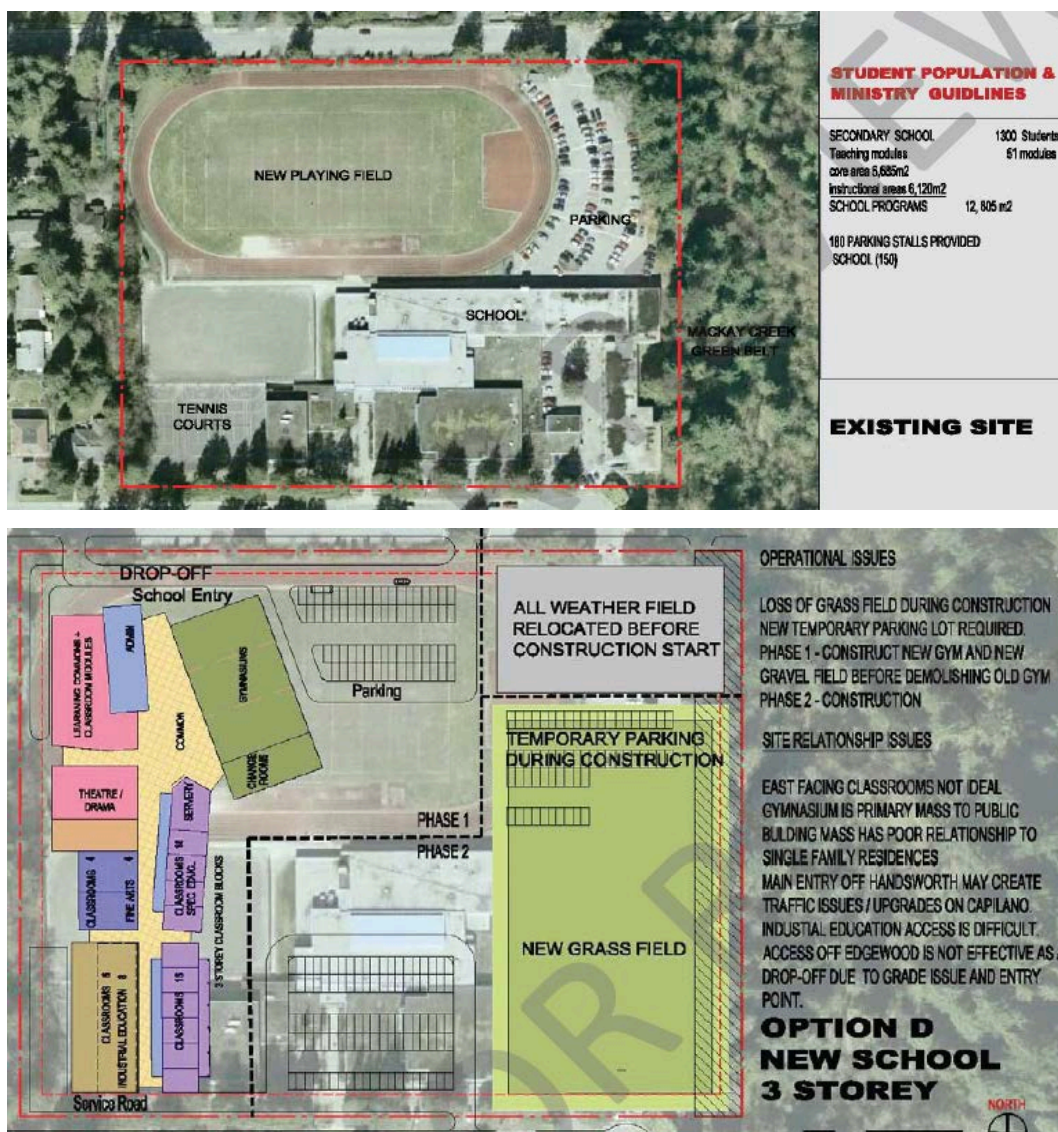
Schedule B.5. (continued)

Narration (continued):

Handsworth Project background

The replacement of Handsworth Secondary School due to seismic condition was identified in the Board of Education's 2008/09 Five-Year Capital Plan as the #2 priority, following the replacement of Argyle due to seismic condition as the #1 priority.

In 2011, a Project Identification Report (PIR) was completed and submitted to the Ministry of Education, providing a description of the condition of the school and examining a range of options from a seismic upgrade of the facility to a full replacement project. The PIR recommended the Full Replacement Project option be advanced in the capital planning process.



The **Option D New School** concept (above) was developed for planning purposes only.

Schedule B.5. (continued)

Narration (continued):

The Ministry provided approval for a seismic upgrade project in 2013 to enable the Board to proceed with a more detailed examination of the seismic condition of each of the 8 blocks of the school and to prepare a Project Definition Report (PDR). The School District completed the Seismic Project Identification Reports for each of the eight blocks of the school and prepared the DRAFT PDR. Cost estimates provided within the PDR are \$52.9M for the Full Replacement Project option and \$42.5M for the Seismic Upgrade option, for a difference in funding of \$10.4M between the two options. The DRAFT PDR recommends the Full Replacement Project option over the Seismic Upgrade Option.

The PDR was initially submitted to the Ministry of Education as a DRAFT in November 2014 and updated for resubmission in November 2015. The PDR is now under Ministry review. The Ministry has identified a number of areas requiring clarification before the PDR may be finalized. These include: confirmation of the preferred option (full Replacement, or Seismic Upgrade), capacity for the Full Replacement School option, and budget details related to Municipal requirements. The Ministry has expressed strong interest in the School District advancing the Handsworth Capital Project, at the earliest opportunity.

Confirmation of preferred option

The Ministry of Education requires the Board to confirm its intent to proceed with the Handsworth project as a Full Replacement Project or as a Seismic Upgrade Project.

The conclusions reached through the development of the Project Identification Report (PIR) and the DRAFT Project Definition Report both recommend proceeding with a Full Replacement Project as the preferred option. In making this recommendation, the reports identify the advantages of a Full Replacement over a Seismic Upgrade.

- Significantly improved functionality for current learning and teaching.
- More compact footprint allows greater flexibility in layout of playfields, parking, and drop-off, providing the best long-term site configuration.
- More environmentally sustainable.
- Shorter Construction period of about 20 to 24 months versus up to 36 months for a seismic upgrade, reducing traffic impacts on the immediate community.
- Does not require temporary classrooms/portables.
- Construction can be completely isolated from the existing school, minimizing disruption.
- Long-term maintenance costs will be significantly less than the seismic upgrade option.
- The life of a new building exceeds that of a seismically upgraded existing building originally constructed in the 1960's.
- Life cycle costs are substantially less than the seismic upgrade.
- Building will meet current building codes and seismic codes.
- Building will be built to LEED Gold standard.
- Provide opportunities to address community interests through partnership agreements.

Schedule B.5. (continued)

Narration (continued):

The Ministry of Education has communicated its expectation that Boards of Education will provide a source of funds to enable projects to proceed as Full Replacement Projects, rather than as a Seismic Upgrade Project. A business case has been required to support Full Replacement Project requests, indicating the capacity of the School District to achieve funding beyond the costs attributed to the Seismic Upgrade Project.

The Board has achieved the funding necessary for the conversion of the Argyle Seismic Upgrade Project to a Full Replacement Project through funds generated from surplus properties. The Board may wish to explore all available opportunities in consultation with the Ministry of Education in the development of a business case for a Full Replacement Project. Options for consideration include: full funding by the Ministry of Education, shared funding between the Ministry of Education and the Board of Education, and full funding by the Board of Education. The Board of Education has the potential to generate additional funds through the use of surplus properties for lease and/or sales revenue as advanced through its *Land, Learning and Livability* strategic land management process.

Capacity for the Full Replacement School option

The current official capacity of Handsworth Secondary is rated at 1200. The DRAFT PDR provides enrolment projections to support a Full Replacement School with a capacity rating of 1300 students, and a core of 1500 students to facilitate future expansion.

Secondary schools are generally able to operate at 115 to 120% of official capacity ratings designated by the Ministry of Education. A capacity rating of 1200 will enable the accommodation of 1,380 to 1,440 students, while a capacity rating of 1300 will provide for student enrolment of 1,496 to 1,560 students. The current total enrolment of Handsworth this year is 1,496 students, including a total of 98 international students.

Actual student enrolment at Handsworth has consistently exceeded projections, as students are attracted from neighbouring schools and from other School Districts including André Piolat with the Conseil Scolaire Francophone and the West Vancouver School District.

Even though the Provincial Government has a priority to expand the International student program, the Ministry does not recognize International student enrolment in the calculation of school capacity. Additional capacity of 100 will enable the School District to accommodate International students in our community, while supporting this Government priority.

As the westernmost secondary school within the School District, Handsworth's catchment area is adjacent to Carson Graham Secondary. The School District Facilities Plan (2015 Update) reports a projected deficit of 315 student spaces for Carson Graham by 2029.

Providing for 1300 official capacity at Handsworth will address current enrolment as well as future enrolment pressures for Carson Graham. Building Handsworth with an official capacity of 1300 would thereby delay the requirement for an expansion to Carson Graham over the medium term. Providing sufficient capacity through a Full Replacement Project at Handsworth with a capacity of 1300 will be a more cost effective solution to address increased enrolment than a future addition to either Carson Graham, or to Handsworth.

Schedule B.5. (continued)

Narration (continued):

Budget details

The budget allowances for municipal requirements provided within the DRAFT Project Definition Report need to be reviewed and revised to establish the costs associated with both options: seismic upgrade and full replacement. A number of project costs will be 'triggered' by the total project cost, rather than the specific type of project.

Through an initial 'pre-application' meeting and consultation with the District of North Vancouver Planning and Engineering departments, the anticipated costs and municipal requirements will be identified, in relation to the project proceeding either as a seismic upgrade project, or as a full replacement project

Attachment:

Appendix A: Seismic condition of North Vancouver Schools

RECOMMENDED MOTION:

that the Board of Education indicate its intention to advance the preferred option for the Handsworth Capital Project as a Full Replacement School Project at a capacity of 1300 students, rather than as a Seismic Upgrade Project, and;

that the Board of Education request a meeting with the Ministry of Education, at the earliest opportunity, to explore all opportunities to fund the Full Replacement School Project, including full funding provided by the Ministry of Education.

Appendix A: Seismic Condition of North Vancouver Schools.

ELEMENTARY SCHOOLS	SEISMIC RISK
Blueridge	MEDIUM
Boundary	MEDIUM
Braemar	MEDIUM
Brooksbank	MEDIUM
Canyon Heights	UPGRADE Completed 2009
Capilano	MEDIUM
Carisbrooke	UPGRADE Completed 2009
Cleveland	MEDIUM - Upgrade 2002
Cove Cliff	LOW
Dorothy Lynas	LOW
Eastview	MEDIUM
Highlands	REPLACEMENT SCHOOL 2009
Larson	MEDIUM
Lynn Valley	REPLACEMENT SCHOOL 2005
Lynnmour	MEDIUM
Montroyal	MEDIUM
Norgate	MEDIUM - Upgrade 2002
Queen Mary	REPLACEMENT SCHOOL 2013
Queensbury	MEDIUM
Ridgeway	REPLACEMENT SCHOOL 2012
Ross Road	MEDIUM
Seymour Heights	MEDIUM
Sherwood Park	MEDIUM
Upper Lynn	MEDIUM - Upgrade 2000
Westview	REPLACEMENT SCHOOL 2007

SECONDARY SCHOOLS	SEISMIC RISK
Argyle	HIGH 1 - REPLACEMENT REQUEST
Carson Graham	REPLACEMENT SCHOOL 2012
Handsworth	HIGH 1 - DRAFT PDR
Mountainside	HIGH 3
Seycove	MEDIUM
Sutherland	REPLACEMENT SCHOOL 2008
Windsor	PARTIAL 2006 - Project in process
Lucas Center	Not rated
LEASED SCHOOLS	
Fromme Elementary	MEDIUM - Upgrade 2003
Maplewood Elementary	Not rated
Plymouth Elementary	HIGH 2
Westover Elementary	Not rated
FORMER SCHOOLS	
Keith Lynn Alternate	HIGH 3 - DEMOLISHED
Lonsdale Elementary	HIGH 3 - DEMOLISHED
Monteray Annex	Not rated - DEMOLISHED
Ridgeway Annex	HIGH 3 - DEMOLITION pending

The new assessment categories are described below:

Rating	Description
High 1 (H1)	Most vulnerable structure; at highest risk of widespread damage or structural failure; not reparable after event.
High 2 (H2)	Vulnerable structure; at high risk of widespread damage or structural failure; likely not reparable after event.
High 3 (H3)	Isolated failure of building elements such as walls are expected; building likely not reparable after event.
Medium (M)	Isolated damage to building elements is expected; non-structural elements (such as bookshelves, lighting) are at risk of failure.
Low (L)	Least vulnerable; would experience isolated damage; probably reparable after event.

Schedule B.6
of the
Administrative Memorandum

Meeting Date: January 19, 2016 Board Board, in camera

Topic (as per the Memorandum): **Childcare Major Capital Funding Program**

Narration:

Introduction

The availability of high quality, affordable childcare within our community has been a longstanding challenge and concern for many families across the North Shore. Child care continues to be a priority issue for Metro Vancouver and its member municipalities.

A November 2015 report for the Regional Planning Advisory Committee titled “*A Municipal Inventory of Child Care Spaces and Policies in Metro Vancouver – REVISED*” (Appendix A), presents an updated inventory of child care spaces in the region and the findings of a region-wide survey of municipal policies and regulations relating to the provision of child care spaces. This report provides a comparative analysis of municipalities across the metro region for the intended purpose of identifying opportunities to develop child care within municipalities with the support of the non-profit sector, the private sector and provincial programs.

The North Vancouver School District works in close collaboration with its community partners to help address child care needs through its membership and active participation on the North Shore Child Care Planning Committee (NSCCPC). Established in 1995, the Committee’s Mission Statement is: “*To provide a structure that promotes collaborative planning for child care issues on the North Shore.*”

The NSCCPC is a working committee whose membership includes staff from the: City of North Vancouver (CNV), District of North Vancouver (DNV), District of West Vancouver (DWV), North Vancouver School District, West Vancouver School District, Capilano University, North Shore Community Resources Society: Child Care Resource Program, North Shore Early Childhood Network, North Shore Supported Child Development, North Shore Vancouver Coastal Health - Community Care Facilities Licensing, North Vancouver Recreation, Ministry of Children and Family Development (MCFD); Child Care Providers, and First Nations.

In addition to active participation on the NSCCPC, the School District also engages directly in joint planning with the City and District of North Vancouver and the Recreation and Culture Commission in the development of its Five-Year Capital Plan and the advancement of approved capital projects to collaboratively identify opportunities to address various community needs, including the provision of child care.

For well over thirty years, the North Vancouver School District has contributed significantly to community child care needs through: the retention and dedication of facilities for child care; the provision of space within schools, when available; the development of early learning programs; and the introduction and expansion of Ministry of Education initiatives.

A 2012 report to the City Mayor and Members of Council titled, “*Child Care Space Inventory & Opportunities with School District #44*” (Appendix B) highlights the positive collaborative achievements of the City and School District related to supporting child care needs. With the majority of child care provided within

Schedule B.6. (continued)

Narration (continued):

elementary schools, it should be noted that elementary enrolment in 2012 was at its lowest level since 1990 with 1200 fewer elementary-aged students.

With increasing demands on classroom space for the accommodation of the student population in specific areas of the School District, there is now a reduced ability to accommodate childcare operations within schools, and on school sites through the use of portable classrooms.

The School District has continued to work closely with the City of North Vancouver in recent months to identify opportunities to help address the ongoing and continued demand for child care. These discussions have included the identification of the opportunity to apply for funding through the Child Care Major Capital Funding Program (Appendix C) to create new licensed child care spaces.

The Ministry of Children and Family Development Child Care Major Capital Funding Program provides for a maximum contribution by the Province of \$500,000 to local government (including School Boards) for the creation of licensed child care spaces located on school grounds. The required commitment is for the continued operation of the child care space for a minimum period of ten years.

The potential to secure funds through this Capital Funding Program would support the relocation of the modular building presently situated at Cloverley to Ridgeway to enable the dedication of space for licensed child care for an extended period of time, while simultaneously addressing enrolment demands in this area of the school district.

