

ADMINISTRATIVE MEMORANDUM

Meeting Place:

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

Format and Date:

PUBLIC BOARD MEETING
Tuesday, June 18, 2019 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.	Approval of Agenda (that the agenda, as recommended in the Administrative Memorandum, be adopted.)	(no schedule)	7:00 pm
A.3.	Public Comment Period *		7:30 pm
A.4.	Approval of Minutes (that the minutes of the Public Meeting of May 21, 2019 be approved as circulated)	(no schedule)	7:35 pm
A.5.	Student Presentation – Mountainside Secondary		7:50 pm
B.	Action Items		
B.1.	Five-Year Capital Plan 2020/21		8:05 pm
B.2.	Proposed New Policy 214: Student Choice		8:20 pm
B.3.	Proposed Revised Policy 304: Anaphylaxis		8:35 pm
B.4.	Proposed Rowing Academy for 2020/21		8:50 pm
B.5.	School District Track & Field Student Use		9:05 pm
B.6.	Brockton Preparatory School at Westover Tenure Bylaw 2019		9:20 pm
C.	Information and Proposals		
C.1.	Enhancing Student Learning Presentation		9:35 pm
C.2.	Catchment Review Update		9:50 pm
C.3.	Student Trustee		10:00 pm
C.4.	Land Management Update		10:10 pm

* Additional Community Presentations or Delegations are welcomed with advanced notice - see [Policy 104: Board of Education - Meetings](#) and its [Administrative Procedures](#).



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PUBLIC BOARD MEETING
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		Estimated Completion Time
	(continued)	
C.5.	Superintendent's Report	10:20 pm
C.6.	Report Out - BC School Trustees Association (BCSTA) and BC Public Schools Employers' Association (BCPSEA)	10:30 pm
C.7.	Trustees' Report	10:35 pm
D.	Future Meetings	10:35 pm
E.	Public Question & Comment Period	10:45 pm
F.	Adjournment	(no schedule) 10:45 pm

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

Schedule A.3
of the
Administrative Memorandum

Meeting Date: June 18, 2019 **Board** **Board, in camera**

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

Narration:

As per the motion passed on June 21, 2016 the Board will provide a twenty (20) minute public comment period relevant to the Board's mandate on a trial basis. Speakers will be allocated a maximum of two (2) minutes each. An additional ten (10) minutes will be provided for Trustee questions of clarification.

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

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

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

Speakers may speak only once at the Public Comment Period.

School District No. 44 (North Vancouver)

Minutes of the Public Meeting of the Board of Education, School District No. 44 (North Vancouver) held in the Mountain View Room of the Education Services Centre at 2121 Lonsdale Avenue in North Vancouver, British Columbia, on Tuesday, May 21, 2019.

PRESENT: C. Sacré, Chair
G. Tsiakos, Vice Chair
D. Bruce
C. Gerlach
M. Higgins
K. Mann
M. Tasi Baker

A. Call to Order

Chair Sacré called the meeting to order at 6:58 pm and welcomed those in attendance. The traditional territorial lands of the Squamish Nation and Tsleil-Waututh Nation were acknowledged.

A.2. Approval of Agenda

Moved by D. Bruce

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

Seconded by M. Tasi Baker

Carried

A.3. Public Comment Period

The twenty minute comment period is intended to be relevant to the Board's mandate. The Chair requested that those wishing to speak should sign on the Public Comment Sign-Up Sheet.

Amanda Nichol, on behalf of the Braemar PAC, extended the invitation to the Board to attend Braemar Elementary School bike to school celebration the week of May 27 – 31, 2019.

A.4. Approval of Minutes

Moved by K. Mann

that the minutes of the public meeting of April 23, 2019 be approved as circulated.

Seconded by D. Bruce

Carried

A.5. Student Presentation – Sherwood Park Elementary

Kindergarten students from Sherwood Park Elementary School shared a daily breathing exercise that helps them be fully present with one another. This daily breathing ritual helps these young students strengthen their inner peace and bring a sense of joy and calmness to the classroom.

On behalf of the Board, Chair Sacré and Superintendent Mark Pearmain thanked Ms. Sulis and the students for coming to share their breathing exercise with the Board.

B.1. School District No. 44 (North Vancouver) Annual Budget Bylaw for Fiscal Year 2019/20

As required under the School Act, the Board of Education must adopt its budget bylaw on or before June 30, 2019, for the 2019/20 fiscal year. Superintendent of Schools Mark Pearmain introduced this agenda item by sharing the budget process with the Board. Superintendent Pearmain provided highlights on how the School District is funded and how the restored language has impacted the School District.

B.1. School District No. 44 (North Vancouver) Annual Budget Bylaw for Fiscal Year 2019/20 (continued)

Executive Director of Human Resources Scott Stanley and Assistant Superintendents Chris Atkinson and Pius Ryan summarized the recommendations that the Executive Committee proposed to the Board, further explaining how the recommendations fit into the budget. Director of Financial Services Kristen Watson was invited to the table to present the 2019/20 Annual Budget in the amount of \$191,368,924, provide an overview of the budget and respond to Trustees' questions.

Ms. Watson highlighted a few items: salary costs for Teaching and Support Staff do not include a provision for increments that may be negotiated through the collective bargaining process, as those costs will be funded by the Ministry of Education and Administrative, Management and Exempt Salary estimates do include a provision for salary increase of approximately 3%. Overall, the Operations budget includes approximately \$132,000 increase in the cost of services and supplies, which is less than a 1% change from last year. The student FTE enrolment is predicted to drop by approximately 90 students next year therefore, the loss of Operating Grant Revenue experienced by the drop in enrolment will be partly offset by an increase of \$45 per student, to the per-pupil Operating Grant. New Grant Revenue of \$1,210,892 will be provided by the Ministry of Education to offset the costs of the new Employer Health Tax. The total 2019/20 Operating Grant Revenue is estimated to be \$137,660,680. The 2019/20 Operating Budget includes a use of prior year surplus of \$2,296,289 in order to balance the Operating Fund.

In response to Trustees' questions, clarification was provided regarding class size and composition funding, the results of the engagement survey and employee training in social and emotional health.

Moved by D. Bruce

that School District No. 44 (North Vancouver) Annual Budget Bylaw for fiscal year 2019/20 be read a first time;

Seconded by G. Tsiakos

Carried

Moved by K. Mann

that School District No. 44 (North Vancouver) Annual Budget Bylaw for fiscal year 2019/20 be read a second time;

Seconded by M. Tasi Baker

Carried

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

Moved by M. Tasi Baker

that School District No. 44 (North Vancouver) Annual Budget Bylaw for fiscal year 2019/20 be read a third time, passed and adopted.

Seconded by K. Mann

Carried

B.2. Trustee Stipend

Secretary Treasurer Georgia Allison introduced this agenda item and shared that the Income Tax Act (ITA) exemption for Trustee stipend has been removed effective January 2019. All income received by a Trustee is to be taxable for the 2019 calendar year and all subsequent years.

The Board of Education's Policy 107 outlines that in keeping with the *School Act*, Trustees shall receive an annual stipend, the amount to be set by Board resolution. The annual stipend is to be adjusted annually, each July 1, in accordance with the increase in the Vancouver Consumer Price Index.

An analysis of the taxation impact for North Vancouver Trustees demonstrated that an increase of approximately 9% will be required to bring the net pay back to the 2018 level. Using this approach,

and rounding to the nearest \$100, generates the following Stipend rates: Chair \$29,700; Vice-Chair \$28,200; Trustee \$27,400.

B.2. Trustee Stipend (continued)

Secretary Treasurer Allison provided a variety of approaches on how neighbouring School Districts in the Metro Vancouver area, as well as across the Province have addressed this tax change.

Trustees discussed the stipend options at length and shared their concerns.

Moved by M. Higgins

that the annual Trustee Stipend be adjusted, effective January 1, 2019, to reflect the impact of the Income Tax Act changes and,

that the annual Trustee Stipend rates adjusted to: Chair \$29,700; Vice-Chair \$28,200; Trustee \$27,400.

Seconded by K. Mann

Carried

Opposed: C. Gerlach

C.1. Elementary School Fees 2019/20

Assistant Superintendent Chris Atkinson introduced this item and noted that, in accordance with [Policy 706: School Fees](#), the elementary fees included in the Board agenda package for Trustees' information have been reviewed by school administrators consulting with appropriate staff, students and Parent Advisory Council. Assistant Superintendent Atkinson noted that the range of fees is based on cost recovery and Trustees are encouraged to contact their individual schools for clarification.

C.2. Land Management Update

Superintendent Mark Pearmain updated the Board of Education on the Argyle and Handsworth Secondary School Replacement Projects, as well as the Mountainside Secondary Seismic Upgrade.

Notification was provided to the Board of Education regarding the status on the Lucas Centre and Cloverley Elementary School.

Superintendent Mark Pearmain shared that the North Vancouver School District will be meeting with District Council on Monday, May 27, 2019, to discuss the development permit for Handsworth Secondary School.

C.3. Tuesday, May 7, 2019 Standing Committee Meeting

Trustee Tsiakos reported on the meeting that identified successes and areas of growth within Aboriginal Education.

C.4. Superintendent's Report

Superintendent Mark Pearmain shared highlights from his visits to Carson Graham and Seycove Secondary schools.

Recognition was provided to the students from the North Vancouver School District who received awards at the City and District Civic Youth Awards, which were attended by members of the Executive Committee.

Superintendent Pearmain congratulated Martin Stuible, President of North Vancouver Teachers' Association, for his leadership and advocacy in supporting public education.

C.5. Report Out - BC School Trustees Association (BCSTA) and BC Public Schools Employers' Association (BCPSEA)

Trustee Tasi Baker shared information from the BCSTA AGM that was held from April 25-27, 2019.

There was no update from on BCPSEA.