Space availability

The availability of classroom space within schools for child care is determined on an ongoing and annual basis. With the Board of Education's primary mandate to deliver educational programs to children from Kindergarten through Grade 12, the top priority for the use of classroom space is for the accommodation of students, with placement in their catchment area, where possible.

After a prolonged period of declining enrolment, the School District is now experiencing slow enrolment growth, with this growth initially occurring at the elementary level. When comparing enrolment from 2012 to 2015, elementary enrolment has increased by more than 400 students over three years, while secondary enrolment has decreased by more than 100 students.

Enrolment growth at the elementary level is identified in the School District's Facilities Plan (2015) as a key contribution to an emerging 'classroom utilization' challenge. As enrolment is expected to continue to slowly grow, more classrooms in elementary schools will be required in future to accommodate the student population. Where possible, the siting of portable classrooms may be necessary to accommodate future enrolment growth, in advance of school expansions.

The School District commences its student registration process in the late fall each year to determine enrolment for the following September. Between 90 and 95% of Kindergarten registrations are submitted by January 1 and preliminary enrolment and school organization planning occurs in January and February.

The management of registration and transfer requests enables the School District to determine classroom space demands for the following and future school years in a timely manner. This allows for the identification of any available space for child care purposes, as well as the need to 'reclaim' space for enrolment purposes. In order to assist with any needed adjustments, considerable lead-time is provided to child care providers regarding such changes.

In addition to the accommodation of a growing student population, the School District has also identified the need for increased flexibility in the use of classroom space within schools to address the needs of an

Schedule B.6. (continued)

Narration (continued):

increasingly diverse student population. The Area Standards of the Ministry of Education Capital Branch have not been increased to recognize the changing student needs within schools, or the opportunity for varied approaches to teaching and learning that may require additional classroom, or building space. A degree of flexibility within each school to respond to the changing needs of students and the delivery of curriculum would be desirable.

North Vancouver Early Learning Programs: Early Learning Foundations

Established in 2005, the North Vancouver School District's [Early Learning Foundations](#) (ELF) Program ([Appendix D](#)) is a well-established partnership between the school district and local early learning (preschool and childcare) providers.

Consistent with the Ministry of Education's on-going expansion of early learning programs in schools, including StrongStart and Ready, Set, Learn, the Early Learning Foundations program is designed to provide quality early learning opportunities for children in our community.

ELF programs, which are located on site or in close proximity to North Vancouver schools, support early childhood learning and address the issue of school readiness by increasing the connection between preschool and elementary school educators. ELF providers work in close collaboration with school-based personnel to enhance children's connection to the local school community and to provide them with a smooth transition to full day kindergarten.

Ministry of Education Initiatives: StrongStart BC, Full Day Kindergarten, Neighbourhood Learning Centres

The implementation and expansion of Ministry of Education early learning initiatives has resulted in an increased demand on classroom space in recent years.

[StrongStart BC](#): In 2007, StrongStart BC was introduced as an early learning initiative to help fulfill government's commitment to use underutilized school district spaces to deliver early learning services. StrongStart BC is a free early learning program for preschool-aged children accompanied by a parent or caregiver. A qualified early childhood educator leads activities, including stories, music, and arts, to help children grow linguistically, emotionally and socially, and become comfortable in a school-like setting.

In North Vancouver, there are seven StrongStart BC centres operating in elementary classrooms across the School District. These programs have been very well-received within the School District, but do require the dedication of classroom space to support this early learning initiative. Appendix E provides a table summary of the Early Learning and Childcare sites in North Vancouver School District facilities, as well as a map indicating the location of Preschool, Full Day Childcare, Before and After School Programs, and StrongStart BC Centres.

[Full Day Kindergarten](#): Over two school years, 2010/2011 and 2011/2012, Full Day Kindergarten was introduced by the Province and implemented at all elementary schools in the North Vancouver School District. With Kindergarten students attending for a full day program, rather than a half-day program, the classroom requirements to accommodate Kindergarten effectively doubled. The implementation of full day Kindergarten in North Vancouver during this time required the use of an additional 25 classrooms for this purpose.

The initial introduction of [Neighbourhood Learning Centres](#) provided for additional capital funding to be included within new and replacement schools. The 'premium' of a 15% space allocation enabled the facilitation of community-based supports to be incorporated within school construction projects. This enabled the inclusion of community space within the construction of Ridgeway Elementary and Queen Mary

Schedule B.6. (continued)

Narration (continued):

Elementary, with the dedication of space for child care purposes for an extended period of time. While the concept of Neighbourhood Learning Centres has been maintained and encouraged through partnership agreements, the Ministry no longer provides any additional capital funding for this purpose.

Capital Grant Application

Growth in enrolment, the introduction and expansion of early learning programs, and the need for increased flexibility in the use of space to support an increasingly diverse student population all contribute to an increasing demand on classroom space to support the primary mandate of the Board of Education. As a result, the capacity to support child care within schools and on school sites is becoming even more challenging than in the past.

The opportunity to create new licensed child care spaces for an extended period of time through the relocation of the modular building from its current location at the Cloverley site to Ridgeway would help address some of the community needs for child care. Ongoing discussions and planning with the NSCCPC and municipalities will be needed to strengthen a child care strategy for the North Shore community.

Attachments:

Appendix A: A Municipal Inventory of Child Care Spaces and Policies in Metro Vancouver - Revised

Appendix B: Child Care Space Inventory & Opportunities with School District #44

Appendix C: Child Care Major Capital Funding Program 2015/16 Funding Guidelines

Appendix D: Early Learning Foundations

Appendix E: Early Learning & Childcare Sites

RECOMMENDED MOTION:

that the Board of Education approve the preparation and submission of an application for a Child Care Major Capital Funding Program in accordance with the requirements of the Ministry of Children and Family Development, requesting funding to the maximum amount of \$500,000 to support the creation of new licensed childcare spaces in North Vancouver.

A Municipal Inventory of Child Care Spaces and Policies in Metro Vancouver - REVISED

November 2015

Prepared by:
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Prepared for:
Regional Planning Advisory Committee
Social Issues Subcommittee

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Appendices

Appendix A – Municipal Child Care Inventory 2015

Appendix B - Municipal Child Care Policies and Initiatives 2015

Appendix C - Regulated Child Care Spaces by province territory and percentage of children
(0-12 and 0-5) for whom there is a regulated child care space – 2012

Tables

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1. Introduction and Key Findings

Introduction

Access to quality child care is vital to the well-being of working families and children, is a fundamental ingredient for regional economic prosperity, and is a critical resource for complete communities. Child care is a key support for working parents or parents who are looking to return to the work force. Quality care in early childhood supports school readiness and healthy child development, and access to quality child care is particularly important for vulnerable populations who are challenged to find affordable child care. Child care can often be a major household expense for young families, and thus affordability of child care is of critical importance. For these reasons, child care continues to be a priority issue for Metro Vancouver and member municipalities.

The purpose of this report is to present an updated inventory of child care spaces in the region and the findings of a region-wide survey of municipal policies and regulations relating to the provision of child care spaces. Municipalities regulate land use, which affects the size and location of new child care facilities as well as other aspects of operating a child care facility that are not regulated by the Province either through health and safety regulations or Building Code requirements. Municipalities also aim to facilitate the provision of additional quality child care spaces in a number of ways, to match their growing populations.

Municipalities are only one of several players in the development of child care spaces. The Province provides operating funds, child care subsidies and capital funding. The Province also licenses and regulates child care facilities through the Health Authorities, and provides guidance to municipalities and child care providers. Private and community stakeholders play an important role in the development and operation of child care facilities as well. This report is concerned primarily with the municipal role in child care, and it is prepared as a resource for member municipalities.

The 2015 survey was completed in cooperation with the Regional Planning Advisory Committee Social Issues Subcommittee (RPAC-SIS) members to update information contained in *A Municipal Survey of Child Care Spaces and Policies in Metro Vancouver* October 2011. Specifically, this report highlights the number of child care spaces in the region, and municipal policies and resources that aim to facilitate an enhanced supply of child care spaces in the region. These include: planning policies, zoning regulations, business license requirements and fiscal actions. Appendix A provides a detailed inventory by municipality of child care spaces. Appendix B summarizes the relevant municipal zoning, planning and regulatory policies and financial contributions.

Key Findings

- In 2015 Metro Vancouver has on average 18.5 childcare spaces per 100 children aged 12 and under, which is below the 2012 national average of 20.5 spaces per 100 children.
- 7 municipalities have a stand-alone child care strategy.
- 9 municipalities identify child care facilities as a community amenity in the development approvals process.
- 12 municipalities support child care through the provision of municipal building space (rent-free, reduced lease, or market lease). This may be a single property or multiple sites.
- 5 municipalities offer grants for child care capital projects; 4 municipalities offer grants for child care operating costs.
- 3 municipalities provide space for child care in municipal facilities.
- Child care facility use agreements with local school boards are in place in Vancouver and under development in Burnaby.

2. Current Inventory of Child Care Spaces in Metro Vancouver

On average, there are 18.5 child care spaces per 100 children aged 12 and under in Metro Vancouver (Table 1). This number is higher than the 16 child care spaces per 100 children reported in the 2011 report. The increase may be attributed to several factors including municipal actions and policies and provincial programs and funding. The number of spaces varies across the region, with the highest ratios (24 -27 spaces per 100 children age 12 and under) on the North Shore, and the lowest ratios (12 – 15 spaces per 100 children age 12 and under) in Surrey and Port Moody respectively.

Table 1. Estimated Number of Children (0-12) and Child Care Spaces in Metro Vancouver, 2015

Municipality	Estimated Number of Children 12 and Under ¹		Estimated No. of Child Care Spaces ²		Child Care Spaces per 100 Children 12 and under
	No.	%	No.	%	
Burnaby	27,100	9%	4,820	8%	17.8
Coquitlam	18,800	6%	3,719	6%	19.8
Delta	14,200	5%	2,260	4%	15.9
Langley City	3,500	1%	598	1%	17.1
Langley Township	17,600	6%	2,886	5%	16.4
Maple Ridge	11,900	4%	2,053	4%	17.3
New Westminister	7,600	2%	1,671	3%	22.0
North Vancouver City	5,900	2%	1,418	2%	24.0
North Vancouver District	12,000	4%	3,248	6%	27.1
Pitt Meadows	2,800	1%	648	1%	23.1

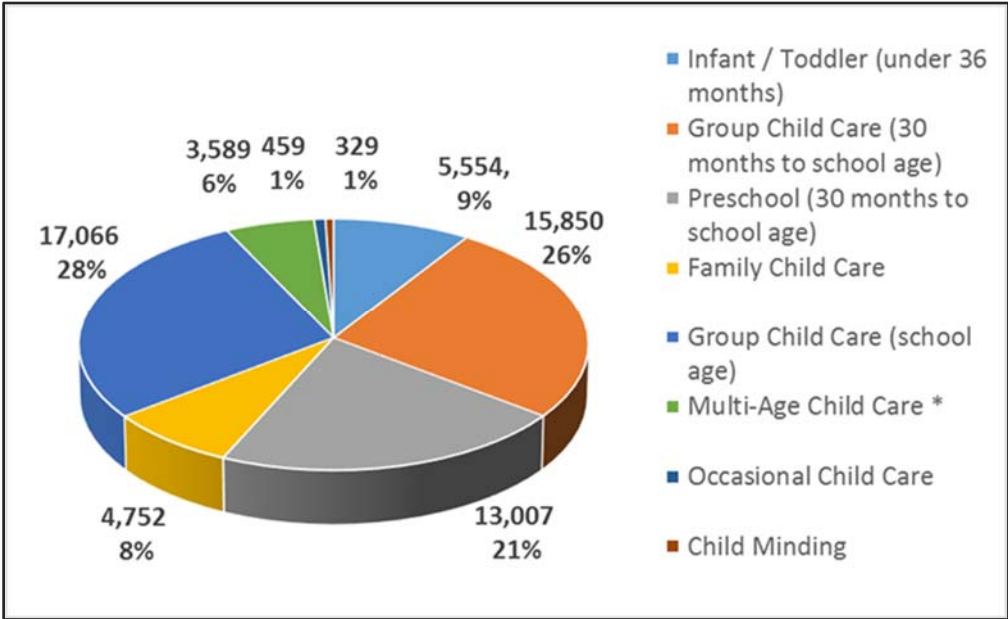
Port Coquitlam	8,400	3%	1,998	3%	23.8
Port Moody	5,300	2%	797	1%	15.0
Richmond	24,400	8%	5,462	10%	22.4
Surrey	79,600	26%	9,675	17%	12.2
Vancouver	62,400	20%	14,539	25%	23.3
West Vancouver	4,800	2%	1,227	2%	25.6
White Rock	1,500	0%	348	1%	23.2
Vancouver CMA	310,680	100%	57,367	100%	18.5

¹ Source: Metro Vancouver, 2015 ² Source: Fraser Health and Vancouver Coastal Health, 2015

Metro Vancouver is below the national average of 20.5 spaces per 100 children and is in alignment with the 2012 rate for British Columbia which is 18.0 spaces per 100 children. The ratio of child care spaces to 100 children aged 12 and under varies significantly by province, with the highest rate found in Quebec (37.4 spaces per 100 children) and the lowest rate found in Saskatchewan (7.6 spaces per 100 children).¹ Appendix A shows the national data by province.

Region-wide, in terms of the breakdown of child care spaces by age group and type of area, the most spaces available are for Group Child Care (for school age children) with 17,066 spaces, followed by Group Child Care (age 30 months to school age) with 15,850 spaces and Preschool (age 30 months to school age) 13,007 spaces (Figure 1).

Figure 1. Child Care Spaces by Child Care Program, 2015, Metro Vancouver

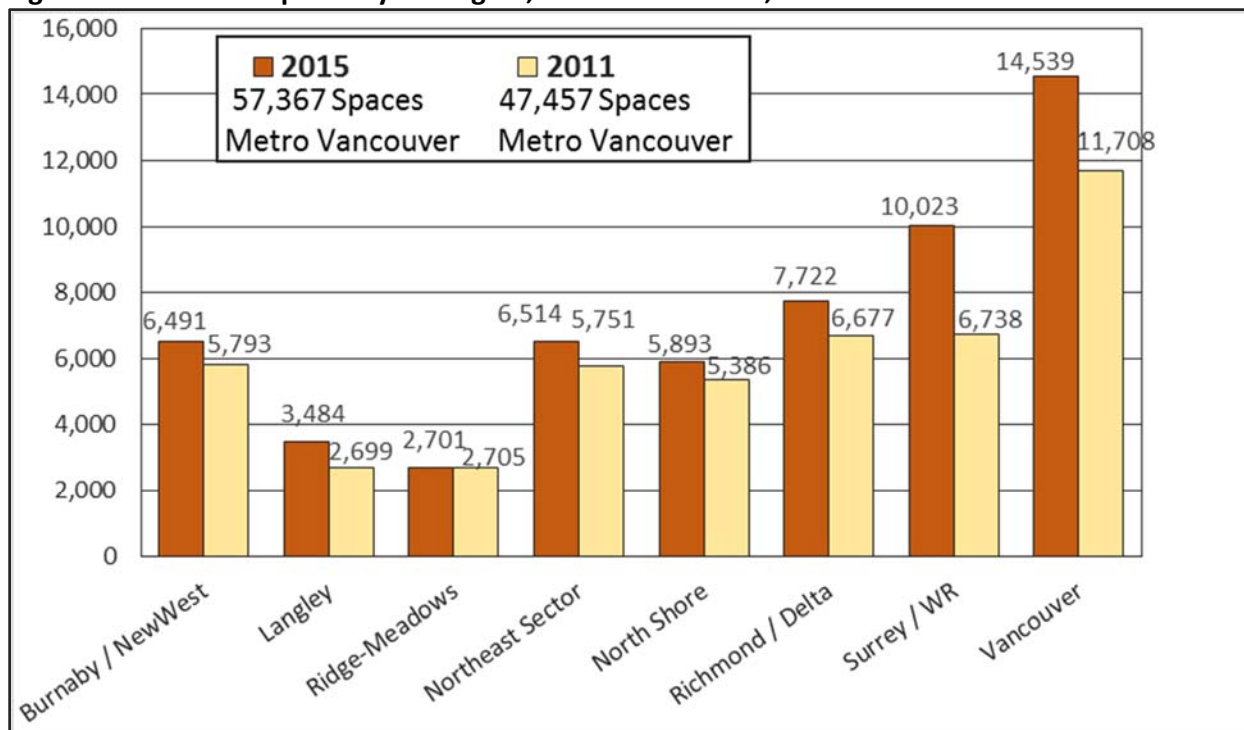


Source: Vancouver Coastal Health & Fraser Health, Spring 2015

¹ Early Childhood Education and Care in Canada 2012 (9th edition, June 2013), Childcare Resource and Research Unit.

Region wide, the number of child care spaces has increased by nearly 10,000 spaces between 2011 and 2015 (Figure 2) and the increase is distributed across most sub-regions. Surrey / White Rock saw an increase of nearly 3,300 new spaces over the four years.

Figure 2. Child Care Spaces by Subregion, Metro Vancouver, 2011 and 2015



Source: Vancouver Coastal Health & Fraser Health, Spring 2015

3. Municipal Child Care Policies (OCPs, Community Plans and Social Plans)

One way that municipalities can enable an adequate supply of child care spaces is by developing a local plan or strategy around child care that outlines municipal policies and expectations for child care provision. Seven municipalities have approved a stand-alone child care strategy for the municipality:

- Burnaby
- New Westminster
- North Vancouver City
- North Vancouver District
- Richmond
- Vancouver and
- West Vancouver.

Eleven municipalities identify child care objectives and/or policies within Official Community Plans. Seven municipalities have a social plan that addresses child care provisions (up from 5 municipalities in reporting in 2011).

Table 2 Municipal Child Care Strategies, Plans and Policies in Metro Vancouver

Strategies / Plans / Policies on Child Care	Number of Municipalities	
	No.	%
Child Care Strategy / Policy	7 of 17	41%
Child Care is addressed in OCP	11 of 16	69%
Child Care is Addressed in Social Plan	7 of 10	70%
Child Care is defined as Community Amenity	9 of 16	56%

Source: Metro Vancouver 2015

Over half of the municipalities have identified child care as a “community amenity” in policy documents to encourage the provision of child care facilities through the development approvals process.

4. Zoning and Business License Bylaws for Child Care Facilities

All municipalities in the region permit child care facilities in single detached residential zones and in institutional or public use and assembly zones. Outside of these three zones, municipalities vary significantly as to other zones where child care facilities may be located. (See Table 3 and Appendix A.) A majority of municipalities permit child care in multi-family residential zones such as duplex (14 of 17 municipalities), row house and townhouse zones (12 of 17 municipalities) and apartment zones (11 of 16 municipalities).

Table 3. Zoning and Business License Requirements for Child Care Facilities in Metro Vancouver

Zoning and Business License Requirements	Number of Municipalities	
	No.	%
Zones Permitting Child Care		
Residential zones:		
Single-detached	17 of 17	100%
Duplex	14 of 17	82%
Row Townhouse	12 of 17	71%
Apartment	11 of 16	69%
Mixed use / CD	12 of 16	75%
Commercial zones	13 of 17	76%
Institutional/ Public Use / Assembly zones	17 of 17	100%
Industrial zones	8 of 15	53%
Agriculture zones	3 of 11	41%
Additional Requirements		
Business License Required for Home-based Child Care	12 of 17	71%
Additional Parking Required for Home-based Child Care	10 of 14	71%
Non-resident Staff Permitted in Home-based Child Care (additional staff to assist resident)	16 of 17	94%
Additional Outdoor Play Space Requirements Above Provincial Regulations.	2 of 17	12%

Source: Metro Vancouver

Note: The denominator varies primarily because some zones are not present in all municipalities.

Most municipalities permit child care facilities in non-residential zones other than public use or assembly zones; 13 of 17 municipalities allow child care facilities in commercial zones, eight allow child care in industrial zones (although this may not include all types of industrial zones within a municipality), and three municipalities allow child care in agricultural zones (note that not all municipalities have agricultural zoned lands).

Although all municipalities allow child care facilities in single detached zones, the number of child care spaces permitted varies. The BC Building Code was changed in December 2014 to make all child care facilities that permit more than 8 children 'Group A, Division 2 (assembly)' occupancy (previously the maximum was 10 children). The presence of on-site non-resident staff and parking are other

issues addressed by municipal by-law or licensing. Most municipalities (16 of 17 responses) permit home-based child care services to have non-resident staff. Ten municipalities have additional parking requirements for home-based child care uses.

Two municipalities require additional outdoor play space beyond the provincial regulations (Vancouver and Port Moody). It is worth noting that Surrey and Port Coquitlam require direct access to the outdoor play areas (i.e. not through lobbies or hallways) and the City of Vancouver’s Childcare Design Guidelines make several recommendations beyond provincial health and safety standards for indoor/outdoor space including designated activity areas and direct access to outdoors. The City of Vancouver also has building requirements beyond the provincial regulations pertaining to child care.

5. Municipal Financial Support and Resources for Child Care Providers

Some municipalities offer financial and other types of resources to facilitate child care (Table 4). The most common of these is the provision of space to non-profit child care providers (12 municipalities), through either a nominal rate (free rent) agreement, reduced lease rates, or space at market lease rate within city-owned buildings. Two municipalities provide child care services directly. Several municipalities offer grants for child care providers, both for operating costs (3 municipalities) and/or for capital projects (5 municipalities). Five municipalities offer property tax exemptions for child care facilities. The details of how funds for grants are established and administered, as well as the criteria for grant eligibility, is unique to each municipality.

Municipalities provide non-financial resources as well (See Table 4). Nearly half of local governments have a dedicated child care resource person for the municipality. Nine Metro Vancouver municipalities provide local information to assist residents seeking child care and/or people wishing to establish and operate child care facilities (Note: Health Authorities also have child care information available).

Table 4. Municipal Resources for Child Care Providers

Municipal Resources for Child Care Providers	Number of Municipalities	
	No.	%
Financial Support / Resources		
Municipal building space available for child care (rent-free, reduced lease, or market lease)	12 of 17	71%
Municipal Grants - for Operating Costs	4 of 16	25%
Municipal Grants - for Capital Projects	5 of 17	29%
Municipal Child Care Reserve Fund	3 of 17	19%
Property tax exemptions	5 of 17	29%

Other Municipal Support / Resources		
Staff resource dedicated to Child Care work	7 of 17	71%
Child Care Design Guidelines (Operator)	4+ of 17	71%
Child Care Information Documents (Resident)	10 of 17	94%
Municipality noted an agreement with School Board	2	

Source: Metro Vancouver

"+" indicates 1 or more municipalities responded "Pending"

6. Provincial Role in Child Care

The Province of British Columbia is responsible for the Child Care Licensing Regulation and Standards of Practice. Provincial regulations require that when child care is provided to three or more children, a license is required. The provincial regulations permit “license not required” child day care when providing care for only 1 or 2 children. Health Authority Community Care Facility Licensing Programs issue licenses and inspect licensed child day care programs.

The Province of British Columbia introduced the *BC Early Years Strategy* in 2013. Within the strategy is a commitment to improving access to child care for those with children who need it. In 2014, the Province offered major capital funding for creation of new licensed child care spaces in British Columbia. At the provincial level, this led to an additional 1,006 new spaces, including 24 spaces in Burnaby, 22 spaces in Langley, 20 spaces in Pitt Meadows, 25 spaces in Richmond, 95 spaces in Surrey and 65 spaces in Vancouver. The second phase of funding for new child care spaces is in progress, with the intent to create an additional 1,000 spaces in the province by March 2016. A third intake of applications is currently underway with applications excepted until February 26, 2016. The long-term goal of the BC Early Years Strategy is to provide 13,000 new spaces in British Columbia over the next eight year period. A 2015 provincial update on the BC Early Years Strategy is available on the provincial website (<http://www.mcf.gov.bc.ca/childcare/index.htm>).

The Province has produced a document titled “Local Government Requirements: A Handbook for Child Care Providers” that assists child care providers in understanding the role of municipal government and the types of regulations (i.e., zoning and licensing) within municipalities. Local governments may wish to make this document available on their website. (<http://www.mcf.gov.bc.ca/childcare/index.htm>).

7. Summary

This report shows that Metro Vancouver (and BC generally) has a lower rate of childcare spaces per 100 children age 12 and under than the Canadian average (16 compared to 18.5 respectively) although the number of spaces has increased by 10,000 since 2011. Municipalities recognize that child care contributes to the social and economic well-being of communities and are taking a range of actions to facilitate additional child care spaces in their communities. Most municipalities permit small scale child care facilities in a range of residential and non-residential areas. Many have a child care strategy in place and/or recognize child care as a community amenity in the development approvals process. Others provide financial or non-financial resources to support new or existing non-profit child care facilities. Municipalities shall continue to review their local policies and look to capitalize on opportunities to develop child care with support of the non-profit sector, the private sector and provincial programs.

Municipal Child Care Space Inventory 2015

Survey Results April - June 2015	Total Child Care Spaces (Spring 2015)	Child Care Spaces - Infant/Toddler (< 36 mnths)	Child Care Spaces - PreSchool	Child Care Space - 30 months to school age	Child Care Spaces - School Age	Child Care Spaces - In- home multi age care	Child Care Spaces - Occasional Care	Child Care Spaces - Family Child Care	Child Care Spaces - Multi-Age	Child Minding (special program)
Burnaby	4,820	616	1,419	646	1,373	237	0	483	0	0
Coquitlam	3,719	359	1,267	722	1,172	55	0	433	231	72
Delta	2,260	86	738	443	707	72	0	357	104	0
Langley City	598	88	110	240	117	16	0	28	16	0
Langley Twnshp	2,886	416	727	908	799	56	0	224	104	0
Maple Ridge	2,053	144	455	500	667	95	0	259	149	0
New Westminster	1,671	193	106	585	585	48	0	126	88	0
North Van City	1,418	268	197	531	280	31	6	89	16	0
North Van District	3,248	317	617	707	1,070	71	152	180	134	0
Pitt Meadows	648	64	136	209	213	16	0	70	16	0
Port Coquitlam	1,998	200	304	640	646	63	0	236	134	0
Port Moody	797	80	109	242	341	16	0	56	66	0
Richmond	5,462	571	845	1,862	1,594	79	32	351	112	16
Surrey	9,675	1,010	2,483	2,767	2,582	309	0	794	924	65
Vancouver	14,539	1,038	4,416	3,122	4,392	203	56	1,038	72	56
West Vancouver	1,227	92	344	273	420	0	67	7	24	0
White Rock	348	12	52	135	108	8	0	21	24	0
Total	57,367	5,554	14,325	14,532	17,066	1,375	313	4,752	2,214	209

Data for North Vancouver City and District, West Vancouver, Richmond and Vancouver is from Vancouver Coastal Health - Spring 2015. All other municipal data is from Fraser Health Authority.

** The number of child care spaces is in constant change. This data represents a snapshot in time (Spring 2015), based on data provided by provincial health authorities.*

** Figures by category is licensed space capacity, from Health Authority data.*

Municipal Child Care Policies and Initiatives - 2015

Municipal Survey Results, Apr-Jun 2015

	Burnaby	Coquitlam	Delta	Langley City	Langley	Township	Maple Ridge	New West-	minster	North Van	City	North Van	District	Pitt Meadows	Port	Coquitlam	Port Moody	Richmond	Surrey	Vancouver	West	Vancouver	White Rock	Total
Planning and Policy																								
Child Care Strategy / Policy	Yes	No	No	No	No	No	Yes	Yes	Yes	No	No	No	Yes	No	Yes	Yes	No	Yes	Yes	No				
Child Care is addressed in OCP	Yes	Yes	No	No	No	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	N/A	Yes	No						
Child Care is Addressed in Social Plan	Yes	N/A	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	N/A	Yes	Yes	Yes	Yes	Yes	No				
Child Care is defined as Community Amenity	Yes	No	No	No	No	Yes	Yes	Yes	Yes	N/A	Yes	No	Yes	No	Yes	No	Yes	Yes	Yes	No				
Staff resource dedicated to Child Care work	Yes	No	No	No	No	No	Yes	Yes	Yes	No	No	No	Yes	No	Yes	No	Yes	Yes	Yes	No				
Child Care Design Guidelines (Operator)	No	No	No	No	No	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	Yes	Pending	No					
Child Care Information Documents (Resident)	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Yes	No	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	No				
Other Policy items for Day Care	Yes	No	No	No	No	No	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Yes	Yes	No	No					
** Child Care facility agreement with local school board	Yes																	Yes						
Financing Tools (* NEW)																								
Municipal building space available for child care (rent-free, reduced lease, or market lease)	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes				
Municipal Grants - for Operating Costs	No	No	No	No	No	No		Yes ¹	Yes ¹	No	No	No	No	No	No	Yes ¹	Yes ¹	Yes ¹	Yes ¹	No				
Municipal Grants - for Capital Projects	No	Yes	No	No	No	No	Yes ²	Yes ²	No	No	No	No	No	No	Yes	No	Yes	No	Yes	No				
Municipal Child Care Reserve Fund	No	No	No	No	No	No	Yes	No	No	No	No	No	No	Yes	No	Yes	No	No	No					
Property tax exemptions	Yes		Yes	No	No	No	No	Yes	Yes	No	No	No	Yes	No	No	No	Y and N	No						
Other Financial Items			No		No	No	No		No	No						No	Yes	No	No					
Zoning: Is daycare use permitted?																								
Residential zones:																								
Single Detached	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Duplex	Yes	Yes	Yes	No	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Row Townhouse	Yes	Yes	Yes	No	Yes	No	Yes	Yes	Yes	Yes	No	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
Apartment	Yes	Yes	Yes	No		No	Yes	Yes	Yes	Yes	No	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
Mixed use / CD Zones	Yes	Yes	no	No	Yes	No	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Y and N				
Other	N/A	N/A	N/A	N/A	N/A	No	N/A	N/A	Yes	N/A	Yes	No	N/A	Yes	No	N/A	N/A	N/A	N/A	N/A	No			
Commercial zones	no	Yes	no	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
Institutional	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Public Assembly Zones	N/A	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Industrial zones	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	N/A	N/A				
Agriculture	No	No	No	No	No		N/A	Yes	N/A			Yes	No	Yes	No	Y and N	N/A	N/A	N/A					
Other - Child Care Zone (CCR)	No	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A	N/A	Yes	N/A	N/A	N/A					
Parking requirements - accessory use daycare	Yes	Yes	No			Yes*		Yes	Yes	No	Yes	No	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Parking requirements - primary use is daycare	Yes	Yes			Yes	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Business Licence Requirements																								
Municipal business licence required	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
- Required only when more than XX children											Y = 2					Y = 10								
Traffic management plan	No	Yes*	No	No	No	No	Yes	Yes***	Yes	No	Yes*	No	No	No	Yes	yes	yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Public consultation	Yes*	No	No	No	No	No	Yes	Yes***	Yes	No	Yes*	No	No	Yes*	Yes	yes	yes	Yes	Yes	Yes	Yes	No	No	No
Other license requirements		No	No	No	No	No		Yes	Yes	No	No												Yes	Yes
* Conditional, required only if rezoning, or *** more than XX spaces																								
Regulatory Requirements																								
Are non-resident staff permitted?	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Municipal Building Code Requirements *	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	Yes	No	No				
Outdoor Space requirements *	No	No	No	No	No	No	No	No	No	No	No	No	No	Yes	No	No	Yes	No	No					
* requirements beyond those in the provincial legislation.																								

Two municipalities require business licenses conditional upon the number of children. Richmond requires a business license for 10 or more children (exemptions for non-profit child care providers only).

1 Operating grants may not be explicitly to a non-profit child care provider. Grants may be to non-profit organizations (ie. Neighbourhood House) that provide childcare spaces or support provision of childcare as part of a larger range of services. Circumstances are unique to each municipality and vary year to year.

2 Capital grants may be limited to non-profit organizations only (ie. New Westminster). Capital grants and the funding mechanisms may vary year by year and by fund availability. Each municipality's grant program will differ.