C.6. Trustees' Reports

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

1. Meetings attended by Trustees included:
 - Standing Committee Meeting
 - Trustee Seminar
 - Audit Committee Meeting
 - AFK Committee Meeting
 - Handsworth Public Engagement Meeting
 - Norgate Community Dialogue
 - NVSD New Employee Orientation
 - Policy Review
 - ITC Meeting
 - Bargaining
 - North Shore Restorative Justice Society Community Dialogue
 - Queen Mary PAC Meeting
 - Westview PAC Meeting
 - Carson Graham Exit Interviews
 - Seycove Exit Interviews
 - Meeting with District of North Vancouver Counsellors
 - NVPAC Meeting
 - Safe & Caring Schools Meeting
2. Events attended by Trustees included:
 - BCSTA AGM
 - Secret Path Movie Screening
 - VSO/North Vancouver Honour Band & Strings Concert
 - 44 Dresses Event
 - City of North Vancouver Youth Awards
 - District of North Vancouver Youth Awards
 - Cheakamus Open House 50th Celebration
 - Eastview Elementary Visit
 - Queensbury Elementary Visit
 - Ridgeway Spring Fair
 - Queensbury Elementary Ice Cream Social
 - Carson Graham Secondary Systems & Innovations Fair
 - AFK Shives Event
 - Roots of Empathy
 - Pro D Speaker – Dr. Bailey
 - Catchment Review Community Consultation Evening
 - ACE's Second Annual Conference 2019
 - BC Land Summit 2019

D. Future Meetings

Date and Time	Event	Location
Wednesday, June 18, 2019 at 7:00 pm	Public Board Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver

E. Public Question & Comment Period

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

Amanda Nichol, Co-Chair of North Vancouver Parent Advisory Council, spoke regarding the portable going onto the Queen Mary Elementary School site and whether it would have a washroom attached. Ms. Nichol voiced her concerns of younger aged children being placed in portables and asked the Board to consider older aged children when making these decisions.

F. Adjournment

The established agenda being completed, the Chair adjourned the meeting at 9:43 pm and thanked those who attended.

Certified Correct:

Georgia Allison
Secretary Treasurer

Christie Sacré
Chair, Board of Education

Date

Date

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

Meeting Date: June 18, 2019 **Board** **Board, in camera**

Topic (as per the Memorandum): **Student Presentation – Mountainside Secondary School**

Narration:

This past September, a group of highly motivated students from Mountainside Secondary began working towards a goal of raising enough money to not only build a classroom in Guatemala but also, to visit the country and participate in the construction. At the beginning, the goal seemed almost insurmountable but Mountainside's Bean Dreamin' Team consistently worked towards this objective. Through the writing of grant applications, letters to businesses and fundraising activities, the group was able to achieve their goal and went to Guatemala in May of this year. Valuable learning experiences occurred throughout the process and students are excited to share what they have learned and to celebrate their accomplishments at the upcoming Board Meeting!

Schedule B.1
of the
Administrative Memorandum

Meeting Date: June 18, 2019 **Board** **Board, in camera**

Topic (as per the Memorandum): **Five-Year Capital Plan 2020/2021 (for Approval)**

Narration:

Each year, boards of education are required to submit a Five-Year Capital Plan providing details on Major Capital Priorities needed for their school districts. In mid April 2019, the Ministry of Education issued Capital Plan Instructions, identifying the major capital funding programs, and requirements for the preparation and submission of the 2020/2021 Five-Year Capital Plan. The Ministry of Education requires school districts to adopt, and submit their Five-Year Capital Plans no later than June 30, 2019.

School districts are required to have a current Long Range Facilities Plan (LRFP) in place to support major capital priorities identified in their Five-Year Capital Plan submission. The LRFP is to incorporate consideration of demographic changes, enrolment patterns, residential developments planned in the community, facility condition, and capacity utilization.

Consultants were engaged to assist with updating the School District's LRFP for 2019. A draft of the LRFP was presented before the Capital Planning Committee on May 23, 2019 for review and feedback. Key findings of the LRFP were used to identify major capital funding priorities for the Draft 2020/21 Five-Year Capital Plan submission.

The Major Capital Funding Programs include the following:

- Seismic Mitigation Program (SMP)
- New School Program (NEW)
- School Expansion / Addition Program (EXP)
- School Replacement Program (REP)
- Rural Districts Program (RDP)

The Minor Capital Funding Programs include the following:

- Building Envelope Program (BEP)
- School Enhancement Program (SEP)
- Carbon Neutral Capital Program (CNCP)
- School Bus Replacement Program (BUS)
- Playground Equipment Program (PEP)

The Major Capital Funding Programs require projects to be prioritized based over a five-year budget horizon. The Minor Capital programs only require funds to be identified for a single budget year. The Ministry has expressed that submissions will be used to inform the selection of priority capital projects for the Ministry's 2020/21 fiscal year, and longer term capital planning.

Taking into account the LRFP as well as the Ministry's emphasis on facilities condition and seismic ratings, the Draft 2020/21 Five-Year Capital Plan identifies the following priorities in the tables below for each Category:

Seismic Mitigation Program (SMP)

All Schools which were previously assessed by the Ministry as a high seismic risk have been supported in previous capital budget submissions and have Project Agreements in place, with projects underway. As such there are no current priorities to submit in this category.

New School Program (NEW)

A new school on the former Cloverley site is listed as our Top Priority.

Priority	Facility Name	Project Code	Project Description	Years	Project Cost
1	Cloverley Site	NEW	New 60K / 475 Capacity School	1 – 3	\$29,921,857

School Expansion/ Addition Projects (EXP)

Priorities based on Long Range Facilities Plan and enrolment projections.

Priority	Facility Name	Project Code	Project Description	Years	Project Cost
1	Carson Graham	EXP	Expand capacity by 300	1 – 3	\$20,169,455
2	Lynn Valley	EXP	Expand capacity by 100	1 – 3	\$6,035,758
3	Westview	EXP	Expand capacity by 100	4 – 5	\$6,540,574
4	Queen Mary	EXP	Expand capacity by 100	4 – 5	\$5,232,458
5	Highlands	EXP	Expand capacity by 75 and remove 3 portables	5 – 6	\$5,232,458

School Replacement Projects (REP)

Priorities based on a combination of facility condition with consideration to future enrolment pressures.

Priority	Facility Name	Project Code	Project Description	Years	Project Cost
1	Queensbury	REP	Replace with new larger 40K/400E Capacity school	1 – 3	\$27,886,778
2	Larson	REP	Replace with new larger 60K/475E Capacity school	1 – 3	\$30,764,528
3	Ross Road	REP	Replace with new larger 60K/475E Capacity School	1 – 3	\$30,053,665
4	Brooksbank	REP	Replace existing school with new larger 60K /425E Capacity School	2 – 4	\$28,695,362
5	Seymour Heights / Blueridge	REP	Replace & consolidate existing schools with one new larger 60K /475E Capacity School	5 – 7	\$27,150,962
6	Lynnmour	REP	Replace existing school with new larger 60K /450E Capacity School	5 – 7	\$24,831,805

Building Envelope Program (BEP)

This funding is subject to schools identified through a risk assessment report facilitated by BC Housing. The Ministry has supported Dorothy Lynas Elementary under this program in the prior year and has procured a consultant to perform an initial assessment to determine if a project should be advanced.

School Enhancement Program (SEP)

Project call is for the 2020/2021 year, and limited to five priorities. SEP projects are investments that will contribute to the safety and function of the school and will extend the life of the existing asset. Projects and priorities were identified with the use of the Ministry's Capital Asset Management System, consulting reports, and Facilities staff input. Projects must be of a financial magnitude between \$100,000 and \$2,000,000, and school districts are required to list one project that is approximately \$500,000 in value.

Priority	Facility Name	Project Code	Project Description	Project Cost
1	Mountainside	SEP	Building envelope upgrade	\$1,875,000
2	Mountainside	SEP	Renewal of domestic water system	\$1,555,000
3	Mountainside	SEP	Upgrade to life safety systems (fire alarm and elevators)	\$560,000
4	Mountainside	SEP	HVAC upgrades (Phase 1 of 2)	\$1,222,000
5	Mountainside	SEP	Renewal of electrical distribution systems	\$1,950,000

Carbon Neutral Capital Program (CNCP)

Project call is for 2020/2021 year only, and limited to three priorities. Projects must contribute to measurable emissions reductions, operational cost savings, align with VFA equipment renewal period and LRFP.

Priority	Facility Name	Project Code	Project Description	Project Cost
1	Norgate	CNCP	Replace heating plant and add rooftop unit	\$250,000
2	Cleveland	CNCP	Replace heating plant	\$200,000
3	Mountainside	CNCP	Replace with new larger 60K/475E Capacity School	\$400,000

School Bus Replacement Program (BUS)

Funding Eligibility is based on, school bus age, mileage, safety and mechanical issues. Although no buses in the School District meet these requirements, we have been encouraged to apply for funding by the Ministry, and have included a request to replace our oldest bus.

Playground Equipment Program (PEP)

The Ministry's funding eligibility is based on new or replacement playground equipment. Prioritization is given to schools that do not currently have playground equipment, and where students do not have easy access to nearby playground equipment. School Districts may submit three prioritized requests for consideration. Funding options are available for universally accessible playground equipment \$105,000.

The requests below are prioritized based on requests from schools and Facilities staff assessment of existing equipment age and condition.