Comparative tables

TABLE 1

Regulated child care spaces, % of 0-12 year olds for whom there is a regulated space and % of 0-5 year olds for whom there is a regulated full/part-time centre space. Provinces/territories/Canada total 2012

	Centre-based full- and part-day child care spaces for 0-5	School-age child care spaces	Regulated family child care spaces ¹	Total regulated spaces 0-12	Children 0-12 for whom there is a regulated child care ² space (%)	Children 0-5 for whom there is a regulated full or part-time centre ³ space (%)
NL	5,638	957	605	7,200	11.2	18.9
PE	3,071 ⁴	952	28	4,051	20.8	46.5 ⁴
NS	12,940	3,397	984	17,321	15.1	23.9
NB	10,684 ⁴	10,229	782	21,695	22.9	30.7 ⁴
QC	153,481 ⁴	162,992 ⁵	85,095	401,568	37.4	36.3 ⁴
ON	176,157	99,743	17,097	292,997	15.4	20.8
MB	18,325	9,219	3,046	30,614	16.3	20.5
SK	8,909	1,301	2,065	12,275	7.6	11.5
AB	58,154	22,265	11,465	91,884	15.3	19.9
BC	55,652 ⁴	31,281	15,975	102,908	18	24.6 ⁴
NT ⁶	929	456	400	1,785	21.7	22.9
NU	949	147	8	1,104	11.8	20.8
YT ⁷	694	208	236	1,440	26.8	28.6
CA	503,229	343,156	137,746	986,842	20.5	22.5

1 Note that regulated family child care does not necessarily use the concept of “spaces” in the same way that it is used in centre-based child care; this figure may represent enrolment, not licensed capacity.

2 This calculation uses all regulated child care spaces – centre-based and family child care.

3 The total number of regulated spaces including regulated family child care cannot be used here as some of the provinces/territories cannot provide age breakdowns.




4 This number was calculated for children 0-4 years old; in PEI, NB and BC 2012 figures are not directly comparable to figures in earlier editions of ECEC in Canada. (QC’s figures are comparable to figures from previous years). Five-year-olds in these provinces are included in school-age child care spaces and attend full-day kindergarten in the public education system.

5 The total number of Quebec school-age spaces is from 2008. More recent information was not available.

6 The NT figures represent 2010 data; more recent information was not available.

7 YT provided total occupied spaces and total regulated spaces, but breakdown by type of service only for occupied spaces. Thus, the sum of centre-based, school-age and family child care do not equal the total regulated spaces above. Total regulated spaces have been used in the Canada total and in calculating coverage 0-12; the occupied space figure was used for calculating coverage 0-5.



 Dept. Manager	 Director	 City Manager
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The Corporation of **THE CITY OF NORTH VANCOUVER**
COMMUNITY DEVELOPMENT DEPARTMENT

INFORMATION REPORT

To: Mayor Darrell R. Mussatto and Members of Council

From: P.R. Penner, Community Planner

SUBJECT: CHILD CARE SPACE INVENTORY & OPPORTUNITIES WITH SCHOOL DISTRICT #44

Date: April 18, 2012 File No: 4750-01

PURPOSE

The purpose of this report is to respond to the following resolution of Council adopted on February 27th, 2012:

BE IT RESOLVED THAT North Vancouver School Board be advised that City Council is desirous of opening discussions with their Board with respect to provision of Day Care spaces in our community utilizing School Board facilities and further requests that our respective staffs meet to discuss this issue and report back to their respective bodies jointly.

DISCUSSION

Collaboration

Staff from the City and School District #44 meet and discuss the provision of child care fairly frequently. Staff from both organizations are members of the North Shore Child Care Planning Committee, which meets approximately five times a year to discuss the provision of child care on the North Shore in general. Those staff recently held more direct consultations in order to comprehensively respond to Council's February 27th resolution. It should be noted that the City and School District have collaborated on a number of recent projects that have enhanced the provision of child care on School District #44 properties. At this time there is some form of licensed child care offered at six of the eight City-based schools operated by SD #44, as well as at the Lonsdale Creek Annex site owned by SD #44.

A fairly recent collaboration that led to the creation of child care spaces involved the City of North Vancouver, the Ministry for Children and Family Development (MCFD) and School District #44. These organizations collaborated to enable the construction of the Westview Kids' Club at Westview Elementary School, which opened in 2007. The Westview Kids' Club is housed in a standalone building attached to the school, is licensed for 67 child care spaces, and is operated by North Shore Neighbourhood House. The City and MCFD both contributed \$284,000 towards the construction of the facility, while SD #44 provided the land and a subsidized lease for the operator.

The second most recent collaborative project saw the creation of an in-school facility at the newly re-opened Ridgeway Elementary School. In 2008 the Ministry of Education mandated the inclusion of Neighbourhood Learning Centres (NLCs) in all new, renovated and replacement schools. The intent was to find unique and innovative ways to design schools with community uses in mind and to create places where people have better access to educational and community services. Neighbourhood Learning Centre schools may include many services, such as child-care programs, office space, health clinics, sports programs, seniors' centres or family resource centres. Provincial funding is provided to individual school districts to enable NLC inclusion. It was determined by SD #44 that the NLC space at Ridgeway Elementary would be designated for child care use. The renovations at Ridgeway proceeded accordingly, and new child care spaces managed by North Shore Neighbourhood House (NSNH) began operations in September, 2011. The City contributed approximately \$125,000 towards the final fit and finish and playground construction for the facility, as these were costs not covered by the Ministry of Education. The facility is licensed for 58 spaces.

The most recent collaboration is one of consultation at this juncture, and relates to the renovations at Queen Mary Elementary School. SD #44 consulted with City staff in advance of their renovation plans to assist in their determination of how the NLC space within Queen Mary would be allocated. Some of the space will enable a larger gymnasium than would otherwise be built, some will be for office space for an in-school Community Development Worker (funded by the City through NSNH), and some space has been allocated for a band room that can double as a community meeting room during non-school hours. The City recommended, and SD #44 concurred, that a significant portion of the NLC space at Queen Mary should be renovated to enable the continued provision of child care at Queen Mary. For many years the Queen Mary Community Services Association has provided group programs for school age and younger children at the School. Child care services will return to Queen Mary once the renovations are complete.

The majority of the costs of renovating the child care space at Queen Mary will again be covered by the Ministry of Education's NLC space allocation. However, it can be anticipated that this space allocation will not cover all of the costs. Accordingly, staff will discuss with Queen Mary Community Services Association the prospect of applying for a grant from the Civic Amenity Fund in order to enable the construction of quality, affordable child care spaces that will be available to a non-profit organization in a

school-based setting. This would be in keeping with multiple aspects of the City's Child Care Policy and Plan adopted in 2009.

Space Inventory

Spaces on School District #44 Properties

The following table shows the number and type of child care spaces currently being offered on School District #44 properties in the City of North Vancouver:

SCHOOL	OPERATOR	PROGRAM	# OF SPACES	NOTES
Carson Graham	N/A			
Cloverly	Queen Mary Community Services Association	Group Child Care - School Age	55	Offered temporarily at Cloverly until Queen Mary renovations are completed in the fall of 2013.
		Group Child Care - 30 months to School Age	20	
Larson	N/A			
Lonsdale Creek Annex	Lonsdale Creek Daycare Society	Group Child Care - 30 months to School Age	40	The operator is currently under a month to month tenancy arrangement with SD #44. Early Learning Foundation (ELF) programs offered here.
		Group Child Care - under 36 months	16	
Queen Mary	Queen Mary Community Services Association	Group Child Care - School Age	55	Offered temporarily at Cloverly until Queen Mary renovations are completed in the fall of 2013.
		Group Child Care - 30 months to School Age	20	
Queensbury	Grand Boulevard Parent Participation Preschool	Preschool	20	ELF programs offered here.
Ridgeway	NSNH – Ridgeway Kids' Club	Preschool (30 months to School Age)	20	New, in-school facility supported with \$125,000 in City funding for final fit and finish. ELF programs offered here.
		Group Child Care - School Age	38	
Sutherland Secondary	Learning Together Child Care Centre	Group Child Care - under 36 months	24	This facility provides child care to participants in the Young Parent Program offered by NSNH. The program is supported by the City's core funding to NSNH.
Westview	NSNH – Westview Kids' Club	Out of School Care	37	Standalone facility attached to the new school (2007) Construction supported with \$284,000 in City funding. ELF programs offered here.
		Preschool	30	
TOTAL			375	

In addition to these City-based schools it should be noted that Brooksbank Elementary is immediately adjacent to the City and offers child care programs. A significant number of the students enrolled at Brooksbank are City residents, and this has served as the rationale for the City to fund playground enhancements at Brooksbank and other District-based schools that are adjacent to the City. It could be similarly argued that the provision of child care spaces at Brooksbank Elementary provides a direct, or indirect, benefit to City residents. There are two other elementary schools immediately adjacent to the City (Eastview and Boundary), but child care is not offered at either of those schools. Child care is offered at a number of other District of North Vancouver-based schools.

SCHOOL	OPERATOR	PROGRAM	# OF SPACES	NOTES
Brooksbank	Top Drawer Daycare	Group Child Care - 30 months to School Age	22	ELF programs offered here
	Sunshine Preschool	Preschool	20	ELF programs offered here.

As the tables above indicate, a number of school-based child care facilities offer the Early Learning Foundations (ELF) program. Early Learning Foundations (ELF) Programs have a unique affiliation with the North Vancouver School District. All ELF preschools adhere to the program Guiding Principles and Practices developed by Early Childhood Educators and the North Vancouver School District, and provide a high-quality, developmentally-appropriate preschool program in a play-based environment. ELF programs have been developed for 3 and 4 year old children. The programs are located in a number of North Vancouver neighbourhoods, and include a variety of program choices including Montessori and Parent Participation preschools. ELF programs are overseen by the ELF Community Advisory Committee comprised of North Vancouver childcare and preschool advocates.

Spaces on City Property

There is currently licensed child care offered on five City-owned properties (see table below). There is also on-site child minding available to parents participating in recreation programs at the Harry Jerome and John Braithwaite Community Recreation Centres. Child-minding is not licensed child care as per an exemption to the province's *Child Care Licensing Regulation*.

PROPERTY	OPERATOR	PROGRAMS	SPACES	NOTES
1151 Heywood Street	Bee Haven Daycare	Group Child Care – under 36 months	20	This is a City-owned house that has been renovated to serve as a child care facility, and is rented to a private operator.
225 East 2 nd , North Shore Neighbourhood House	North Shore Neighbourhood House	Preschool, Special Needs, and Group Child Care (under 36 months & 30 months to school age).	75	NSNH also operates a number of school-based child care programs.
21 – 1800 Rufus Drive, Entre Nous Femmes Housing Society, Margaret Heights Daycare Centre	Lonsdale Creek Daycare Society	Group Child Care – 30 months to school age	25	This property is leased to the Entre Nous Femmes Housing Society for a 55 year term that will expire in 2045. Lonsdale Creek Daycare Society has a 7 year sublease with Entre Nous Femmes housing Society that expires in 2014. Lonsdale Creek will be seeking a 10 year sublease renewal.
123 W. 23 rd , Harry Jerome Recreation Centre,	Little Paris Daycare	Group Child Care – 30 months to school age	20	The operator has a rental agreement in place with NVRC.
	NVRC	Lonsdale Preschool	20	
1601 Forbes, Margaret Fulton Adult Day Care	Lonsdale Creek Daycare Society	Group Child Care (under 36 months & 30 months to school age)	49	This building is located in Mahon Park, and is leased to Vancouver Coastal Health (VCH) for the provision of adult day care. The lease expires in July, 2039. The lower level of the building is sub-leased to the Lonsdale Creek Daycare Society. Lonsdale Creek's 10 year sublease will expire in May of this year, and they will be seeking another 10 year term.
TOTAL			209	

The City also supports child care in the community with relatively permissive zoning policies; support in other policy documents such as the Child Care Policy and Plan (2009) and the OCP; the Child Care Capital Improvement Fund; core funding to the North Shore Community Resource Society, which provides the Child Care Resource

and Referral Program; and core funding that indirectly supports NSNH's child care services. *

Future Opportunities

The provision of child care on School District properties presents multiple potential benefits including:

- Children in child care receive the early childhood education and development that is essential to prepare children to enter school.
- There is a more seamless transition for the child from the child care facility to the host school, as the child becomes familiar with others in their age cohort, as well as the school itself.
- Parents are able to bring children of different ages to one location for early learning and educational opportunities, and become more engaged in both their children's education and the school community.
- The school benefits by having children enrolled that are ready to learn and socialized with others.
- The use of public properties and facilities are maximized, and there are opportunities to share or reduce administrative costs such as cleaning, security and purchasing.
- The provision of child care on school properties greatly enhances the opportunity to create formal or informal child care hubs. The province defined a child care hub as "the co-location of two or more family-strengthening or early childhood development services along with a child care service." The underlying concept of the hub model is that services for children and families, with child care as the cornerstone, are more integrated by being housed together as much as possible, as opposed to existing in individual locations without linkages. Hubs provide a much more integrated system of service to families, which is both user-friendly and cost-effective. Cost efficiencies are generated by intensifying the use of new or existing facilities. The City's Child Care Policy and Plan (2009) states that in order to facilitate the development of a network of child care hubs the City will work with School District #44 to explore the opportunities for locating child care hubs in schools, on School District property or in proximity to existing schools. An example of an informal hub in development is Queen Mary Elementary School, where you will have K-6 education provided by the School District, child care and after school care services provided in the school, a City-funded Community Development Worker working in the school to coordinate programming with families, other family strengthening programs being offered by multiple agencies across the street at St. John the Evangelist Church, and linkages between the school, child care services and the City Library.

The development of a more formal network of child care hubs across the North Shore is something that the North Shore Child Care Planning

Committee continues to pursue. The Committee has sought funding from a variety of sources to hire a Hub Coordinator that would identify different hub opportunities across the North Shore, and develop a plan for creating/supporting those hubs.

The Ministry of Education recognizes the benefits noted above, as was evident when they mandated, and provided funding for, the inclusion of Neighbourhood Learning Centres (NLCs) in all new, renovated and replacement schools. School District #44 also recognizes these benefits, has allocated NLC space for child care on a regular basis, and is generally supportive of providing space for child care when other vacant space becomes available. However, when there is vacant space within an existing school the School District must first consider its core needs in the provision of K-12 education, and must consider if changes in enrolment or class size may require their use of that vacant space in the foreseeable future. That being said, there may be the potential to expand the provision of child care spaces on SD #44 properties in the City. These opportunities may be in-school, or on-site.

Each year, School District Administrators, review district enrolment and determine whether SD #44 is likely to have surplus space in operating schools that may be suitable for the inclusion of additional child care space. If it appears that additional space will be available, the School District will initiate a call for proposals so that a suitable child care operator may be identified. Typically a call for proposals would occur in the months of April or May in any given year.

The School District works closely with the North Vancouver Community Resource Society, and liaises with the North Vancouver Community Resource Society when reviewing a potential new site for child care to ensure that the addition of space meets a bona fide need within the community. While there may not necessarily be child care available at each school site, often there is quality child care available in close proximity to the school.

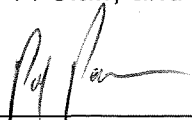
In the past, the School District has allowed for the addition of portables on school property to address the need for child care. However, this is not a preferred practice as it is often becomes a security issue and can be cost prohibitive for a child care operator should utilities such as water and electricity be required.

Additionally, SD#44 is currently engaging in a *Land Management Community Engagement Process*. It was agreed at the March 27, 2012 public Board Meeting to adopt a *Land Management Communications Strategy* to provide opportunities for public input regarding surplus School District land including an Open House, a Municipal Government workshop and a World Café. It is intended that information gathered during this 3-month public engagement period will support the North Vancouver Board of Education to make informed decisions regarding surplus properties.

Report Preparation/Distribution

This report was prepared in consultation with SD #44 staff, and will be circulated to Board Trustees for their information.

RESPECTFULLY SUBMITTED:



P.R. Fenner,
Community Planner

PP/eb



Child Care Major Capital Funding Program

2015/16 Funding Guidelines

Child Care Major Capital Funding is available to non-profit and private sector organizations to help offset costs associated with the creation of new licensed child care spaces. The information contained in the following funding guidelines will help you complete your application package. An example [business plan template](#) is posted on the ministry website to identify the types of documentation required to support your application. It is strongly recommended that applicants carefully review these funding guidelines and complete the business plan template provided.

Types and Funding Amounts for Eligible Organizations

Eligible Organizations

- Non-profit organizations including non-profit societies, local government (including **School Boards**), public institutions, band/tribal councils, and First Nations Governments.
- Private sector organizations including sole proprietors, partnerships, and limited companies.

Non-Profit Organizations

Targeted Major Capital Funding

- **90 per cent contribution by the Province¹ to a maximum of \$500,000 for the creation of licensed child care spaces located on school grounds.**

Co-located Major Capital Funding

- 80 per cent contribution by the Province² to a maximum of \$500,000 for the creation of licensed child care spaces co-located with other family support programs in community based settings (e.g., Early Years Centres, recreation centres, community hubs, etc.).

Regular Major Capital Funding

- 75 per cent contribution by the Province³ to a maximum of \$500,000 for the creation of licensed child care spaces in a child care setting other than those listed under the Targeted and Co-located Major Capital Funding streams.

¹ The sponsoring organization must provide a financial contribution of at least 10% of the total project costs for Targeted Major Capital Funding projects.

² The sponsoring organization must provide a financial contribution of at least 20% of the total project costs for Co-located Major Capital Funding projects.

³ The sponsoring organization must provide a financial contribution of at least 25% of the total project costs for Regular Major Capital Funding projects.

Private Sector Organizations

Targeted Major Capital Funding

- 90 per cent contribution by the Province¹ to a maximum of \$250,000 for the creation of licensed child care spaces located on school grounds.

Co-located Major Capital Funding

- 80 per cent contribution by the Province² to a maximum of \$250,000 for the creation of licensed child care spaces co-located with other family support programs in community based settings (e.g., Early Years Centres, recreation centres, community hubs, etc.).

Regular Major Capital Funding

- 75 per cent contribution by the Province³ to a maximum of \$250,000 for the creation of licensed child care spaces in a child care setting other than those listed under the Targeted and Co-located Major Capital Funding streams.

Organization Financial Contribution

The organization is required to contribute a minimum percentage towards the total cost of the project. Confirmed sources of financial contribution must be detailed on the Major Capital Funding for the Creation of New Child Care Spaces application form.

Volunteer labour may be included in an organization's financial contribution. The volunteer labour may not exceed 15 percent of the total project costs. To be eligible, the volunteer labour must be completed by persons at arm's length from the applicant.

Accepted rates for volunteer labour are:

\$50.00 per hour for heavy machinery and operator

\$20.00 per hour for skilled labour

\$10.25 per hour for unskilled labour

Organizations may contribute more than the minimum financial contribution; however, provincial funding will be considered for the difference between the applicant's total financial contribution and the total project costs, up to the maximum funding amount available for the organization type.

Application Requirements

- Completed funding application form – signed and dated by an authorized signing authority – acknowledging the certification requirements and the required documentation outlined in the checklist.
- Business plan (see [business plan template](#)). The contents of the Business Plan or provided documentation must include, but is not limited to:
 - Proposed budget for the project;
 - Operating budget;
 - Project schedule;
 - Volunteer labour schedule;
 - Implementation plan;
 - Additional documentation that supports the proposal. (Please ensure that no more than two documents are provided to demonstrate community need)
- Written confirmation the applicant/organization has the required funding contribution and written confirmation of the organization's financial standing from a financial institution.
- Written confirmation that the project can be started within the four months following the signing of the Funding Agreement. Please note: notification of eligibility for major capital funding will be approximately three months following the application deadline date. Funding agreements are signed shortly thereafter.
- Written confirmation outlining how the applicant/organization will work with the local Health Authority Licensing Officer to ensure that the proposed project will meet licensing requirements and regulation.
- A copy of your current BC Corporate Registry Notice that includes identification number, if registered.
- Proof of ownership of land and building, or rental agreement or lease.

For targeted projects on school district land:

- A letter from the School Board confirming support for the application and the terms and conditions of the lease.

If zoning or bylaw changes are required:

- A letter from the local government confirming status of the proposed rezoning or by-law changes.

Required Commitment

- For projects under \$25,000 the applicant must demonstrate commitment to continuing the child care operation for a minimum period of five years.
- For projects between \$25,000 and \$300,000 where the applicant is renovating existing leased space the applicant must demonstrate commitment to continuing the child care operation for a minimum period of five years.
- For projects between \$25,000 and \$300,000 where the applicant owns the building and/or land the applicant must demonstrate commitment to continuing the child care operation for a minimum period of ten years⁴.
- **For all projects over \$300,000 the applicant must demonstrate commitment to continuing the child care operation for a minimum period of ten years⁴.**
- Projects \$50,000 and over, and where the applicant owns the land and/or building, may also be subject to the *Human Resource Facility Act (HRFA)*. Under the HRFA, the Ministry has authority and responsibility to create and maintain a pool of resource facilities, as well as provide financial accountability and security of the taxpayer's investment. The Minister is able to place a notation on the title, which restricts the sale, transfer, mortgage, lease or other disposition of the facility without written consent of the Minister. If the human resources function ceases prior to the end of the funding agreement term, the recipient may be required to repay some of the capital funding provided, as per the Funding Agreement.

⁴ Individual school districts make arrangements on school grounds. It is the responsibility of the applicant to ensure arrangements meet school board requirements.

Project Selection Criteria

The following will be considered when determining which projects are eligible to receive funding:

- Completed and signed application form.
- Identified type and number of licensed child care spaces to be created.
- Community Need:
 - A. As demonstrated by applicants in their business plan and supporting documentation (with a maximum of two additional documents)
 - B. As determined by the Ministry, including:
 - Whether the child care facility, and programs offered by the applicant/organization, will serve Aboriginal, First Nations, or Metis communities (On or Off Reserve);
 - Whether the child care facility will serve teenage parents (e.g. Young Parent Programs)
 - A review of vulnerability rates in the local school district, as established by the [Early Development Instrument \(EDI\)](#)
 - A review of the current supply of licensed child care spaces funded through the [Child Care Operating Funding Program](#) and the utilization rates for those spaces in the school district.
- Completed, viable business plan.
- Financial considerations, such as project costs and the provincial contribution per new child care space.
- Availability of Child Care Major Capital Funding Program funds.

Priority:

- Targeted and co-located projects within communities under-served by child care are given priority in the selection process.

Funding will be considered for:

- Building a new child care facility.
- Purchasing land and/or commercial or residential space.
- **Purchasing and assembling a modular building.**
- **Site development costs.**
- **Renovations to a building or classroom.**
- Purchasing eligible equipment and furnishings as part of the above activities to create new spaces.

Funding will not be considered for:

- Applicants/organizations not in good standing with the Ministry of Children and Family Development (i.e., has a history of non-compliance with Child Care Operating Funding requirements).
- Applicants/organizations with a history of non-compliance with the *Community Care and Assisted Living Act* and Child Care Licensing Regulation.
- Costs associated with operating child care facilities.
- Costs associated with assets acquired prior to signing a funding agreement.
- Costs associated with non-capital items such as toys, art supplies, books, games, and small appliances (see attached List of Eligible and Ineligible Items).
- Projects requesting equipment costs without building, renovation or site development costs.
- Purchases of property or buildings that are also the applicant's primary residence.
- Projects proposing to create Child Minding, Occasional Child Care, and/or Residential Care spaces.
- Projects proposing to re-locate or enhance existing spaces without creating new licensed child care spaces.
- Projects completed and/or licensed prior to signing a funding agreement.
- Projects that commenced more than three months prior to the release of the application intake period (before August 30, 2015).

Please Note:

A key goal of the BC Early Years Strategy is improving the quality of early years programs including child care. The [BC Early Learning Framework](#) (ELF) provides guidance to early years professionals on how to best support young children's early learning and development. It is strongly encouraged that staff of successful applicants providing care for children between the ages of 0-6 years complete the ELF online training. Completion of the ELF online training module counts towards the 40 hours of professional development required for ECEs to renew their educator certificates. More information and a link to the online training will be provided to successful applicants.

To assist with navigating local government processes and requirements for child care providers, [A Handbook for Child Care Providers](#) is provided for your reference.

Applicants that were unsuccessful in a previous Application Intake and who wish to reapply are required to resubmit a new application and all required documentation using the current Child Care Major Capital Funding Guidelines.

Checklist

Supporting documentation must be attached in accordance with funding application criteria. If any of the information listed below is missing or incomplete, the application may be found ineligible. A signed application is not a guarantee of funding.

Applications must include the following:

- Completed funding application form, signed and dated by an authorized signing authority.
- Copy of current BC Corporate Registry Notice, if applicable.
- Additional documentation that supports the proposal (including no more than two documents demonstrating community need).
- Letters of confirmation
 - For targeted projects on school district land:
 - From School Board confirming support for the application and the terms and conditions of the lease.
 - If zoning or by-law changes are required:
 - From local government confirming status of the proposed rezoning or by-law changes.
- Written confirmation of the applicant/organization's financial standing. This must include:
 - Documentation proving that the organization has the confirmed sources of funding;
 - Current documentation from a financial institution that indicates the organization is in good standing.
- Written confirmation that the project can be started within the four months following the signing of the Funding Agreement.
- Budget, operating, and implementation information including:
 - Number and type of new spaces to be created;
 - Total size of floor space (in square meters);
 - Detailed floor plans;
 - Photos of the proposed location, if possible;
 - Proposed budget for the project;
 - Two detailed quotes listing components for site development costs;
 - Two detailed quotes listing components for building development costs;
 - Two detailed quotes listing components for equipment costs;
 - Outline of professional fees;
 - Operating budget;
 - Project schedule;
 - Confirmation of total value of capital financial contribution;
 - Confirmation of total value of volunteer labour contribution, if applicable. See Funding Guidelines: Organization Financial Contribution.
- Proof of ownership of land and building, or rental agreement or lease.



Contact and Submission Information

Application deadline is: 4:30 PM, February 26, 2016. Application packages must be received by the Child Care Capital Funding Program by the application deadline. Applications will not be accepted electronically by email or fax.

For hand deliveries including submissions by courier, contact the program for instruction. Do not submit your application to the PO Box below.

For all submissions by Canada Post, please send your application package to:

Child Care Capital Funding Program Administrator
Child Care Programs and Services Branch
Ministry of Children and Family Development
PO Box 9965 Stn Prov Govt
Victoria BC V8W 9R4

If you have questions, please call the Child Care Capital Funding Program at 1-888-338-6622, option 5.

Web: www.mcf.gov.bc.ca/childcare/major_capital.htm

Definitions

Application: means a full, complete submission including a signed Major Capital Funding for Creation of New Child Care Spaces application form, and all supporting plans and documents.

Application intake start date: means the first day a funding application is eligible to be received (November 30, 2015, 8:30 a.m.).

Application intake close date: means the last day a funding application is eligible to be received (February 26, 2016, 4:30 p.m.).

Approved funding application: means an application that has a signed Funding Agreement with the Province.

Asset: means something that is purchased and has value. An asset includes, but is not limited to, a financial contract (such as land or building space) or physical object (such as equipment) that has positive economic value. An asset neither includes architect, lawyer, or accountant fees, nor costs necessary to secure a permit or a licence. Assets acquired prior to approval of the Funding Agreement will not be considered for funding.

Authorized signing authority: means individuals authorized to sign contracts, leases, agreements, etc. on behalf of the sponsoring organization.

Budget: means a detailed estimate of the costs to complete the project, determined where necessary by cost estimates provided by contractors, engineers, architects, or others, including eligible equipment, in accordance with the plans and specifications, provided to and approved by the Province.

Child care facility: means the physical building, facility or area of land on which these improvements sit and the applicant occupies and uses, or proposes to occupy and use, for the purpose of its child care operation.

Child care operation: means the applicant's day-to-day undertaking of providing child care services.

Co-located Major Capital Funding: means the creation of licensed child care spaces co-located with other family support programs in community based settings (e.g., Early Years Centres, recreation centres, community hubs, etc.).

Licensed child care spaces: means the number of spaces as reported on the licence issued under the *Community Care and Assisted Living Act*.

New licence: means the licence issued to the applicant under the *Community Care and Assisted Living Act* at or following project completion.



Non-profit organizations: means non-profit societies in good standing with BC Corporate Registry, local government (including School Boards), public institutions, band/tribal councils, and First Nations Governments.

Plans and specifications: means all the detailed plans, drawings, and specifications for the work required to carry out and complete the proposed project and/or to acquire the assets for use in implementing the project.

Private sector organizations: means sole proprietors, partnerships, and limited companies.

Project commencement date: means the date the project broke ground or renovations started.

Project completion date: means the date the project has been completed in accordance with the approved plans, specifications, and budget, and is capable of being licensed under the *Community Care and Assisted Living Act*.

Project costs: means all the amounts to be paid by the applicant to any person, firm, or corporation dealing at arm's length with the applicant, for construction of the project or acquisition of its components and which, in the opinion of the Province, have been necessarily and properly incurred. (See also Total Project Costs)

Project schedule: means a detailed timetable and schedule of construction or preparation of the work referred to in the application and the time period within any such work or part or aspect thereof is proposed to be commenced, carried out, and completed.

Regular Major Capital Funding Stream: means the creation of licensed child care spaces in child care settings other than those listed under the Targeted and Co-located Major Capital Funding categories.

Targeted Major Capital Funding Stream: means the creation of licensed child care spaces located on school grounds.

Total Project Costs: means the sum of project site development costs, building costs, equipment costs and professional fees.



Early Learning Foundations

Program Handbook

Early Learning Foundations Preschools and Child Care Programs

Supporting Quality, Universally Inclusive, and Developmentally
Appropriate Early Childhood Learning



North Vancouver
School District
the natural place to learn®

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Introduction

The North Vancouver School District's Early Learning Foundations (ELF) Program is a well-established partnership between the school district and local early learning (preschool and childcare) providers. Consistent with the Ministry of Education's on-going expansion of early learning programs in schools, including StrongStart and *Ready, Set, Learn*, the Early Learning Foundations program is designed to provide quality early learning opportunities for children in our community.

ELF programs, which are located on site or in close proximity to North Vancouver schools, support early childhood learning and address the issue of school readiness by increasing the connection between preschool and elementary school educators. ELF providers work in close collaboration with school-based personnel to enhance children's connection to the local school community and to provide them with a smooth transition to full day kindergarten.

The Early Learning Foundations program (ELF) is based on a commitment to quality early learning within a flexible, play-based environment. Research has consistently demonstrated the importance of play in promoting healthy physical, intellectual and emotional development in children.

The Ministry of Education's [Early Learning Framework](#) notes:

Most of children's early learning takes place through play. Play is so important that its significance in children's lives is recognized by the United Nations as a specific right..." (p. 12)

ELF programs have a unique affiliation with the North Vancouver School District and reflect our commitment to providing high quality, universally accessible and developmentally appropriate preschool, child-care, or before and after school programs. All ELF providers meet ECE licensing guidelines and policies, fulfill the requirements of their lease agreement with the school district, and adhere to the guiding principles and play-based philosophy of the ELF program.

History

The Early Learning Foundations (ELF) program was developed by the North Vancouver School District in 2005-2006. With increasing interest and focus on early learning and childcare at the local, provincial and federal levels, our school district wanted to be proactive in the establishment and support of quality preschool and childcare programs in our community that would improve the transition from early care settings to the formal school years.

In April 2005 the Board of Education of the North Vancouver School District adopted a motion to create opportunities for qualified preschool and childcare operators to submit proposals for leasing suitable surplus school facilities for early learning programs. A set of criteria related to physical and environmental standards, as well as the ELF Guiding Principles and Practices for Program Delivery were established and became part of these lease agreements.

The ELF program was developed in partnership with early childhood educators in the North Vancouver community to encourage inclusive, accessible and developmentally appropriate early childhood learning opportunities. The Guiding Principles and Practices for Program Delivery reflect best practices as defined by current early childhood education research and as outlined in the Ministry of Education's Early Learning Framework.

The creation of the ELF program has enabled the North Vancouver School District to positively affect school readiness for young children by providing leadership in the development and support of quality, community-based early learning programs.



ELF Program Benefits

The North Vancouver School District believes it is important to strengthen all aspects of early childhood learning through partnerships with local preschool and childcare providers. The organizations that operate as part of the ELF program have provisions for enhanced relationships with school district educators, parents, and community partners. Occupancy of a school district facility provides important benefits for ELF Program leaseholders, including:

- A lease agreement that provides location and costing stability
- Access to school facilities and resources (e.g. playground, parking, library)
- Invitations for ELF program staff to participate in school district early learning professional development sessions and receive certificates required for ECE license renewal
- Opportunities to network with North Vancouver School District early learning educators (e.g. StrongStart facilitators, kindergarten teachers)
- Opportunities for collaborating with school personnel and participating in school events (e.g. assemblies, library story time) and early learning community events (e.g. Kindergarten Parent Information meeting, *Ready, Set, Learn*, etc.)