Priority	Facility Name	Project Code	Project Rational	Request
1	Westview	PEP	Westview currently has one student in a wheelchair. There is no universally accessible equipment at the school and there are no universally accessible playgrounds in the vicinity of the school. The school also hosts a StrongStart program and a day care program supporting diverse children who utilizes elements of the school grounds for play.	Universally Accessible Playground Equipment
2	Queen Mary	PEP	The immediate community continues to see rapid residential growth and additional portable classrooms will be added to the site in 19/20 and 20/21. There is a lack of play equipment to support the growing needs of the school and the existing play ground is not universally accessible. The school acts as a hub for the densely populated area of the city and there are no universally accessible playgrounds in the vicinity of the school. The school also houses a day care program supporting diverse children who utilizes elements of the school grounds for play.	Universally Accessible Playground Equipment
3	Sherwood Park	PEP	Sherwood Park currently has one student in a wheelchair. There is no universally accessible equipment at the school and there are no universally accessible playgrounds in the vicinity of the school. The school also houses a day care program supporting diverse children who utilizes elements of the school grounds for play.	Universally Accessible Playground Equipment

Five-Year Capital Plan Timelines

Capital Planning timelines for the coming year are provided in the table below.

Capital Planning Timelines	
June 18, 2019	Presentation at Public Board Meeting of DRAFT 2020/2021 Five-Year Capital Plan priorities and timelines for Board consideration and adoption.
June 30, 2019	Due date for Boards of Education to submit 2020/2021 Five-Year Capital Plan to Ministry complete with Board Resolution adopting the plan.
July 2019 – December 2019	Ministry reviews all capital plan submissions, and applies eligibility criteria to requested capital projects and provincially ranks eligible capital projects.
January 2020 – March 2020	<ul style="list-style-type: none">• Ministry develops and approves recommended project list for inclusion in the Ministry Capital Plan• Government approval granted for Ministry Capital Plan• Ministry issues Capital Plan Response Letters (as well as annual programs funding agreement) to school districts• School districts submit Board-adopted Capital Plan Bylaws to the Ministry

Jim Mackenzie from the Facilities and Planning Department will introduce and provide an overview the Capital Plan for the consideration of the Board of Education.

RECOMMENDED MOTION:

that the Board approve the Draft 2020/2021 Five-Year Capital Plan as presented in Schedule B.1. of June 18, 2019.

School District Letterhead

In accordance with provisions under section 142 (4) of the *School Act*,
the Board of Education of School District No. 00 (*School District name*)
hereby approves the proposed Five-Year Capital Plan for 20__/__, as provided on the
Five-Year Capital Plan Summary for 20__/__ submitted to the Ministry of Education.

I hereby certify this to be a true copy of the resolution for the approval of the
proposed Five-Year Capital Plan for 20__/__ adopted by the Board of Education,
on this the 00^{xx} day of *Month* 20__.

Secretary-Treasurer Signature

Secretary-Treasurer Name

Schedule B.2.
of the
Administrative Memorandum

Meeting Date: June 18, 2019 **Board** **Board, in camera**

Topic (as per the Memorandum): **Proposed New Policy 214: Student Choice – Animal Dissection in the Classroom**

Narration:

At the Public Board Meeting of May 22, 2018, students from Sutherland Secondary School, Shiqi Xu and Naia Peruchena, under the guidance of their teacher mentor and student government supervisor, Cynthia Bunbury, presented one of their projects to introduce a student choice policy on animal dissection in the classroom. This project is based on the philosophy of the world-wide Meatless Monday movement – to improve our health, the welfare of animals, and for the betterment of the planet.

In 2018/19, Mark Pearmain, Superintendent of Schools, established the Student Choice Policy Review Sub-Committee chaired by Pius Ryan, Assistant Superintendent. The Sub-Committee included representatives from the North Vancouver Administrators, North Vancouver Teachers' Association, and the District Student Leadership Council (DSLCL). The Sub-Committee met numerous times throughout 2018/19.

Pius Ryan presented draft new *Policy 214: Student Choice – Animal Dissection in the Classroom* to the North Vancouver School District Policy Review Committee on April 29, 2019. The Policy Review Committee included Board Chair Christie Sacré, Board Vice Chair George Tsiakos, representatives from the secondary and elementary school administrators (NOVA), the North Vancouver Teachers' Association (NVTA) and the North Vancouver Parent Advisory Council (NVPAC). The Canadian Union of Public Employees (CUPE Local 389) and the District Student Leadership Council (DSLCL) sent their regrets.

Pius Ryan, Assistant Superintendent, will introduce *Proposed New Policy 214: Student Choice – Animal Dissection in the Classroom*, as attached to this Administrative Memorandum of June 18, 2019.

Attachments:

Proposed New Policy 214: Student Choice – Animal Dissection in the Classroom
Proposed New Policy 214: Student Choice – Animal Dissection in the Classroom – Administrative Procedures (for information only)

RECOMMENDED MOTION:

that the Board of Education approve *Proposed New Policy 214: Student Choice – Animal Dissection in the Classroom*, as attached to this Administrative Memorandum of June 18, 2019.

214 Student Choice – Animal Dissection in the Classroom

Proposed New: June 18, 2019

Policy

It is important that students have the ability to participate meaningfully in their educational program. The Ministry of Education Science curriculum outlines a number of learning standards requiring students to learn about animal systems. These learning standards are present in elementary and secondary science courses. In particular, courses that have a strong animal systems component may use dissection as an instructional strategy. In some cases, students may wish to engage in an alternate activity other than the dissection of animals.

Policy 214 Student Choice – Animal Dissection in the Classroom Administrative Procedures recognize that the Science curriculum addresses topics in which dissection may be used as a teaching tool and provides guidance to alternate approaches to dissection that continue to meet the learning standards.

Administrative Procedures

Policy 214: Student Choice – Animal Dissection in the Classroom – Administrative Procedures

POLICY 214: STUDENT CHOICE – ANIMAL DISSECTION IN THE CLASSROOM

DRAFT ADMINISTRATIVE PROCEDURES

In any class or course where animal dissection is part of the curricular program, schools will accommodate students who choose not to participate in animal dissection.

- Information about an alternative delivery option to animal dissection will be included in course outlines and discussed with students at the beginning of the course.
- An alternative instructional activity will be made available for the student when requested.
- This alternate activity should meet the same learning standards as the dissection activity.
- Schools will be responsible for providing alternate materials and resources.
- Where applicable, assessment criteria for the alternative activity will be provided to guide student learning.

Educator Resources

- People for the Ethical Treatment of Animals (PETA):
<https://www.peta.org/teachkind/humane-classroom/dissection/free-virtual-dissection/>
- Animals in Science Policy Institute Teacher Portal:
https://www.animalsinscience.org/what_we_do/programs/dissection_schools/teacher-portal/

Other resources are available via the NVSD Curriculum Hub.

Schedule ...B.3...
of the
Administrative Memorandum

Meeting Date: June 18, 2019 **Board** **Board, in camera**

Topic (as per the Memorandum): **Proposed Revised Policy 304: Anaphylaxis**

Narration:

Policy 304: Anaphylaxis was last updated in 2008. The Ministry Anaphylaxis Protection Order was issued on September 30, 2018, requiring Boards of Education to establish and maintain policy and procedures relating to anaphylaxis in accordance with the order.

In 2017/18, Mark Pearmain, Superintendent of Schools, established the Anaphylaxis Policy Review Sub-Committee chaired by Brad Baker, Principal, Safe & Caring Schools. The Sub-Committee included representatives from the North Vancouver Administrators, North Vancouver Teachers' Association, and Vancouver Coastal Health (VCH). The Sub-Committee met throughout 2017/18 and 2018/19.

Brad Baker presented draft revised *Policy 304: Anaphylaxis* to the North Vancouver School District Policy Review Committee on April 29, 2019. The Policy Review Committee included Board Chair Christie Sacré, Board Vice Chair George Tsiakos, representatives from the secondary and elementary school administrators (NOVA), the North Vancouver Teachers' Association (NVTA) and the North Vancouver Parent Advisory Council (NVPAC). The Canadian Union of Public Employees (CUPE Local 389) and the District Student Leadership Council (DSL) sent their regrets.

Brad Baker, Principal, Safe & Caring Schools, will introduce *Proposed Revised Policy 304: Anaphylaxis*, as attached to this Administrative Memorandum of June 18, 2019.

Attachments:

- Proposed Revised Policy 304: Anaphylaxis*
- Proposed Revised Policy 304: Anaphylaxis – Administrative Procedures (for information only)*

RECOMMENDED MOTION:

that the Board of Education approve *Proposed Revised Policy 304: Anaphylaxis*, as attached to this Administrative Memorandum of June 18, 2019.

304 Anaphylaxis

Adopted: November 22, 2005
Revised: June 18, 2008
Proposed Revised: June 18, 2019

Policy

Anaphylaxis is a sudden and severe allergic reaction requiring immediate medical emergency measures be taken. Anaphylaxis can be fatal.

The Board of Education recognizes that it has a duty of care to students who are at risk from life-threatening allergic reactions while under school supervision. The Board of Education also recognizes that this responsibility is shared among the student, parents, the school system and health care providers.

The purpose of this policy is to minimize the risk to students with severe allergies to potentially life-threatening allergens without depriving the severely allergic student of normal peer interactions or placing unreasonable restrictions on the activities of other students in the school.

This policy is designed to ensure that students at risk are identified, strategies are in place to minimize the potential for accidental exposure, and staff and key volunteers are trained to respond in an emergency situation.

While the Board of Education cannot guarantee an allergen-free environment, the Board of Education will take reasonable steps to provide an allergy-aware environment for students with life-threatening allergies.

All schools in the North Vancouver School District must implement the steps outlined in the Administrative Procedures, which include:

- (a) a process for identifying students with anaphylaxis;
- (b) a process for keeping a record with information relating to the specific allergies for each identified student with anaphylaxis to form part of the student's file;
- (c) a process for establishing an emergency procedure plan, to be reviewed annually, for each identified student with anaphylaxis to form part of the student's file;
- (d) an education plan for students with anaphylaxis and their parents to encourage the use of Medic-Alert identification;
- (e) procedures for storing and administering medications, including procedures for obtaining preauthorizationⁱ for employees to administer medication to a student with anaphylaxisⁱⁱ; and
- (f) a process for Principals to monitor and report information about anaphylactic incidents to the Board of Education in aggregate form.