One of the goals of the North Vancouver School District's Ten Year Strategic Plan is to strengthen and expand reciprocal community relations through the provision of services and facilities that promote the health, well-being, and interests of both the School District and the entire community. The ELF program integrates services with the broader community to provide quality early learning programs that are universally accessible for North Vancouver families.

By housing ELF programs in neighbourhood schools, and including criteria to ensure best practices for early childhood development, it is intended that all children, including those considered to be more vulnerable, will benefit from high quality early learning opportunities, and support. Consistent with the BC Ministry of Education's "[Neighbourhood Learning Centre](#)" concept, North Vancouver School District's ELF program enables early childhood educators, school staff, district support staff and community agencies to engage collectively in enhancing young children's overall development, ensuring that they experience a seamless transition to kindergarten in their neighbourhood school.

Developmentally Appropriate Teaching and Learning

In collaboration with early childhood educators and as a result of a review of literature and research, North Vancouver School District has adopted a broad definition of quality, developmentally appropriate programming for early learners that aligns current research with best practice in early childhood education. The ELF program:

- adheres to the principles and practices outlined in the British Columbia Ministry of Education Early Learning Framework;
- emphasizes play-based learning within an emergent curriculum that is developmentally appropriate and relevant to the child;
- incorporates elements of nature-based learning and environmental awareness appropriate for children in the early years;
- meets the needs of all children and their families within the structure of the program;
- respects diversity in all aspects of the child's environment;
- encourages family involvement;
- meets the requirements of all licensing guidelines and policies;
- has resources to identify vulnerable children and suggests appropriate supports for children and their families; and,
- has a connection to community resources for children and their families.

This broad definition has been expanded further to describe the five critical areas of emotional, social, physical, intellectual, and language development found within the Guiding Principles and Practices for ELF Program Delivery.

Guiding Principles and Practices for Program Delivery

The Guiding Principles and Practices for ELF Program Delivery that follow are based on preschool and childcare licensing requirements and reflect the competencies described in the current research in early childhood education. Early childhood educators recognize and embrace these principles as an established and widely held description of best practice. The BC Government Ministry of Health, Community Care Licensing Branch sets out health and safety requirements, licence application requirements, staffing qualifications and program standards for licensed child care settings outlined in the [Child Care Licensing Regulation](#).

A constant theme throughout all of early childhood literature is that children in their early years learn best through play-based environments.

"It seems to us that many who are not in the field of ECE do not yet understand that research has shown that play-based, child-focused, developmentally and culturally appropriate approaches to learning and development in the early years are the most successful programs both in short and the long term."

Goelman, Hertzman, 2003

Play provides opportunities for exploration, experimentation and manipulation that are essential for constructing knowledge. As children progress through the years, their play naturally becomes more rule-orientated and less egocentric. Children's interests and "need to know" motivate learning. The many forms of play that early childhood teachers plan around key learning objectives give children opportunities to make sense of their experiences and at the same time provide opportunities to extend and expand their learning.

As preschool and other early childhood care providers prepare programs in the context of their particular communities, the following Guiding Principles and Practices for Program Delivery will influence and establish general standards of program delivery that meet the needs of children in a relevant, developmentally appropriate manner.

It is important to note that learning through play embodies the goals of all ELF Programs.

The forms of play and other activities planned as part of the ELF Program are encouraged to occur both within the classroom, outdoors, and as a part of program outings in the community. The link between the ELF Program and the community is an important one as many opportunities for learning are provided by members of the community at large.

In addition, activities and play opportunities need to be planned to provide a range from free play to more structured play as well as ensuring that these activities are individualized in order to meet each child's unique stage of development. These Guiding Principles and Practices (from the [Community Care and Assisted Living Act](#) - Child Care Licensing Regulation) consider the development of the whole child including the five critical areas of emotional, social, physical, intellectual and language development.

Emotional Development

Principle: Early childhood settings are structured so children feel psychologically safe and secure. Early learning programs should attend to the development of children's emotional needs, and therefore ELF programs should:

Practice	Indicators
a. Help children to develop a positive self concept	Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting: <ul style="list-style-type: none"> • self-esteem/self-confidence • coping skills • independence in activities • curiosity • friendships
b. Help children develop an accurate perception of self	Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting: <ul style="list-style-type: none"> • a separate sense of self • independence in activities • self-control • an eagerness to play
c. Help children express positive and negative feelings in appropriate ways	Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting: <ul style="list-style-type: none"> • problem-solving strategies • ownership over one's actions • ability to express feelings in appropriate ways • self-control • mutual respect and sharing skills
d. Provide a comfortable atmosphere in which children feel proud of their cultural heritage and cultural sharing is encouraged	Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting: <ul style="list-style-type: none"> • an awareness of each child's unique cultural background • mutual respect and sharing skills • curiosity • friendships

Social Development

Principle: Children learn through social interaction with adults and other children. Teachers foster and extend relationships through support, guidance and facilitation of learning. Therefore, ELF programs should:

Practice	Indicators
a. Provide an environment for children to work independently and to share and work cooperatively in small groups	Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting: <ul style="list-style-type: none"> • cooperative play • turn taking • sharing • the ability to work independently as well as in groups • shared responsibility
b. Provide an environment that fosters positive behaviour	Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting: <ul style="list-style-type: none"> • respectful interactions with peers and adults • a sense of belonging • sharing • turn taking
c. Encourage children to appreciate differences and respect the personal feelings and property of others	Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting: <ul style="list-style-type: none"> • the development of empathy • an understanding of behaviour expectations • friendships • respect for individuals and individual cultural and physical differences
d. Provide opportunities for social interactions that help children develop appropriate skills for social relationships	Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting: <ul style="list-style-type: none"> • respectful interactions with peers and adults • problem-solving strategies • active listening skills • cooperative play • respect for individuals and individual cultural and physical differences
e. Provide experiences that facilitate a child's feeling of belonging to a family, community and the world at large	Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting: <ul style="list-style-type: none"> • the feeling of belonging to a family • the feeling of belonging in a community • the sense of the world at large

Physical Development

Principle: Children learn best when their physical needs are met and they are provided with opportunities for active play and periods of quiet restful activity. There should be many opportunities for structured and unstructured play. Therefore, ELF programs should:

Practice	Indicators
<p>a. Provide indoor and outdoor activities that encourage the development of large and small muscle skills appropriate to each child's level of development</p>	<p>Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting:</p> <ul style="list-style-type: none"> • development of large motor skills • development of fine motor skills • engagement in both indoor and outdoor activities • engagement in active and restful activities
<p>b. Promote and encourage the development of self-help skills</p>	<p>Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting:</p> <ul style="list-style-type: none"> • independence in washroom habits as well as personal hygiene • self help skills (doing up coat, managing zippers, etc.) • an understanding of safe behavior
<p>c. Encourage good health, nutrition and safety habits</p>	<p>Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting:</p> <ul style="list-style-type: none"> • an understanding of healthy eating habits • an understanding of safe behavior • the use of proper vocabulary around body parts and personal safety • independence in washroom habits as well as personal hygiene

Intellectual (Cognitive) Development

Principle: Children construct knowledge as a result of dynamic interactions between the people around them and the physical and social environment. They construct hypotheses, test them and then adjust continually to new knowledge. Children’s interests and “need to know” motivate their learning. Children need to have opportunities to make sense of their experiences and at the same time have opportunities to extend and expand their learning. Therefore, ELF programs should:

Practice	Indicators
<p>a. Develop a flexible daily program that responds to the needs and interests of the children</p>	<p>Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting:</p> <ul style="list-style-type: none"> • play that reflects the appropriate use of materials (blocks, house, sand, water, etc.) • an interest in songs/chants/poems/rhymes • an interest in books • a knowledge of how to handle a book • a balance of free play and structured play
<p>b. Provide an environment that facilitates the development of curiosity, reasoning and problem-solving skills</p>	<p>Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting:</p> <ul style="list-style-type: none"> • recall and retelling strategies • problem-solving skills (questioning, reasoning) • an interest in experimenting with writing materials (felts, crayons, paints, paper, pencils, etc.) • activities inside, outside and within the community
<p>c. Provide age and developmentally appropriate activities that encourage development of concept-building skills such as: classifying, ordering, determining directions and perceiving spatial relationships</p>	<p>Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting:</p> <ul style="list-style-type: none"> • early concepts of sequencing, classifying and categorizing • an interest in counting and number games • problem-solving skills (questioning, reasoning) • a balance of free play and structured play
<p>d. Provide activities and materials that encourage creative activities such as art, music, movement, imaginative play, story-telling and construction</p>	<p>Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting:</p> <ul style="list-style-type: none"> • aesthetic development (music, art, drama, dance) • imaginative play and drama • an interest in songs/chants/poems/rhymes
<p>e. Provide activities and materials that promote a greater understanding of the environment</p>	<p>Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting:</p> <ul style="list-style-type: none"> • an interest in the environment • active exploration and experimentation • activities inside, outside and within the community

Language Development

Principle: The early years of life are critical to developing the oral language necessary to acquire the skills and habits of literacy. Experiences with language provide the foundation that children need to be successful in school. Therefore, ELF programs should:

Practice	Indicators
a. Model good language and listening skills	<p>Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting:</p> <ul style="list-style-type: none"> • vocabulary development • the ability to express themselves and make their needs understood • understanding of oral language • listening skills • the practice of language through songs/chants/poems/rhymes/drama • interactions with others through conversation, imagination and play
b. Provide opportunities for children to develop receptive and expressive language skills	<p>Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting:</p> <ul style="list-style-type: none"> • interactions with others through conversation, imagination and play • the use of appropriate voice and articulation • speaking in sentences • listening skills • skills for retelling and recounting • skills for asking and answering questions
c. Provide activities that encourage communication	<p>Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting:</p> <ul style="list-style-type: none"> • interaction with books or stories being read • skills for retelling and recounting • an understanding that there are many different ways of communicating • the ability to express themselves and make their needs understood

Evidence of Guiding Principles: ELF Reports

In general, the ELF Programs are involved in ongoing assessment – both their own processes for self-assessment (which usually involve their parent communities) as well as assessment and monitoring by the Community Care Facilities Licensing Program (CCFL). These assessments most often take the form of reports, checklists, surveys or questionnaires and occur annually or bi-annually.

In addition, each year in June ELF providers are required to submit an annual report to the North Vancouver School District Early Learning Contact. The annual ELF Report includes updated information on each ELF site, as well as feedback related to strengthening the partnership with the North Vancouver School District and the local community through in-service and other initiatives. These reports are then summarized into an annual North Vancouver School District ELF report submitted in July to the Superintendent of Schools.

ELF Professional Development Opportunities

During the course of the school year there are many opportunities for ELF program providers and their staff to participate in early learning professional development opportunities. Invitations to attend meetings, workshops, and other in-service sessions at the school, school district, and in the local community will be extended to ELF providers through email communication from the North Vancouver School District Early Learning Contact.

In the spring the school district hosts an Early Learning Dialogue session featuring well-known speakers on a variety of early childhood development topics. This annual session provides opportunities for early childhood educators to enhance their understanding of research-based best practices and to share practical ideas for the classroom. Other professional development opportunities appropriate for ELF providers and their staff may include after school or evening workshops, seminars, institutes, and school/district professional development days throughout the year. Collaborative professional development is a positive and effective way of enhancing partnerships and networks among ELF program providers, StrongStart Facilitators, primary teachers, school administrators, post-secondary institutions, and community agencies.

Through the annual ELF Program Report submitted in June, ELF providers are given the opportunity to identify professional development areas they would like to access. These areas of interest are reviewed by the school district and shared with school district staff responsible for professional development planning. Topics that are of particular interest to ELF providers include:

- Learning through Play
- Nature-Based or Environmental Learning
- Pedagogical Documentation
- Developmental Stages of Learning
- Brain Research
- Self-Regulation
- Social Emotional Learning
- Strategies for Challenging Behaviours
- Health and Nutrition
- Support for Special Needs Children
- Parent Communication and Support
- Kindergarten Readiness

Enhancing ELF Connections

The continued success of the ELF program relies on open and positive communication. Every school is unique in its capacity to make school-based resources and opportunities available to on-site ELF providers in a given year. Factors such as school size, enrolment, special program offerings, staffing, and site capacity impact the ability to offer additional resources and/or invite ELF providers to special events. For this reason, an open and thoughtful conversation between the school principal and the ELF program providers should occur at the beginning of each school year. Follow up conversations are also recommended throughout the year in order to keep the lines of communication open.

The following checklist provides ideas for enhancing the working relationship and collaboration between school personnel and ELF program providers:

1. Introduction of ELF program staff at school staff and PAC meetings
2. Discussion of school emergency procedures between school administration and ELF program staff (annually each fall)
3. Inclusion of ELF program information, schedules, and events in the school calendar, newsletter and/or website, bulletin boards, etc.
4. Inclusion of ELF program participants and staff in school activities and events (assemblies, plays, concerts, theme days, pro-d days, etc.)
5. Provision of opportunities (where possible) for ELF participants to access additional school resources (library, gymnasium, outdoor play equipment, storage facilities)
6. Collaboration between ELF program and school staff to increase opportunities for K-7 students to interact with ELF children (kindergarten classroom visits, buddy class arrangements, etc.)
7. Opportunities for ELF providers to participate in meetings with school staff to support the successful transition of students, particularly those with special needs, to kindergarten
8. Collaboration between ELF providers and primary teachers in professional development opportunities and initiatives with a focus on early learning, including school-based *Ready, Set, Learn* events

Emergency Procedures

North Vancouver School District elementary schools have established Crisis Plans which are site-specific. Most often these plans include a description of emergency procedures for a variety of situations such as fire, earthquake, intruder, and so on. These procedures require a schedule of practice and drills including evacuation of the school building. Discussion and coordination of drills and schedules as well as the need to establish a “buddy” classroom system, is a priority of ELF Program and school principals at each ELF site.

ELF Program operators are required to discuss coordination and harmonization of emergency procedures with the school principal or designate at the beginning of each school year.

NVSD Contact Information

North Vancouver School District

Learning Services Department,
Education Services Centre
2121 Lonsdale Avenue,
North Vancouver BC V7M 2K6
604 903-3777 Fax: 604 903-3778

ELF Program - Education Contact

In order to support and assist ELF Program providers, the North Vancouver School District has provided a contact person to act as a liaison. The administrative contact for the ELF Program is Arlene Martin, District Principal, and can be reached at amartin@sd44.ca

ELF Program - Lease Contact

For inquiries pertaining to lease of North Vancouver School District facilities , please contact Lindsay Boulton, Community & Business Development Manager at lboulton@sd44.ca

ELF Program - Facility Maintenance

In the majority of ELF program locations, the program building is owned and operated by the lessee. Maintenance issues or repairs in this situation are the responsibility of the ELF Program provider and specific details can be found in the related Lease Agreement. The exception to self-maintained locations are the ELF Programs located within school buildings. In the case of in-school ELF locations, maintenance requests or work orders should be processed through the host elementary school office.

ELF Program - Human Resources

The North Vancouver School District provides identification badges for all ELF employees. These ID tags are worn by ELF staff while on school sites. (To order or replace identification badges, contact the Human Resources Department at the North Vancouver School District office at 604-903-3496).

Insurance

Each of the ELF programs has insurance requirements as part of their lease agreement. While on or in School District property, liability for ELF preschool aged children and employees is covered by the individual ELF Program policy. Preschool aged students need to be under the direct supervision of the early childhood educator. Similarly, while visiting an ELF program, elementary school students would be covered by the Schools Protection Program.

NVSD ELF Sites

Location	Program	Contact Information	Preschool	Full Day	Before/After School Care
Brooksbank Elementary 980 East 13th Street	Sunshine Preschool	604 987 8229 email: patti@sunshinepreschool.ca	X		
Canyon Heights Elementary 4501 Highland Boulevard	Canyon Heights Montessori Preschool	604 986 5597 email: info@canyonheightspreschool.com	X		
Dorothy Lynas Elementary 4000 Inlet Crescent	Bee Haven Child Care	604 980 6801 email: lynas@beehavenkids.com	X		
Highlands Elementary School 3150 Colwood Drive	Highlands Kids Club	604 985 6958 email: highlandskidsclub@shaw.ca	X	X	X
240 West 21st Street	Lonsdale Creek Daycare	604 988 5515 email: jlewin@lonsdalecreekdaycare.ca	X	X	
Mountainside Secondary 3365 Mahon Avenue	Mountainside Daycare (for young parents attending Mountainside Secondary)	604 992 5082 email: tammoglia@nsnh.bc.ca	X	X	
Norgate Elementary	Novaco Childcare Centre 1370 Redwood Street	604 999 2530 email: novaco@nsnh.bc.ca	X		
	Norgate Kids Club 1295 Sowden Street	778 886 4227 email: norgate@nsnh.bc.ca			X
Queen Mary Elementary 230 W. Keith Road	Queen Mary Daycare Queen Mary Community Services Association	604 987 7073 email: queenmarycommunityservices@telus.net	X	X	X
Queensbury Elementary 2020 Moody Avenue	Rainforest Learning Centre	604 880 0397 email: info@rainforestlearningcentre.ca	X	X	X
Ridgeway Elementary 420 East 8th Street	Ridgeway Kids Club	604 987 0339 email: ridgeway@nsnh.bc.ca			X
	Ridgeway Preschool		X		
Seycove Secondary 1204 Caledonia Avenue	Deep Cove Parent Participation Preschool	604 929 6610 email: info@deepcoveppp.com	X		
Sherwood Park Elementary 4085 Dollar Road	North Shore Child Care Centre	604 985 6722 email: info@northshorechildcare.ca	X	X	X
Sutherland Secondary 1860 Sutherland Avenue	Learning Together Daycare	604 992 5082 email: tammoglia@nsnh.bc.ca	X	X	

Community Resources

Family Services of the North Shore
101 - 255 West 1st Street
North Vancouver BC V7M 2M5
604 988-5281
<http://www.familyservices.bc.ca>

Ministry of Children & Family Development
North Shore Child and Family Services
209 - 260 West Esplanade
North Vancouver BC V7M 3G7
604 904-4300
<http://www.gov.bc.ca/mcf/>

Ministry of Education,
[Early Learning Framework](#)

North Shore Child Care Resource Program
201 - 935 Marine Drive
North Vancouver BC V7P 1S3
604 985-7138
<http://www.nscr.bc.ca/childcare/childcare.html>

North Shore Community Resources Society
201 - 935 Marine Drive
North Vancouver BC V7P 1S3
604 985-7138
<http://www.nscr.bc.ca>

North Shore Multicultural Society
102 - 123 East 15th Street
North Vancouver BC V7L 2P7
604 988-2931
<http://www.nsms.ca>

North Shore Supported Child Development
309 West 1st Street
North Vancouver BC V7M 1B5
604 998-0131
<http://www.nsscdp.com>

North Shore Neighbourhood House
225 East 2nd Street
North Vancouver BC V7L 1C4
604 987-8138
<http://www.nsnh.bc.ca>

The Human Early Learning Partnership
Early Development Instrument &
Community Maps and Summaries
www.earlylearning.ubc.ca

Vancouver Coastal Health Authority
North Shore/Coast Garibaldi
Community Health Services
5th Floor - 132 West Esplanade Avenue
North Vancouver BC V7M 1A2
604-983-6700
<http://www.vch.ca>

Provincial Ministries

Ministry of Health Services Community Care Facilities Branch

Sets policy for health, safety and care standards of licensed child care facilities in B.C. See website: www.healthservices.gov.bc.ca/ccf

Community Care Facilities Licensing Officers work for regional health authorities across the province and are located in health units/health departments. They carry out the mandate of the Community Care and Assisted Living Act and Child Care Licensing Regulation. Licensing Officers process applications for licenses, inspect facilities and act as resource persons in the Community. The Health Units provide general public health services in the area they serve. These include home visits by community health nurses, child health counselling, school health services, health education and nutrition information, water safety information and mental health services.

Ministry of Children and Family Development has regional operating offices in the Province and is responsible for supported child care and child protection/family service. (For supported child care, contact the Supported Child Care Coordinator/Consultant for your community.) It is also responsible for registering qualified Early Childhood, Infant and Toddler, and Special Needs Educators. In addition, it is the Ministry responsible for the child care grants program (Facility and Equipment Grants, Emergency Repair, Relocation, Replacement Grant) and the Child Care Resource and Referral Programs. See website: www.mcf.gov.bc.ca

Ministry of Education oversees the Kindergarten to Grade 12 education system. In addition, it has a recently expanded mandate that includes responsibility for early learning, literacy and libraries. See website: www.bced.gov.bc.ca

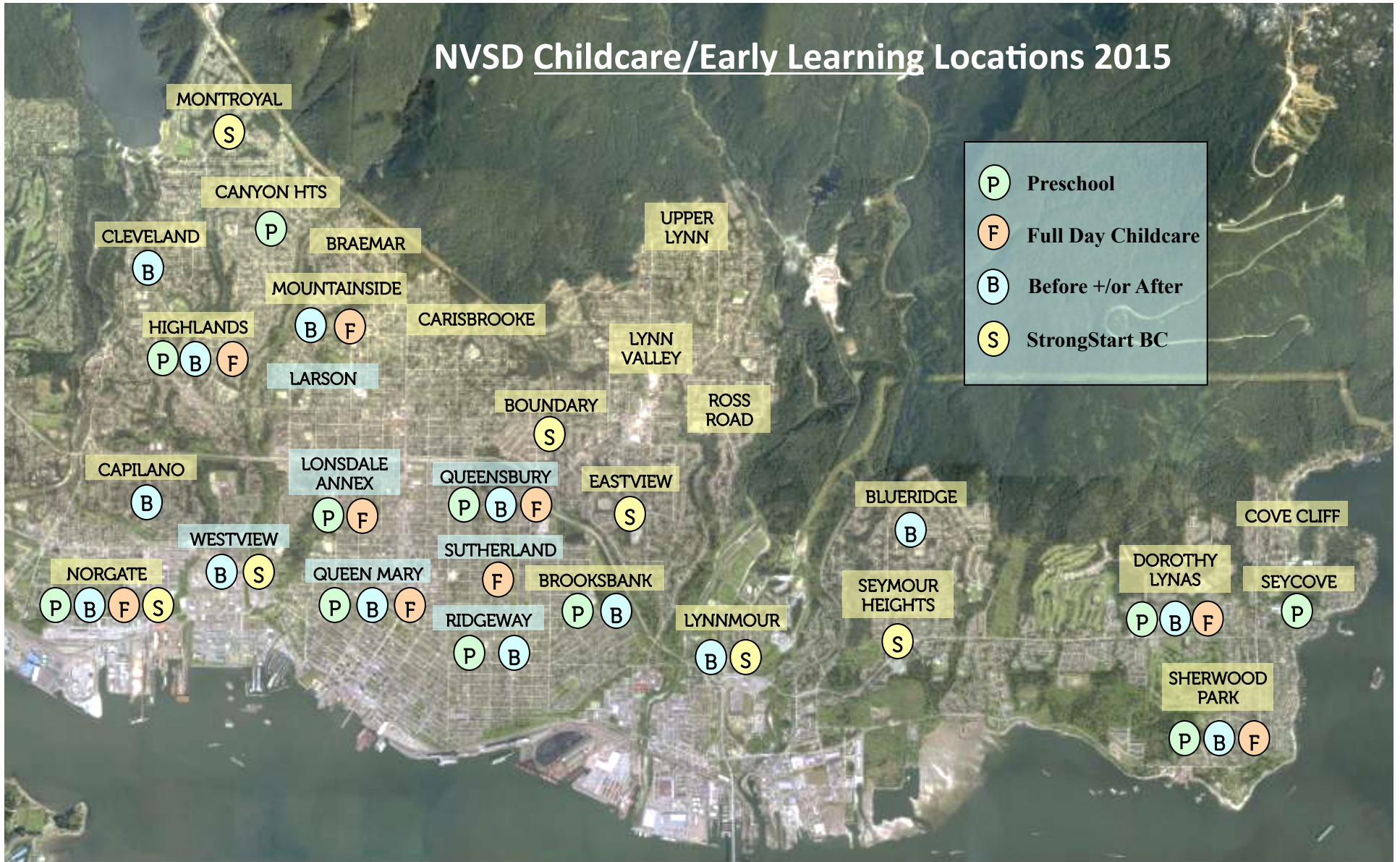
Ministry of Employment and Income Assistance is currently responsible for the child care subsidy program, to assist eligible parents with the cost of daycare. The Child Care Subsidy Program service delivery was transferred from the Ministry of Employment and Income Assistance (MEIA) to the Ministry of Children and Family Development (MCFD). This transfer was phased in between June 2006 and March 2007. The booklet "How to Claim the Child Care Subsidy" is available from the MCFD office or Licensing program. See website: http://www.mcf.gov.bc.ca/childcare/pdfs/cf_1701.pdf

Early Learning & Childcare Sites



Location	Program	Preschool	Full Day	Before/After School Care	StrongStart
Blueridge Elementary	Special Time Out of School Care			X	
Boundary Elementary	StrongStart				X
Brooksbank Elementary	Sunshine Preschool	X			
	Top Drawer Daycare			X	
Canyon Heights Elementary	Canyon Heights Montessori Preschool	X			
Capilano Elementary	NSNH Kids Club			X	
Cleveland Elementary	NSNH Kids Club			X	
Dorothy Lynas Elementary	Bee Haven Child Care	X	X	X	
Eastview Elementary	StrongStart				X
Highlands Elementary School	Highlands Kids Club	X	X	X	
Lonsdale Annex	Lonsdale Creek Daycare	X	X		
Lynn timer Elementary	StrongStart				X
	Boys & Girls Club			X	
Montroyal Elementary	StrongStart				X
Mountainside Secondary	Mountainside Daycare (for young parents attending Mountainside Secondary)		X		
	NSNH Kids Club			X	
Norgate Elementary	Novaco Childcare Centre	Not currently open	X		
	Norgate Kids Club			X	
	StrongStart				X
Queen Mary Elementary	Queen Mary Daycare Queen Mary Community Services Association	X	X	X	
Queensbury Elementary	Rainforest Learning Centre	X	X	X	
Ridgeway Elementary	Ridgeway Kids Club			X	
	Ridgeway Preschool	X			
Seymour Heights Elementary	StrongStart				X
Seycove Secondary	Deep Cove Parent Participation Preschool	X			
Sherwood Park Elementary	North Shore Child Care Centre	X	X	X	
Sutherland Secondary	Learning Together Daycare		X		
Westview Elementary 641 West 17th Street	StrongStart				X
	NSNH Kids Club			X	

NVSD Childcare/Early Learning Locations 2015



41 Centres = 11 Preschools + 9 Full Day Childcare + 14 Before and After + 7 StrongStart BC

Schedule B.7.
of the
Administrative Memorandum

Meeting Date: January 19, 2016 Board Board, in camera

Topic (as per the Memorandum): **Supporting Student Learning: Summer School Program**

Narration:

In the summer of 2015, the North Vancouver School District introduced a pilot elementary summer program for Grade 4 students with specific learning needs. Development of the program was an outcome of the Board's desire to offer a focused intervention program during the summer months, specifically designed to support the needs of elementary students with learning challenges.

A review of the 2015 summer pilot was provided to the Board at their Public Meeting held October 20, 2015. At that time, Director of Instruction Joanne Robertson advised the Board that recommendations for continuation and expansion of the *Supporting Student Learning: Summer School Program* would be developed by the Supporting Student Learning Working Group and provided to the Board in January 2016.

The Supporting Student Learning Working Group, which includes Dr. Robertson and a team of school-based and district administrators, has met and prepared a summer program proposal for the Board's consideration. The attached report *Supporting Student Learning: Summer School Program Executive Summary* outlines the group's recommendations for expansion of the program in the summer of 2016.

Dr. Robertson will present the Supporting Student Learning Working Group's report and recommendations to the Board for consideration.

Attachment:
Supporting Student Learning Executive Summary

RECOMMENDED MOTION:

that the Board approve the *Supporting Student Learning: Summer School Program* for the summer of 2016, as outlined in the *Supporting Student Learning: Summer School Program Executive Summary* attached to the Administrative Memorandum of January 19, 2016.

SUPPORTING STUDENT LEARNING: *Summer School Program*

Executive Summary

Background

The intention of Summer School, in accordance with the *School Act*, is to support the graduation program. Over the past years, summer school program options in North Vancouver were broadened to include a number of opportunities for elementary students that were not directly connected to the graduation program. These programs did not specifically support students with identified learning needs who would benefit from remedial assistance.

In January 2015, in response to the direction of the Board of Education, the Executive Committee established the *Supporting Student Learning Working Group* in order to consider the possibility of focused summer programs for elementary students with specific learning needs or disabilities. The Working Group made recommendations for the design of a summer program that would provide enhanced educational opportunities and focused skill development for a select number of elementary students with identified learning disabilities.

During the summer of 2015, the North Vancouver School District implemented the first *Supporting Student Learning Pilot Program*. Thirty Grade 4 students with identified learning disabilities (generally Q Ministry designation) in the areas of literacy, math, and executive functioning, were selected for the pilot program based on priority referrals from School Based Resource Teams. Two teachers (one intermediate classroom and one Learning Assistance Teacher) collaborated to teach the program, which included 40 hours of instruction over 12 morning sessions in early July and late August. During these sessions students engaged in targeted intervention activities to improve skills in literacy and math and develop self-regulation strategies that would help them to more successfully transition to grade 5. A parent component was also included in the program to help families support their children's skill development through the use of games, strategies, and resources during the summer break.

Feedback from the teachers, students and parents involved in the pilot program was very positive. In a survey provided in August, parents noted their appreciation for the program, commenting in particular on the importance of targeted skill review during the summer and the increased confidence in their children as a result of the program. Suggestions for

improvement (to address program challenges) and recommendations for future summer programming were also collected and reviewed by the *Supporting Student Learning Working Group* in the fall of 2015.

In addition to continuing with the Grade 4 Summer Program that was piloted in 2015, the *Working Group* recommends that the *Supporting Student Learning Summer School 2016 Program* be expanded to include two additional cohort groups. Three distinct elementary programs have been designed with a focus on supporting students with specific learning disabilities. These programs would include the same hours of instruction and schedule and would be hosted in one elementary school site.

Cohort Group 1 – Grade 4 (High Incidence Learning Disabilities)

This cohort group would include students in grade 4 (entering grade 5 in the fall of 2016) who meet the criteria for learning disabilities (Q designation in most cases). These students would be identified and referred by their School Based Resource Team as children who would benefit from targeted skill development and support in literacy, numeracy, and executive functioning. The program would be similar in design and format as the initial summer 2015 pilot program:

Staffing: Team of two teachers: one classroom and one Learning Assistance teacher

Cohort: Maximum 28 students

Educational Programming and Goals: Literacy, Numeracy, Executive Functioning skills

Cohort Group 2 – Grade 5 (High Incidence Learning Disabilities)

This cohort group would include the students who participated in the Grade 4 summer 2015 pilot program. These students would be invited to come back for a second summer in order to continue to build on the skills and strategies learned in last year's program. This would provide the School District with the opportunity to follow the development of these students throughout the intermediate grades to determine the impact of the summer program on their literacy, numeracy and executive functioning skills.

Staffing: Team of two teachers: one classroom and one Learning Assistance teacher

Cohort: Maximum 28 students

Educational Programming and Goals: Literacy, Numeracy, Executive Functioning skills

Cohort Group 3 – Grade 6/7 (Low Incidence Social Learning Needs)

This program would be specifically designed for students with a Low Incidence Ministry designation who would benefit from targeted skill development before entering Grade 7 or 8 in September 2016. This identified group is often vulnerable to social isolation and

victimization and is at increased risk for related social, emotional and mental health issues. The working group recommends a summer program focused on promoting social engagement and fostering friendship-building skills in order to support these students as they prepare to transition to high school. This summer program would provide an opportunity for specific instruction to develop social survival skills not explicitly taught in the intermediate classroom environment.

Students referred by their School Based Resource Team for this summer program will require a psychological educational assessment or multi-disciplinary assessment that identifies specific social skill deficits. Students in this cohort will have an Individual Education Plan (IEP) that contains specific goals and objectives related to social skills development and will have the ability to work as part of a group as outlined in the Bellini *Autism Social Skills Profile* screening tool.