ⁱ Must be obtained from both the student's physician and the student's parents

ⁱⁱ For students who have not been identified as anaphylactic, the standard emergency procedure is to call 911 – school staff should not administer medication to unidentified students.

POLICY 304: ANAPHYLAXIS
DRAFT ADMINISTRATIVE PROCEDURES

1. Description of Anaphylaxis

Anaphylaxis is a serious allergic reaction that is rapid in onset and can possibly be fatal. Signs and symptoms of Anaphylaxis can occur within minutes of exposure to an offending substance. Reactions usually occur within two hours of exposure, but in rarer cases can develop hours later. Specific warning signs as well as the severity and intensity of symptoms can vary from person to person and sometimes from reaction to reaction in the same persons.

An anaphylactic reaction can involve **any** of the following symptoms, which may appear alone or in any combination, regardless of the triggering allergen:

- Skin:** hives, swelling, itching, warmth, redness, rash
- Respiratory (breathing):** wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion or hay fever-like symptoms (runny itchy nose and watery eyes, sneezing), trouble swallowing
- Gastrointestinal (stomach):** nausea, pain/cramps, vomiting, diarrhea
- Cardiovascular (heart):** pale/blue colour, weak pulse, passing out, dizzy/light-headed, shock
- Other:** anxiety, feeling of “impending doom”, headache, uterine cramps in females

Because of the unpredictability of reactions, early symptoms should never be ignored, especially if the person has suffered an anaphylactic reaction in the past.

It is important to note that Anaphylaxis can occur without hives.

If a student with Anaphylaxis expresses any concern that a reaction might be starting, the student should always be taken seriously. When a reaction begins, it is important to respond immediately, following instructions in the student’s *Medical Alert Action Plan*. The cause of the reaction can be investigated later.

The following symptoms may lead to death if untreated:

- breathing difficulties caused by swelling of the airways; and/or
- a drop in blood pressure indicated by dizziness, light-headedness or feeling faint/weak.

2. Identifying Students at Risk

At the time of registration, using the district Student Registration Form, parents/guardians are asked to report on their child's life threatening medical conditions, including whether their child has a medical diagnosis of Anaphylaxis. Information on a student's life threatening medical conditions will be recorded and updated on the student's file.

It is the responsibility of the parent/guardian to:

- Inform the school Principal when their child is diagnosed as being at risk for Anaphylaxis.
- In a timely manner, complete medical forms including the *Anaphylaxis Emergency Plan* which includes a photograph, description of the child's allergy, emergency procedures, contact information, and consent to administer medication. The *Anaphylaxis Emergency Plan* should be posted in key areas such as in the child's classroom, the office, the teacher's desk, and food consumption areas (e.g. lunch rooms, cafeterias).
- Provide the school with updated medical information at the beginning of each school year, and whenever there is a significant change in their child's condition.
- Inform service providers of programs delivered on school property by non-school personnel of their child's Anaphylaxis and the *Anaphylaxis Emergency Plan* where applicable, as these programs are not the responsibility of the school.

The school will contact the students with Anaphylaxis and their parent/guardian to encourage the use of medical identifying information (e.g. MedicAlert® bracelet). The identifying information could alert others to the student's allergies and indicate that the student carries an epinephrine auto-injector. Information accessed through a special number on the identifying information can also assist first responders, such as paramedics, to access important information quickly.

3. Record Keeping – Monitoring and Reporting

For each identified student, the school Principal will keep the *Anaphylaxis Emergency Plan* on file. These plans will contain the following information:

- Student-Level Information
 - Name
 - Contact information
 - Diagnosis
 - Symptoms
 - Allergy trigger(s)

- School-Level Information

- Emergency procedures/treatment
- Physician section including the student’s diagnosis, medication and physician’s signature. An updated form with physician’s signature is required whenever there is a significant change in the child’s condition.

It is the school Principal or delegate’s responsibility for collecting and managing the information on students’ life threatening health conditions and reviewing that information annually to form part of the students’ file.

The school Principal or delegate will also monitor and report information about anaphylactic incidents to the board of education in aggregate form (to include number of students with Anaphylaxis and number of anaphylactic incidents) at a frequency and in a form as directed by the Superintendent.

4. Emergency Procedure Plans: “Anaphylaxis Emergency Plan”

a) Anaphylaxis Emergency Plan

The school Principal or delegate must ensure that the parent/guardian and student (where appropriate), are provided with an opportunity to meet with designated staff, prior to the beginning of each school year or as soon as possible to develop/update an individual *Anaphylaxis Emergency Plan*. The *Anaphylaxis Emergency Plan* must be signed by the student’s parent/guardian and the student’s physician. A copy of the plan will be placed in readily accessible, designated areas such as the classroom and office.

The *Anaphylaxis Emergency Plan* will include at minimum:

- the diagnosis;
- the current treatment regimen¹;
- current emergency contact information for the student’s parent/guardian;
- a notification that the plan will be shared with others within the school as necessary;
- a requirement for those exposed to the plan to maintain the confidentiality of the student’s personal health information;
- information regarding the parent/guardian’s responsibility for advising the school about any change in the student’s condition; and
- information regarding the parent’s/guardian’s responsibility for updating records.

¹ Epinephrine is the recommend treatment for life threatening allergies in the school setting
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b) School Level Emergency Response Procedures

Each school must develop School Level Emergency Response Procedures, which must include the following elements:

1. Administer the student's auto-injector (single dose) at the first sign of a reaction. The use of epinephrine for a potentially life-threatening allergic reaction will not harm a normally healthy child, if epinephrine was not required. Note time of administration.
2. Call emergency medical care (911)
3. Contact the child's parent/guardian
4. A second auto-injector may be administered within 5 to 15 minutes after the first dose is given IF symptoms have not improved (i.e. the reaction is continuing, getting worse, or has recurred)
5. If an auto-injector has been administered, the student must be transported to a hospital (the effects of the auto-injector may not last, and the student may have another anaphylactic reaction)
6. One person stays with the student at all times
7. One person goes for help or calls for help

c) Field Trip/Off-site Emergency Response Procedures

The school Principal, or designated staff, must ensure that emergency plan measures are in place for scenarios where students are off-site (e.g. bringing single dose auto-injectors on field trips). It may be necessary to bring the student's auto-injector from the school office along on the trip.

5. Provision and Storage of Medication

Children at risk of Anaphylaxis who have demonstrated maturity² should carry one auto-injector with them at all times and have a back-up auto-injector stored at the school in a central, easily accessible, unlocked location. For children who have not demonstrated maturity, their auto-injector(s) will be stored in a designated school location(s).

The location(s) of student auto-injectors must be known to all staff members and caregivers.

Parents/guardians will be informed that it is their responsibility:

² As determined by the child's parent/guardian.

- to provide the appropriate medication (e.g. single dose epinephrine auto-injectors) for their child with Anaphylaxis³;
- to inform the school where the Anaphylaxis medication will be kept (i.e. with the student, in the student's classroom, and/or other locations);
- to inform the school when they deem the child competent to carry their own medication (children who have demonstrated maturity, usually Grade 1 or Grade 2, should carry their own auto-injector), and it is their duty to ensure their child understands they must carry their medication on their person at all times;
- to provide a second auto-injector to be stored in a central, accessible, safe but unlocked location;
- to ensure Anaphylaxis medications have not expired; and
- to ensure that they replace expired medications.

6. Allergy Awareness, Prevention and Avoidance Strategies

a) Awareness

The school Principal should ensure:

- That all school staff and persons reasonably expected to have supervisory responsibility of school-age students and preschool age children participating in early learning programs (e.g. food service staff, volunteers, bus drivers, custodians) receive training annually, in the recognition of a severe allergic reaction and the use of single dose auto-injectors and standard emergency procedure plans.
- That all members of the school community including TTOCs, replacement employees, student teachers and volunteers have appropriate information about severe allergies including background information on allergies, Anaphylaxis and safety procedures.
- With the consent of the parent/guardian, the Principal and the classroom teacher must ensure that the student's classmates are provided with information on severe allergies in a manner that is appropriate for the age and maturity level of the students, and that strategies to promote inclusion are incorporated into this information.

Posters which describe signs and symptoms of Anaphylaxis and how to administer a single dose auto-injector should be placed in relevant areas. These areas may include classrooms, office, staff room, lunch room and/or the cafeteria.

b) Avoidance/Prevention

Individuals at risk of Anaphylaxis must learn to avoid specific triggers. While the key responsibility lies with the students at risk and their families, the school community

³ Epinephrine is the recommend treatment for life threatening allergies in the school setting
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must participate in creating an “allergy-aware” environment. Special care is taken to avoid exposure to allergy-causing substances. Parents/guardians are asked to consult with the teacher before sending in food to classrooms where there are children with food-allergies. The risk of accidental exposure to a food allergen can be significantly diminished by means of such measures.

Given that Anaphylaxis can be triggered by minute amounts of an allergen when ingested, students with food allergies must be encouraged to follow certain guidelines:

- Eat only food which they have brought from home unless it is packaged, clearly labelled and approved by their parent/guardian (*Elementary schools*).
- If eating in a cafeteria, ensure food service staff understand the life-threatening nature of their allergy. When in doubt, avoid the food item in question.
- Wash hands before and after eating.
- Not share food, utensils or containers.
- Place food on a napkin or parchment paper rather than in direct contact with a desk or table.

Non-food allergens (e.g. medications, latex) will be identified and restricted from classrooms and common areas where a student with a related allergy may encounter that substance.

7. Training Strategy

At the beginning of each school year, a training session on Anaphylaxis and anaphylactic shock will be held for all school staff and persons reasonably expected to have supervisory responsibility of school-age students and preschool age children participating in early learning programs (e.g. food service staff, volunteers, bus drivers, custodians).

Efforts shall be made to include the parent/guardian, and student (where appropriate), in the training. Experts (e.g. public health nurses, trained occupational health & safety staff) will be consulted in the development of training policies and the implementation of training. Training will be provided by individuals trained to teach Anaphylaxis management.