Staffing: Team of two educators: one Learning Support Teacher and one Education Assistant
Cohort: Maximum 12 students

Educational Programming and Goals: Social Engagement, Friendship-Building, and Social Skill Development (initiation, conversation, perspective taking, social communication, and social media use).

Schedule

The *Supporting Student Learning Summer School 2016 Program* will span the summer months. In order to receive Ministry funding, students must be registered in the program by July 8 2016 and must complete 40 hours of instruction. The proposed schedule for the *Supporting Student Learning Summer School 2016 Program* is as follows:

July 4-7, 2016	9:00 am-12:00 p.m. (3 hours/day over 4 days = 12 hours)
July 8, 2016	9:00 am-12:30 p.m. (3.5 hours)
August 22-Aug 30, 2016	9:00 am-12:00 p.m. (3 hours/day over 7 days = 21 hours)
August 31, 2016	9:00 am-12:30 p.m. (3.5 hours)

Selection of Students

Students participating in the *Supporting Student Learning Summer School 2016 Programs* will be selected based upon recommendations from School and/or Extended School Based Resource Teams and a review of eligible applicants by the *Supporting Student Learning Working Group*. During the spring of 2016, schools will be asked to refer up to a maximum of two Grade 4 students (Cohort 1), two grade 5 students¹ (Cohort 2), and one Grade 6 or 7

¹ Most of the grade 5 students referred for this program would be those who participated in the Grade 4 pilot in 2015; however, exceptions may be considered for new students (or those with recent designations).

student (Cohort 3). These referrals will be based on current assessments and Ministry designations that meet the criteria for the summer programs.

School teams recommending students for the *Supporting Student Learning Summer School 2016 Program* will need to contact parents to discuss the opportunity before making the referral to the Working Group. While the program will be cost-free, parents of students considered for the program will be required to commit to registering their child for the full duration of program (July and August). Attendance will be mandatory at all sessions. In addition, parents of students registered in the program will be required to participate in one session with their child during the first week of July and the last week of August. They will also need to commit to practicing and reinforcing specific skills with their child during the weeks between the July and August sessions.

Staffing

Educators hired for this position will demonstrate exceptional organizational and instructional skills in the areas of literacy, numeracy, and executive functioning (Cohorts 1 and 2) and Social Skill Development for Low Incidence students (Cohort 3). These educators will have substantive expertise and demonstrated success in differentiating instruction for students with specific learning disabilities and/or social learning needs. Staff selected for the *Supporting Student Learning Summer School 2016 Program* will be required to work collaboratively with other members of the educational team.

The teaching positions will be posted in the spring of 2016. The teams selected will be provided with time to review student profiles and co-design the summer sessions. Teachers will be expected to provide parents and ESBRTs with brief progress reports on their students at the end of August and to provide the Working Group with a review of their specific program. In addition, the teaching teams will be invited to share their experience in the *Supporting Student Learning Summer School 2016 Program* with their colleagues during the school year in order to enhance the capacity of other teachers in developing/adapting materials and instruction to meet the needs of diverse learners.

Board Investment

The Ministry of Education Grant provides funding for summer courses that align with the provincial curriculum. Funding in the amount of \$200 per student is provided for students enrolled in a minimum of 40 hours of instruction during the summer. Costs associated with staffing and resources for the *Supporting Student Learning Summer School 2016 Program* will require additional funding from the Board.

Staffing

Staffing costs for summer teaching positions are based upon Collective Agreement language and are dependent on the qualifications of the successful candidates. Educators selected for this pilot program will be compensated for instructional hours and extra days for planning and review as required.

Resources

An additional \$400 is required to cover the costs of resources for each *Supporting Student Learning Summer School cohort*. These resources include program/classroom materials (books, photocopies, games, supplies, etc.) as well as materials provided to families during the summer (binders, kits, etc.).

Operational Costs

Additional custodial and administrative costs associated with the summer programs will also need consideration if the programs are located in an elementary site that is not normally in operation from August 22-26.

Location

Last summer the *Supporting Student Learning Summer School* program was located at Mountainside Secondary School to minimize custodial and other operational costs. However, in consultation with the teachers, it was recommended that future programs be located in an elementary school site in order to provide students with age-appropriate playground space and equipment for physical breaks. The *Working Group* is still exploring options for an elementary school site to accommodate the *Supporting Student Learning Summer School 2016 Program*.

Future Planning

The Working Group will assess the success of the three *Supporting Student Learning Summer School Programs* in the fall of 2016 and continue to consider the design of revised, expanded, or new programs in the future.

Recommendation

It is recommended that the Board of Education approve the proposed three *Supporting Student Learning Summer School 2016 Programs*.

Schedule C.1
of the
Administrative Memorandum

Meeting Date: January 19, 2016 Board Board, in camera

Topic (as per the Memorandum): **2016/17 School Calendar Adjustment: Non-Instructional Day for Curriculum Support**

Narration:

Boards of Education are required to develop school calendars for each school year in accordance with the terms of the *School Act* and *School Calendar Regulation 314/12*. The Regulation provides that boards may establish calendars for more than one year at a time and, in the spring of 2015, the North Vancouver School District Board of Education approved school calendars for both the 2015/16 and 2016/17 school years.

On September 28, 2015, the Ministry of Education announced a 3-year support plan to provide targeted training to teachers across the province, specific to the new BC K-12 curriculum currently being phased into BC schools. The plan requires that school districts include 10 hours of non-instructional time for this purpose within their 2015/16 school calendar and 5 hours of non-instructional time within each of their 2016/17 and 2017/18 school calendars.

With the September announcement coming after 2015/16 calendars had been developed and approved, the Ministry of Education directed that the decision regarding how and when to schedule the 10 hours for the current year be decided by local school districts and teacher associations through agreement between the superintendent and the local teacher association's president. The Ministry, by amendment to the School Calendar Regulation, exempted the 2015/16 school year from the requirement to make proposed calendar amendments publicly available for at least one month before making the change. The Superintendent and the North Vancouver Teachers' Association agreed to schedule the 10 hours non-instruction hours as 2 school days: February 29, 2016 and May 20, 2016. This information was provided to the Board last November and the amended 2015/16 School Calendar was then communicated to parents and students and provided to the Ministry of Education.

As the amendments to the School Calendar Regulation did not exempt the 2016/17 school year from a period of public comment, it will be necessary to provide for consultation with parents and employees prior to finalizing the amendment to the existing, approved 2016/17 calendar.

The decision is to again schedule this time as one, full school day (5 hours). Monday, November 14, 2016, has been selected. With the 2016 Remembrance Day statutory holiday falling on Friday, November 11th, this scheduling will provide families with an extended long weekend. Previous public consultations have shown a preference for connecting non-instructional days to other holidays as opposed to scattering them throughout the year.

The Draft revised 2016/17 School Calendar, converting November 14th from an instructional to non-instructional day, is attached to this Board Schedule. This Draft revision will be broadly published in early February to provide for the requirement to make it publicly available for at least one month prior finalizing. The intent is finalize and approve the amended 2016/17 Calendar at the March 8th Public Board Meeting. The amended school calendar must be submitted to the Ministry of Education by March 31, 2015.

Schedule C.1. (continued)

Narration (continued):

In the final year of the Ministry's curriculum support plan (2017/18), another 5 hours of non-instructional time specific to the new BC K-12 curriculum is required. The School Calendar Working Group (SCSG) will be meeting this month to develop a proposed Draft 2017/18 School Calendar for public comment this spring. The intention is to seek the Board's approval for a 2017/18 School Calendar before the end of this school year.

Assistant Superintendent Mark Pearmain will review the selection of November 14, 2016 as the added non-instructional day in 2016/17 and the timelines for finalization of School Calendars for both 2016/17 and 2017/18.

Attachment:

Draft Amended School Calendar 2016/17

DRAFT AMENDED 2016-17 SCHOOL CALENDAR

AUGUST 2016						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER 2016						
S	M	T	W	T	F	S
				1	2	3
4	5	6*	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2016						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER 2016						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER 2016						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY 2017						
S	M	T	W	T	F	S
	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2017						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH 2017						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2017						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY 2017						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE 2017						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29★	30	

6*	1ST DAY OF SCHOOL (PARTIAL DAY)
	STAT/WINTER/SPRING HOLIDAY
	NVSD CURRIC IMPL DAY (1)
	NEW CURRIC TRAINING (1)
	DISTRICT (NVTA) PRO D DAY (3) ²
	SCHOOL-BASED PRO D DAY (2) ¹
	STAFF COLLABORATION (6) shortened day for students
	ADMINISTRATIVE DAY
29★	LAST DAY FOR STUDENTS IS JUNE 29

11-Jan-2016

¹ Highlighted dates are example dates only - actual dates will be selected by the school Staff Committees as per Collective Agreement. Will be available prior to May 31, 2016

² Highlighted dates are example dates only - actual dates to be identified by NVTA

Schedule C.2
of the
Administrative Memorandum

Meeting Date: January 19, 2016 Board Board, in camera

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

Narration:

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

John Lewis, Superintendent of Schools, will present the attached *Land, Learning, Livability Community Engagement Update* (January 2016) that highlights the progress related to each of the eleven properties identified as surplus to long-term public education needs.

Updates will also be provided related to the Board's request for the approved seismic upgrade project at Argyle Secondary to be converted to a full replacement project and consultation with our local Municipalities and with the Ministry of Education.

Attachment:

Land, Learning and Livability Community Consultation Engagement UPDATE – January 2016

Land, Learning and Livability Community Engagement Update 160119

Argyle replacement project request

The Ministry's requirement for the Board to have the finances in place to address the cost difference between the seismic upgrade and the full replacement project has now been achieved. The combined proceeds of \$11.38M from the sales of the former Keith Lynn and Monterey sites enable the Board to meet the condition established by the Ministry; to finance the difference between the seismic upgrade and full replacement project.

At this time, the \$11.38M held in reserve remains approximately \$2.32M less than the estimated preferred option cost at \$13.7M. The preferred option includes the provision of additional space for multi-purpose functions, community use in relation to recreational needs, and increased capacity for the accommodation of student enrolment.

We have been informed that Minister Bernier will be speaking in the Legislature on January 19 at which time he may address the requested replacement of Argyle Secondary. We remain hopeful that the replacement project will receive approval to enable us to move forward with the discussion of the details of a Project Agreement with the Ministry of Education.

Braemar parcel

The Wedgewood redevelopment proposal for the surplus parcel of land at the Braemar School site is scheduled on the Regular Council Meeting Agenda for Monday, January 18 for first reading of the OCP Bylaw Amendment Bylaw and the Rezoning Bylaw. Approval of this Agenda will result in the proposal proceeding to Public Hearing. The anticipated proceeds from the Braemar parcel have been identified towards the Argyle replacement project at the preferred option. For more information on the proposed development, go to: www.wedgewoodventures.com/drawing-board

Consultations with Municipalities and Ministry of Education

A number of meetings have been held in December and January with the respective planning and engineering departments of the City of North Vancouver (CNV) and the District of North Vancouver (DNV). The purpose of these meetings has been to discuss projects identified within the Board of Education's five-year Capital Plan and the potential implications for properties identified as surplus to the long-term public education needs of the Board of Education.

In addition to discussions related to childcare demands in the City and future potential replacement schools, preliminary discussions were also initiated with CNV staff regarding the potential for a school in Lower Lonsdale. These discussions will bring further consideration to Cloverley as a potential future school site. Discussions with DNV staff have primarily focused on the anticipated replacement project at Argyle, the Handsworth capital project, and the replacement requests for Seymour Heights and Lynnmour Elementary. We are most appreciative of the opportunity to meet with CNV and DNV staff to discuss the School District's high priority projects.

We are maintaining close communication with the Ministry of Education regarding our Capital Plan and to discuss the advancement of our projects.

Schedule C.3
of the
Administrative Memorandum

Meeting Date: January 19, 2016 Board Board, in camera

Topic (as per the
Memorandum): **Thursday, January 14, 2016 Standing Committee Meeting**

Narration:

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

The focus of the Board of Education Standing Committee meeting of January 14, 2016 was on student transition from Grade 7 to Grade 8 as well as highlighting all of the available enhanced programs for students, at the secondary level, in our School District.

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

Trustee Jessica Stanley will report on highlights of the meeting.

Schedule C.4
of the
Administrative Memorandum

Meeting Date: January 19, 2016 Board Board, in camera

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

Narration:

Argyle – a field trip to the Netherlands, Europe has been scheduled for March 11-20, 2016. The trip involves approximately 72 Grade 11-12 members of the Senior Concert Band and Senior Concert Choir, accompanied by five teacher supervisors, one other Employee of the Board supervisor, and one additional volunteer adult supervisor.

Students will travel to fly to Amsterdam and will travel by chartered bus while there. They will be accommodated in hotels. The trip cost is approximately \$3,750 per student, which will be paid by the students.

The purpose of this extracurricular trip is supplement music studies with the opportunity to perform for foreign audiences, further developing their ensemble skills while building increased rapport amongst band and choir members. Students will also visit musical, cultural and historic sights which will enhance their overall learning and offer the chance to experience new languages.

Carson Graham – a field trip to Beijing, China has been scheduled for March 14-20, 2016. The trip involves approximately 32 Grade 10-12 students in the Senior Concert Band and the Senior Jazz Band, accompanied by two teacher supervisors and one other volunteer adult supervisor.

Students will travel to Beijing by air and by motor coach while there. Accommodation will be in a hotel. The cost per student is approximately \$2,300 and will be paid by students.

The purpose of this extracurricular trip is to offer students the opportunity to create music and develop performance skills while sharing musical experiences with other students. Students will give performances in both a public location and at a local school. In addition, students will visit a number of local cultural and historical sites.

Windsor – a field trip to Obu, Japan, has been scheduled for April 15-24, 2016. The trip involves 14 Grade 9-12 students, accompanied by two teacher supervisors.

Travel to Japan will be by air, and transportation during their stay will include trains and buses. Accommodations will include hotel and home stay. The per-student cost of approximately \$2,750 will be paid by the students.

The purpose of this extracurricular trip is to continue participation in the school's long-standing cultural exchange with the Obu Secondary School. For students enrolled in Cultural Tourism 11/12, the trip will

Schedule C.4. (continued)

Narration (continued):

supplement their course studies. The trip will offer students the opportunity to experience Japanese school and home life during their hosted stay, as well as provide the opportunity for students to visit cultural and historical sites.

Handsworth – a field trip to Oregon, USA has been scheduled for April 15-18, 2016. The trip involves 25 Grade 8-12 music students, accompanied by two teacher supervisors and one other Employee of the Board supervisor.

Travel will be coach transportation and accommodation will be in hotels. The per-student cost of approximately \$780 will be paid by the students.

The purpose of this extracurricular trip is to supplement the educational program in music and strings with a workshop with a professional clinician at Portland State University and two performances. Students will also visit a number of local cultural and historical sites in the cities of Portland and Seaside.

Argyle – a field trip to Las Vegas, Nevada, USA has been scheduled for April 17-20, 2016. The trip involves 20-30 Grade 11-12 students of the Argyle Digital Media Academy, accompanied by two teacher supervisors.

Students will travel to Las Vegas by air and will be transported by bus during their stay. Accommodation will be in a hotel. The cost per student is approximately \$1,300 and will be paid by the students.

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

Schedule C.5.
of the
Administrative Memorandum

Meeting Date: January 19, 2016 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.6
of the
Administrative Memorandum

Meeting Date: January 19, 2016 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.7
of the
Administrative Memorandum

Meeting Date: January 19, 2016 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.

ScheduleD.....
of the
Administrative Memorandum

Meeting Date: January 19, 2016 Board Board, in camera

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

Narration:

Date and Time	Event	Location
Tuesday, February 2, 2016 at 7:00 pm	Standing Committee Public Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, February 9, 2016 at 7:00 pm	Standing Committee Public Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, February 16, 2016 at 7:00 pm	Public Board Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, March 8, 2016 at 7:00 pm	Public Board Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver

All meetings will take place on the 5th Floor in the Mountain View Room, unless otherwise noted.
Pedestrian Access: Main West Entrance at 2121 Lonsdale Avenue, proceed by elevator to 5th Floor.
Vehicle Access: Parkade Entrance off West 21st Street and Lonsdale Avenue, park on Level P1 and proceed by elevator to 5th Floor.

ScheduleE.....
of the
Administrative Memorandum

Meeting Date: January 19, 2016 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.