The training sessions will include:

- signs and symptoms of Anaphylaxis;
- common allergens;
- avoidance strategies;
- emergency protocols;
- use of single dose epinephrine auto-injectors;

- identification of students with Anaphylaxis (as outlined in the individual Student Emergency Procedure Plan);
- action/emergency plans; and
- method of communication with and strategies to educate and raise awareness of parents/guardians, students, employees and volunteers about Anaphylaxis.

Additional Best Practice:

- distinction between the needs of younger and older students with Anaphylaxis.

Participants will have an opportunity to practice using an auto-injector trainer (i.e. device used for training purposes) and are encouraged to practice with the auto-injector trainers throughout the year, especially if they have a student with Anaphylaxis in their care.

Students will learn about Anaphylaxis in a general assembly or special class presentation.

Resources:

[Anaphylaxis Protection Order](#)

[BC Anaphylactic and Child Safety Framework](#)

[North Shore School Health Manual – Medical Alerts & Allergies Info North Shore Schools](#)

[Canadian Society of Allergy and Clinical Immunology](#)

[Food Allergy Canada](#)

Schedule B.4
of the
Administrative Memorandum

Meeting Date: June 18, 2019 **Board** **Board, in camera**

Topic (as per the Memorandum): **Proposal for Rowing Academy for 2020/21**

Narration:

The North Vancouver School District 2011-2021 Strategic Plan affirms the School District's desire and intent to "develop and promote innovative and sustainable programs" and to "encourage the growth of collaborative, adaptive and personalize learning environments". Further, the District's Three-Year Operating Plan specifies, as a strategy, the continued enhancement of "student engagement and skill development through active involvement in project-based learning initiatives, specialized programs and academies".

In the Spring of 2018, the North Vancouver School District was approached by the Deep Cove Rowing Club with a preliminary proposal to establish a partnership with the NVSD to introduce a new specialty academy focused on the sport of rowing. Discussions between the Deep Cove Rowing Club and Assistant Superintendent Chris Atkinson ensued, with further refinements to the initial proposal resulting in a final proposal submission received in the Spring of 2019.

The proposal provides an overview of the objectives and delivery of the specialty academy. It identifies a recognized need to support rowing on the North Shore and proposes that a Rowing Academy within the North Vancouver School District would facilitate increased student access and opportunity to participate in the sport.

The sport itself brings obvious health and physical benefits to students, and participation in the academy will provide students with grade-level Physical Education credits necessary for graduation, as well as the potential for cross-curricular connections with math and science studies, and skill development in a sport that offers the ability for life-long participation.

The academy would be open to male and female student athletes regardless of rowing experience. A clear development pathway to foster and improve skills at various levels will be established through application of the principles of Rowing Canada's Long Term Athletic Development (LTAD) pathway. Students interested in advancing to competitive levels can, through the academy's connection to the Deep Cove Rowing Club, find a pathway to club-level and provincial competition under Rowing BC which, in turn, can potentially open up future opportunity for post-secondary/university (including possibility of scholarships) and national-level rowing programs.

The intent is to offer the Rowing Academy at Carson Graham Secondary School beginning in the 2020/21 school year. As with other NVSD academies, the program would be offered on alternate days during the afternoon block. The school PAC has indicated its support for locating the proposed academy at Carson Graham Secondary School.

Should the Board of Education wish to pursue the establishment of a Rowing Academy for September 2020, it would be in order to confirm the Board's support in principle now. Following the Board's confirmation, development of a formal Joint Venture Agreement with the Deep Cove Rowing Club can be undertaken and the Rowing Academy can be included in the January 2020 student course selection guides, as well as Enhanced Programs promotions and registration materials for the 2020/21 school year.

Schedule B.4. (continued)

Narration (continued)

Assistant Superintendent Chris Atkinson will provide the Board with an overview of the submitted Rowing Academy Proposal and the discussions that have occurred to date with respect to this proposal.

Attachments:

Rowing Academy Proposal prepared for NVSD Board of Education Meeting of June 18, 2019

RECOMMENDED MOTION:

that the Board of Education approve, in principle, the implementation of a Rowing Academy program in partnership with the Deep Cove Rowing Club as outlined in the Rowing Academy Proposal attached to the Administrative Memorandum of June 18, 2019 and, that the academy be offered beginning September 2020 subject to sufficient student enrollment.

Rowing Academy

Proposal

Prepared by: Shannon Van Baalen (Carson Graham, SD44)

Collaboration with: Colin Gray (Deep Cove Rowing Club), David Calder (Rowing BC)

Proposed Academy Introduction: September 2020

Prepared for NVSD Board of Education Meeting of June 18, 2019

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1: North Vancouver School District

“Vision without action is merely a dream. Action without vision just passes time. Vision with action can change the world.” - Joel Barker

The North Vancouver School District’s Vision of world-class instructions, engaging programs and bringing communities together to learn, share and grow parallels the vision of the SD44 Rowing Academy.

The North Vancouver School District prides itself on four pillars of educational practice: 1) Curriculum design and knowledge; 2) Instructional technique and appreciation of student development and readiness; 3) Quality assessment and evaluation practice; and 4) Management of the learning environment while attending to Social and Emotional Learning and needs of students. The proposed Rowing Academy aligns with these educational pillars as demonstrated in this document.

2: Proposed Rowing Academy

The Rowing Academy at Carson Graham Secondary School could not only support but also enhance the North Vancouver School Districts commitment to offering programs that enable learners to engage in their passion during the school day. Section 2.a “Rowing Academy Facts” outlines the basic details of the proposed academy before expanding in detail in later sections.

2.a: Rowing Academy Facts

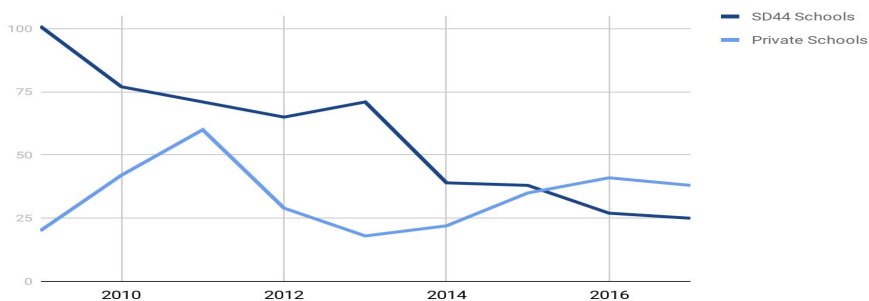
- Open to Grades 8-12, both male and female students regardless of experience.
- North Vancouver School District students are able to attend either Carson Graham or other schools within the district while participating in the Rowing Academy.
- The Rowing Academy will be based primarily at the Deep Cove Rowing Club in Deep Cove.
- Rowers will need to provide their own transportation to the Academy in Deep Cove.
- Students enrolled in the Rowing Academy will earn PE credit towards graduation requirements.

3: Need/Demand for a Rowing Academy

Currently there is no Rowing Academy option available for students on the North Shore. In the graph below you will see that over the last 9 years, rowing within the school district has dropped 75%, while involvement among youth is increasing within private schools on the North Shore. Youth within the school district accounted for over 100 athletes in 2009, in 2017 only 25 students in the district were rowing. Students in the district are clearly facing barriers to the sport rowing.

It is important to provide students within the North Vancouver School District the opportunity to row because it connects youth in a meaningful way to sport. With the support of a Rowing Academy in the North Vancouver School District, youth would be connected to Deep Cove Rowing Club, Rowing BC, Rowing Canada and a variety of University Rowing Programs. Students who row in High School open up pathways to future opportunities for rowing on Provincial Teams, University Teams, scholarships, and National Teams.

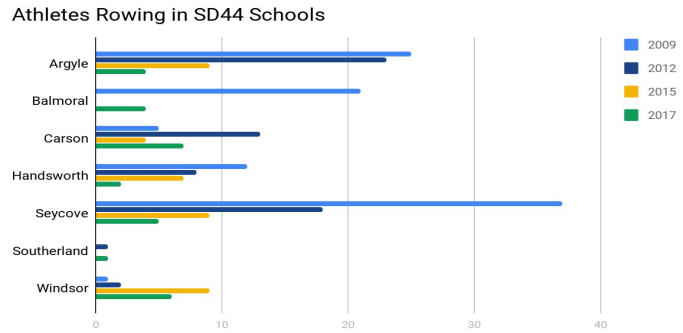
SD44 vs. Private Schools in NV - Athletes Participating in Rowing



Unfortunately, there is the pressing matter of the decline of students participating in the sport of rowing within schools in the district. The below chart and graph depicts the number of students rowing within individual schools in the district. The Rowing Academy is proposed for Carson Graham for a

number of reasons (explained in a later section), though the location of the Academy could potentially find itself in Seycove, where numbers have generally been the highest in enrollment within the sport, as seen in the charts.

Athletes Rowing in SD44 Schools				
	2009	2012	2015	2017
<i>Argyle</i>	25	23	9	4
<i>Balmoral</i>	21	0	0	4
<i>Carson</i>	5	13	4	7
<i>Handsworth</i>	12	8	7	2
<i>Seycove</i>	37	18	9	5
<i>Southerland</i>	0	1	0	1
<i>Windsor</i>	1	2	9	6



Overall the Rowing Academy would provide a much needed option for young athletes as well as support Deep Cove Rowing Club in their outreach and ultimate participation success. By September 2020, it is expected that approximately 66 plus youth would be eligible to participate in the program. The goal for the first year of the Rowing Academy (2020/2021), will be approximately 20 students, with the ability to accommodate a maximum of 25 students. This number is reflective of safety considerations and the availability of coaching staff.

4: Support/ Endorsement

Below is a list of supporters of the Rowing Academy. Each person is identified with their contact information, an excerpt from their letter of support, along with their role within the Rowing Community, School District and Carson Graham.

David Calder (*Executive Director Rowing BC, Olympian*) david.calder@rowingbc.ca

“Rowing BC believes that rowing academies are an important tool to increase awareness, interest, and ultimately participation in the sport of rowing in communities across BC. With increased participation of high school students in the sport comes healthier, focuses students with goal oriented objectives to most aspects of their lives. Rowing BC is fully supportive of the proposed North Vancouver SD44 Rowing Academy, and will act as a resource to the school district in the development and execution of the program. Under the leadership of Shannon Van Baalen from the school district and Colin Gray from Deep Cove Rowing Club, the students will experience a well structured, engaging classroom and field-of-play experience, and will ultimately become even stronger contributors to the broader school community.”

Colin Gray (*Deep Cove Rowing Club, Head Coach, NCCP Trained*) cagray411@gmail.com

“Deep Cove Rowing Club is excited with the prospect of having a rowing academy based out of its boathouse. An academy will expose more youth to our sport that has traditionally been viewed as either a university level or an elitist sport. Our mission statement outlines our role in the community: To introduce people of all ages to the sport of rowing, to foster and inspire a lifelong passion for the sport, to offer rowing instruction at all levels of competitiveness, and to offer a healthy social setting in which all this can take place. It is through these ideals that we will support the proposed North Vancouver SD44 Rowing Academy. DCRC will provide access to rowing equipment and coaching by accredited coaches. ”

Ian Kennedy (*Carson Graham Former Principal, Former Rower*) ikennedy@sd44.ca

“My name is Ian Kennedy and I am the Principal at Carson Graham Secondary School. I am writing this letter in support of a North Vancouver School District Rowing Academy. As a former rower and long-time rowing coach, I believe that a rowing academy would

thrive on the North Shore. In collaboration with Rowing BC and the Deep Cove Rowing Club, we would have the access to great coaching, facilities, equipment and water. Over the years, many national team rowers have come from the North Shore and there is currently a void in this regard. Rowing does not fall under BC School Sports regulations and would allow students to train, compete and participate as a club. My understanding from the current proposal is that the North Vancouver Rowing Academy would not require school facilities to operate. Students would train on the water or in the North Vancouver Recreational Facilities, reducing the impact on schools.

I would be happy to answer questions; however, I am endorsing the formation of a North Vancouver Rowing Academy as I believe it would be good for the students, district and sport.”

Ryan Kerluck (*Athletic Director Carson Graham*) rkerluck@sd44.ca

“Carson Graham has offered a rowing team for many years. I began as the Athletic Coordinator of our school in 2013, since then I have become more familiar with the sport and have seen the impact that it has had on our students. Shannon has spent countless hours recruiting students to join our team and has spent hundreds of hours coaching them. Many students and parents have expressed their desire to have a rowing academy in our school district. Rowing is a unique sport that athletes can really excel in, especially if they have good coaching and a specific body type. A school district rowing academy would provide many students with the opportunity to train for a sport that our country has excelled in for many years.”

Shannon Van Baalen (*NCCP Rowing Coach Trained/Teacher Carson Graham*) svanbaalen@sd44.ca

“As a teacher and coach, I strongly believe that youth who are involved in regular physical activity are happier and healthier. Beyond that youth who are involved in organized sports have better time management and social skills. Overall, student success is derived from inspiration, empowerment and support from teachers and mentors. As a teacher at Carson and a coach at Deep Cove Rowing Club, I would wholeheartedly support a Rowing Academy within the district and at Carson. As a dedicated member of the athletic community, specifically the Rowing community, I believe that sports connect youth to their community, teach them lifelong skills, and can positively change their lives. My personal connection with Rowing began through a family member. My cousin, who never played a single sport in her life and was an overweight teenager when a coach at her school saw her in a hallway and encouraged her to try rowing. She did and in 4 years she was a high performance athlete and had a full scholarship to the states. I personally was a multi sport athlete growing up (good at a lot of things but great at nothing), and would have never even have tried rowing if it wasn't for this same cousin and her provincial coach seeing my potential and encouraging me to try the sport, and as soon as I did, it changed my life forever. It gave me purpose, passion, direction and most importantly a sense of belonging. I owe absolutely every success in my life to this sport. Rowing is the most welcoming and rewarding sport. If through this Rowing Academy we can provide this same sense of belonging and connection, then we as an educational institution are well on our way to providing a well-rounded educational experience and positively changing the lives of our students. Furthermore, this would be the first Rowing Academy in the Lower Mainland, making SD44 a leader in education and academies.”

Jillian Trigg (*Deep Cove Rowing Club Coach, North Shore Nutritionist*) jilliantrigg@gmail.com

“I have been involved in rowing for over 15 years and I have seen the positive impact the sport has had on both myself and others who I rowed with and have coached. I believe that with the support of Rowing BC and Deep Cove Rowing Club, the SD44 Rowing Academy will bring more youth into the wonderful sport of rowing. Rowing helps to teach structure, discipline and fitness in a fun and positive environment. Rowing can also open up many doors for post-secondary education opportunities in the form of full and partial athletic scholarships.”

Cheryl D. Mitchell (*Carson Graham PAC Chair*) cdemitchell@shaw.ca

“We believe a rowing academy would align with our goals to support the best interests of our students, in terms of developing them physically and mentally, showing them the importance of teamwork and collaboration and in terms of enhancing their respect and appreciation for the environment.”

Karen McCredie (*Parent and former Rower*) mccrediek@gmail.com

“I fully support the proposal for the addition of a rowing academy. I have been involved in the rowing community since 1984 as a grade 9 student and can attest to the value that this sport has brought to my life, both personally and professionally. The skills that rowing teaches you are not limited to what happens on the water but what it teaches you about personal dedication and sacrifice and what you gain by truly working as a team. Rowing is truly a team sport, there is no ability to ‘hog the ball’ or ‘take all the shots’. You are either rowing together or you are not successful and that is one of the most important lessons of life so wouldn’t it be wonderful if our kids were provided the opportunity to learn that in high school where they are supported!”

Grace McCredie (*Rower and Carson Graham Student*) gracemccredieis@gmail.com

“I have been a student at Carson Graham for 4 years, I have also been rowing for 4 years. I think a rowing academy in the North Vancouver school district would be an amazing way to create a much larger rowing community on the north shore. Throughout my 4 years rowing I have met many friends that have a large impact on my life and I value those friendships so much. I believe the rowing academy would allow more friendships like this to form from teammate to teammate. From my own experiences these friendships not only help me succeed in rowing but also help me succeed in school. Being surrounded by extremely motivated athletes on my team has inspired me to put more effort into everything I do and to push myself to my absolute best. I think by having a rowing academy it will not only provide great rowing training it will provide a safe and fun environment for learning a new sport.”

5: Educational Rationale

The North Vancouver School District offers a variety of specialized academies that enhance student learning. Academies such as the Rowing Academy, provides alternative learning environments that focus on specialized skill sets while accomplishing curricular outcomes. Within academies, students can pursue areas of interest while gaining credits toward their graduation. In a Rowing Academy setting, students can accelerate their knowledge and development in a sport that offers excellent pathways into Provincial, University and National programs, forming a solid foundation for sport for life and opening doors to healthy active lifestyles and careers. The Rowing Academy will work to support and enhance the School District’s objectives by utilizing rowing as a foundation for student learning.

Building upon the Canadian Sport for Life (CS4L) movement, Rowing Canada developed their LTAD model. The SD44 Rowing Academy will incorporate the following principles from Rowing Canada’s “Long Term Athlete Development Pathway,” model (http://rowingcanada.org/sites/default/files/pdf/ltadp_rowing_2012_eng.pdf) in order to educate and support student learners not only to reach their athletic potential, but to develop well rounded individuals who enjoy lifelong participation in rowing and other physical activity.

The Long Term Athlete Development Pathway will:

- Establish a clear and consistent development pathway for rowers.
- Guide the examination of the current system to identify strengths, gaps, and inconsistencies.
- Guide coaches in planning training, competitive, and recovery programs that are consistent with the principles of growth and maturation, allow athletes to achieve optimal performances, and encourage them to stay in the sport for life.
- Guide coaches in developing remedial programs for late-entry rowers.
- Improve recruitment and development of early-entry rowers.
- Help Canadian rowers to perform better and more consistently at the elite level, across programs, and from year to year.
- Provide a framework for creating developmentally appropriate programming based on stage-by-stage guidelines for all rowers.

The following 10 key factors are the research, principles and tools upon which the LTAD is built and the Rowing Academy is influenced:

1. Excellence takes time

- Athlete development is not a short-term process, the length of time to reach elite levels will vary based on athletes needs. Research indicates that it takes at least 10 years and 10,000 hours of training for a talented athlete to reach elite levels. With the introduction of the Rowing Academy into the NVSD, this will allow for high school aged athletes to begin to develop their skills within the sport in grades 8-12. With 5 years of experience in high school, 4-5 years in University rowing, we are setting our athletes up for long-term success if their goals are to make national teams in their later years of University and beyond.
2. The FUNdamentals
 - Fundamental movement skills, such as agility, balance, coordination and speed (ABC's), and fundamental sport skills, such as running, jumping, throwing, kicking, catching, and swimming, are the basis for all sports. Fundamental sport skills will be utilized within the Rowing Academy curriculum throughout the ample cross training opportunities throughout the winter and with the promotion of athletes doing multiple sports.
 3. Specialization
 - Rowing is a late-specialization sport. Athletes need to participate in a variety of sports and physical activity during the FUNdamental and Learn to Train stages in order to succeed in a late-specialisation sport such as rowing. Within the Rowing Academy we will be incorporating other sports within the training program. Benefit of the Rowing Academy being within the timetable, is that it opens up the opportunity for athletes to participate in other school sports such as basketball, rugby, volleyball and swimming.
 4. Developmental age
 - LTAD is based on the developmental age of athletes not chronological age. The training programs within the Rowing Academy will be tailored to the developmental ages of individuals to ensure safe and effective long term development of athletes.
 5. Trainability
 - The NVSD Rowing Academy will focus their training programs on athlete development in stamina (endurance), strength, speed, skill, and suppleness (flexibility).
 6. Physical, mental, cognitive, and emotional development: a holistic approach
 - The LTAD considers the whole athlete. At each stage, coaches within the Rowing Academy will consider the emotional, mental, and cognitive development of each athlete, in addition to their physical development. A holistic approach will be taken in account when planning the training, racing, and recovery programs for the athletes.
 7. Periodization
 - Periodization provides the framework for organizing training (for example, the mode, volume, intensity, and frequency of training), racing, and recovery into a logical and scientifically based schedule in order to achieve optimum performance at the required time. A periodization plan that takes into account growth, maturation, and trainability principles will be developed for each stage of athlete development depending on where individual athletes are within the Rowing Academy. .
 8. Calendar planning for competition
 - Different stages of development have different requirements for the type, frequency, and level of competition. At some stages of development (for example, Train to Train), training and development should take precedence over formal racing and short-term success. At later stages, it becomes more important for athletes to experience a variety of competitive situations and to perform well at high-level regattas.
 - Note: Though the Rowing Academy will not have a racing component, many athletes may choose to races with clubs. To ensure that this is considered within the Academy, coaches will develop training program to support those athletes and provide them with the tools to succeed beyond the Academy, if that is their choice AND fits within their development stage.
 9. System alignment and integration
 - For the system to work well, all parts of the Canadian rowing system – clubs, schools, provincial associations, Rowing Canada Aviron, and regattas – across all regions must be integrated and aligned with one another. They must be mutually supportive, clear in their roles and responsibilities, and clear in how they contribute to the “bigger picture” of athlete development. Just as the athletes in a fast crew must integrate and align their movements, the components of the rowing system must integrate and align their activities.
 - Throughout the creation of the NVSD Rowing Academy, the BC curriculum outcomes will be integrated into Rowing Canada’s LTAD model aligning the entire system, giving athletes seamless movement throughout Canadian rowing system, truly setting athletes up for success at all levels.
 10. Continuous improvement
 - LTAD is based on the best available scientific research and empirical evidence, but knowledge and understanding evolve.

- Part of this continuous improvement will be that coaches will be required to maintain their coaching certificates through professional development.
- With the introduction of the Rowing Academy within the NVSD, the district will be aligning their visions with Rowing Canada's vision of continuous improvement. Being open to new ideas and approaches is the first step.

Additional Rowing Academy Physical Education benefits include:

- Students in the program would improve within the sport individually and with a crew while obtaining PE credits and opening up time after school to explore other sports, clubs, volunteer or maintain their studies.
- Rowing is a total body workout, using all of the body's major muscle groups (arms, legs, back, abdomen, and glutes), both aerobic and anaerobic systems are used, students would understand the anatomy and mechanics of the body.
- Fundamental Movement Skills Testing performed by certified coaches.
- Ultimate team sport as rowers are physically connected together and MUST learn to work together, learning valuable communication, teamwork and social skills.
- Individually students learn how to persevere, create SMART goals and can see and record their progress through performance, qualitative and quantitative records as well as an excellent way to learn time management and core values.
- Stress reliever.
- Low impact on joints making it a great rehabilitation sport, and a sport for life.
- Improved flexibility, back and core strengthening.
- Due to the variety of the workouts and muscle groups used in rowing, proper understanding of nutrition and strength training is essential to the overall success of athletes.
- Cross curricular opportunities include Math through the rigging and set up of boats, based on body composition and strength of athletes (elite, higher levels); Physics is also incorporated to fully understand the mechanics of the human body and its power/movement relationship with the boat; Meteorology and Oceanography are also important for rowers to understand and alter their stroke depending on wind, currents, tides, etc to maximize efficiency.
- Rowing specific learning outcomes; Water safety, Proper rowing movement sequence, Sculling (using two oars), Power application and ratio, Rowing terminology, Rowing equipment
- A rowing program could open up opportunities to explore march break training camps in a variety of geographical locations and/or tour Universities to prepare for post-secondary educational and rowing pursuits
- Overall rowing opens up scholarship and entrance opportunities into many American and Canadian Universities.

6: Educational Goals

The following PLO's are based on the new BC Curriculum Big Ideas. The Rowing Academy will follow the learning standards as outlined in the curricular competencies and content for each grade at <https://curriculum.gov.bc.ca>

Gr. 8

- Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals.
 - Rowing, weights, core, nutrition, SMART Goal setting, cross training/ field trips (Yoga, Snowshoeing, Kayaking, Hiking, etc.)
- Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle.
 - Rowing is low impact, making it a great rehabilitation sport, and a sport for life.

Gr. 9

- Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals.
 - Rowing, weights, core, nutrition, SMART Goal setting, cross training/ field trips (Yoga, Snowshoeing, Kayaking, Hiking, etc.)
- Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle.
 - Rowing is low impact, making it a great rehabilitation sport, and a sport for life.
- Healthy relationships can help us lead rewarding and fulfilling lives.
 - The Fourth R approach targeting Violence/bullying, unsafe sexual behaviour, substance use through effective communication, conflict management and decision-making.

Gr. 10

- Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals.
 - Book Report on Sean Covey's 7 Habits of Highly Effective Teens.
- Trying a variety of physical activities can increase our chances of being active throughout our lives.
 - Rowing, weights, core, cross training/ field trips (Yoga, Snowshoeing, Kayaking, Hiking, etc.)
- Healthy choices influence, and are influenced by, our physical, emotional, and mental well-being.
 - Deeper understanding of proper nutrition for athletes
 - Demonstration of effective communication, conflict management and decision-making.
- Personal fitness can be maintained and improved through regular participation in physical activities.
 - Rowing is low impact, making it a great rehabilitation sport, and a sport for life.

Gr. 11

- Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals.
 - Myers Briggs, personal SWOT analysis, SMART Goals, Core Values
 - Leadership component including coaching/ peer mentorship
- Trying a variety of physical activities can increase our chances of being active throughout our lives.
 - Rowing, weights, core, cross training/ field trips (Yoga, Snowshoeing, Kayaking, Hiking, etc.)
- Healthy choices influence, and are influenced by, our physical, emotional, and mental well-being.
 - Demonstration of proper nutrition for athletes
 - Demonstration of effective communication, conflict management and decision-making.
- Personal fitness can be maintained and improved through regular participation in physical activities.
 - Rowing is low impact, making it a great rehabilitation sport, and a sport for life.

Gr. 12 (Based mainly off of the Fitness and Conditioning PLO's)

- Our personal fitness can be maintained or enhanced through participation in a variety of activities at different intensity levels.
 - Rowing, weights, core, cross training/ field trips (Yoga, Snowshoeing, Kayaking, Hiking, etc.)
 - Apply and reflect on Rowing Category (C1, 2,3,4,5,6) training methods to improve personal fitness
- Knowing how our bodies move and function helps us to stay safe during exercise.
 - Human anatomy and physiology
- Following proper training guidelines and techniques can help us to reach our health and fitness goals.
 - Influence of the muscular system and cardiovascular system on fitness.
- Safely participating in activities and avoiding injury can sustain lifelong physical activity.
 - Breathing techniques, proper use of equipment and facilities, spotting and working out with a partner while doing weights, learning to work in synchronization with a crew.
 - Components of an exercise session (proper warm up, exercise programs, cool down)

Recommended Instructional Components:

- Direct instruction, Demonstrations, Modelling, Games, Student-in-role, Peer teaching, Experiential learning, Reflective writing, Video Coaching and Guest Speakers (current and former Rowing Olympians)

Recommended Assessment Components:

- Ensure alignment with the [Principles of Quality Assessment](#)
- Journaling/ Workout Logging, Peer Assessment, Self-Assessment, Performance Assessment, Oral Presentations

7: Value

The unique nature of the Rowing Academy would add value to the school district because of the clear long term athlete development framework. This framework gives athletes in the Rowing Academy clear access to Rowing Canada channels, allowing for athletes in the SD44 Rowing Academy to have seamless transition through the various levels of the sport. Starting out at the SD44 Rowing Academy, athletes will have immediate access to grass root clubs, local and provincial competition. As the athletes develop they will have access to Jr. Provincial and National Teams, then continue on to University teams, scholarship opportunities, national/world university championships and Under 23 National Teams. Beyond university, athletes can then try out of the Senior National Team opening up the possibility of rowing at worlds or in the Olympics. Beyond the senior National team there are options of competitive, recreation and masters rowing competitions across the Lower Mainland and Canada. Introducing the Rowing Academy at the NVSD level truly instills the skills, confidence and values of the Canadian Sport for Life model. Rowing is a sport for life and one that athletes get out, what they choose to put into it. By introducing the unique opportunity for NVSD learners to participate in a sport they are

passionate about, the district will be opening up a world of opportunities for their athletes and learners in a sport that continues to be one of Canada's top ranked summer Olympic sports. "Canadian rowing has led all other Canadian summer sports in the pursuit of medals on the world scene. Canadian rowing has also led the world in the preparation of administrative, safety and technical manuals." - <http://rowingcanada.org/about-us/our-history>

Additional Values of the Rowing Academy:

- Exposure to sports that would otherwise be unavailable through P.E Classes.
- Experienced and trained teachers and coaches passionate about rowing and connecting youth to the sport.
- Support athletes interested in the sport and provide a consistent structure to athletes.
- Eliminate athletes need to choose one sport over the other.

8: Implications

The Rowing Academy would be offered 2 to 3 times a week in the afternoon during blocks 4 and/or 8 as part of the linear school schedule for a total of 10 sessions per month. Rowing Academy attendees will be able to travel from their home schools to the Academy location of Deep Cove Rowing Club, North Vancouver Recreation Centers or Carson Graham, depending on the location requirements of the week. Carson Graham (or approved school location) may need to occasionally provide computers for assignments and potentially a space such as a dance room, conditioning room, or gym occasionally during winter for erging, strength training, and Rowing Canada Talent Identification camps. Carson Graham would also need to provide a teacher sponsor who has rowing knowledge, Coaching Certification for the sport of rowing, has up to date CPR and First Aid training and holds a valid Boaters Licence. This is an important key to the success of the academy. The teacher will be involved in the coaching of the sport on the water. The teacher will also be required in order to adhere to Rowing Canada's water safety procedures and coach to athlete ratios. The Academy would be delivered during the daily school curriculum hours with potential regattas with other programs to occur in coordination with other school programs and field trips.

The Rowing Academy will support SD44's objectives by using Rowing as a means to: enrich curriculum, develop and promote innovative and sustainable programs. The Academy, coaches, teachers and supporters will encourage the growth of collaborative, adaptive and personalized learning, as well as strengthen and expand community relations. In turn this will allow learners to gain positive experiences beyond sport and assist with forming positive lifelong habits consistent with Canada's sport for life model. The ultimate goal will be to support, enhance and enrich the school experience for the Rowing Academy participants to allow them the best opportunity for graduation and beyond. SD44's Rowing Academy will provide opportunities for students within the program to succeed beyond high school.

Additional impact on other school curricula and extracurricular offerings:

- By offering Rowing as an academy it will allow students to have the time and opportunity to participate in a variety of sports after school, developing in well rounded athletes, encouraging athletes to be multi-sport athletes and not specialize.
- Enhance overall fitness in the Physical Literacy of youth in a unique way.
- May decline enrollment in conditioning and other gym classes from grades 8-12, however, number of students participating in the Rowing Academy will need to be restricted to 25 due to equipment, coaching and Rowing Canada Safety regulations, so the negative impact of the academy on regular PE classes will be minimal across the 7-8 secondary schools within the district.
- The Rowing Academy will be held at the Deep Cove Rowing Club and Parkgate Rec Center. Aside from the occasional computer lab and fitness studio space during winter months, the Academy will have low impact on space at the school.

9: Delivery Model

Overall the Deep Cove Rowing Club would work directly with Carson Graham Secondary School and the North Vancouver School District to develop and implement the Rowing Academy.

9.a: Delivery Partners

- Carson Graham Secondary (*or school as determined by SD44*)
 - Host School

- Host School Approval with PAC
- Teacher Sponsor
- Education Program
- North Vancouver School District
 - Website Rowing Academy description as well as registration information
 - Provides academy guidelines for operation
 - Provides collection of fees for registrants
 - Joint Venture Partnership Agreement
 - Other
- Deep Cove Rowing Club
 - Email communications with all registered athletes
 - Provide access to equipment, both for athletes and safety of athletes.
 - Provide access to information to assist with scheduling boats and equipment, potential field trips, recreation facilities as well as any important dates that the Academy should be aware of.
 - Provide information on advancement opportunities within the sport through Rowing BC, and Rowing Canada's provincial and national team opportunities.
 - Provide information on advancement opportunities within coaching.
- Rowing BC
 - Provide rowing workshops, recruitment and motivational speakers to schools on the North Shore for new and existing players.
 - Provide guest coaches to the Academy at various times throughout the year.
 - Provide opportunities to meet national team members, both current and past olympians.
 - Provide guidance and counselling to student athletes regarding post-secondary options for Rowing.

9.b: Rowing Academy Staff and Implementation Team:

- Wendy Moore (*Deep Cove Rowing Club President*)
 - Policy and Communications Specialist
- Colin Gray (*Deep Cove Rowing Club Head Coach and SD44 Rowing Academy Coach*)
 - 12 years rowing experience, 18 years experience as a rowing coach.
 - Accomplishment in sport; Won three national titles, second place finish at Royal Canadian Henley. Competed at regattas in both Canada and the United States - the largest being Head of the Charles.
 - Accomplishment in coaching; Coached crews to championships at Royal Canadian Henley, Canada Cup, New York State Scholastic Championships, BC Champs, BC Summer Games, and various local regattas. Many of these athletes have gone on to compete at CANAMEX, NCAA Championships, NRA Championships, and Under 23 World Rowing Championships.
 - Coaching experience includes teams in Winnipeg, Calgary, North Vancouver, and BC Champs.
 - 11 years as Head Coach at Deep Cove Rowing Club.
 - Completed NCCP Level 2 with only the practical component left to finish Level 3.
- Shannon Van Baalen (*Carson Graham Teacher Sponsor and SD 44 Rowing Academy Coach*)
 - 16 years of Rowing Experience and 11 years Rowing Coach Experience
 - Accomplishment in sport; 2 time Canadian University Rowing Championship Medalist, 6 time Ontario University Rowing Championship Medalist, 2nd place finish at Royal Canadian Henley 2013, 2nd place finish at Head of the Charles 2008, 3 time (CSSRA) Canadian Secondary School Rowing Association Champion, Brock University Oars Woman of the year 2008, Brock University Leadership Award 2005-2008, Brock University David S. Howes Scholarship in Athletics 2006-2008, etc.
 - Accomplishment in coaching; St. Georges Jr. Men's gold and silver medal place finish at CSSRA's 2012, EL Crossley Jr. Women's gold medal finish at CSSRA's 2011.
 - Level 1 NCCP Coaching Certification, Adaptive Rowing Coaching Certificate, Advanced Wilderness First Aid, Pleasure Craft Operators Card Holder
 - Teacher at Carson Graham Secondary School (6 years, 7 within SD44)

- Jill Trigg (*Deep Cove Rowing Coach, Nutritionist*)
 - Coach for over 11 years
 - Level 1 NCCP Coaching Certification, Certified Nutritional Practitioner (CNP)
 - 8 golds and one second place finish from Royal Canadian Henley
 - Invited to and participated in Junior National team camps in grade 11 and 12. Represented Canada at CanAmMex in 2006, and won a gold medal in the women's 4x
 - Received over 20 full ride scholarship offers to schools such as UCLA, California Berkeley, Duke and University of Virginia
 - Awarded the Bobby Pearce Award, for top Canadian female sculler of the year.

- Dave Calder (*Rowing BC Representative and Recruitment*)
 - 4 time Olympian (2000, 2004, 2008 and 2012)
 - Silver Medal in the 2008 Olympic Games, Gold in the 2003 World Rowing Championships
 - Rowing BC Representative and Recruitment

9.c: Delivery Structure:

- On water sessions during Terms 1 and 3 (Fall and Spring) at Deep Cove Rowing Club focusing on physical literacy
- Erg training, weights, core, nutrition, cross training focus during Term 2 (Winter) at North Van Rec Centers, Deep Cove Rowing Clubs, Carson Graham and a variety of field trips.
- As rowing is a weather dependent sport, days that the water is rough and throughout the winter the focus will be for students to work through PLO's including nutrition, healthy relationships, strengths/weaknesses, SMART Goals, human anatomy, physiology and psychology.
- Deep Cove Rowing Coach and SD44 Teacher (also trained rowing coach) will be present at all sessions, on water and on land. This is very important to follow Rowing Canada Safety Guidelines.
- Deep Cove Rowing Coach will oversee the Rowing Training Plan (tailored to age, experience and skill set of athletes) and cross-training opportunities
- SD44 Teacher will oversee the Curricular objectives, lesson plans, organization of field trips

10: Sustainability

With the long standing tradition of rowing in Canada, British Columbia, and throughout Vancouver and the surrounding communities, the Rowing Academy has the potential to create a long lasting legacy preparing North Vancouver students for the challenges of post secondary institutions, the workforce and even potentially international and Olympic level competition. Combined with the enhanced programing offered outside of the school year at the Deep Cove Rowing Club, students have the ability to continue their passion for the sport of rowing into the club season. Deep Cove is a well established rowing club that offers quality programing to member participants. Additionally, lower mainland post secondary schools are searching for ways to develop local talent in their high school years, naturally feeding them onto university rowing teams. The Rowing Academy will be well supported throughout the broader rowing community.

Deep Cove Rowing Club and Rowing BC will work in partnership with Carson Graham and the North Vancouver School District to revise, refine and implement a successful financial sustainability model. The primary source of revenue for the program will be through individual fees. Secondary sources of revenue will be from potential sponsors and government grants such as the British Columbia Community Gaming Grant (\$20,000). Thirdly, the Deep Cove Rowing Club will assume all responsibility of any potential revenue shortfall that may occur during the implementation of the program each year.

11: Budget

The cost per student will be \$1700.00. First month commitment payment confirms placement in the academy and is non-refundable. It is due on or before April 1, 2019. If a family chooses to pay in 10 installments, this must be set up for automatic withdrawal. An additional course fee may apply to out-of-district students. Non-payment or late payment of fees may incur a penalty and/or result in loss of placement in the academy.

Rowing Academy Costs				
Item	Per Hour (1.25 hours/class)	Per Month (12.5 hours/month)	Per School Year (10 months/year)	Per Student/Year (based on 25 athletes)
Boats/athlete	\$5 (\$5X1.25=\$6.25)	\$62.5	\$625	\$625
Ergs	\$2 (\$2x1.25=\$2.5)	\$31.25	\$312.5	\$312.5
Rowing Canada (Liability/Insurance)	N/A	N/A	\$20	\$20
Rowing BC Fee	N/A	N/A	\$20	\$20
Coaching		\$38.38*	\$383.75*	\$383.75*
Fuel for Coach Boats		\$1.13*	\$11.25*	\$11.25*
Rec Center Gym Rental				\$13.50*
Rec Center Classroom Rental				\$20.25*
Bouldering Field Trip				\$35
Yoga Guest Instructor				\$20
Guest Speakers/Incidentals				\$150
Rowing Gear (singlet & long sleeve)				\$70
Raw Total				\$1681.25
Rounded Total				\$1700

* This is a percentage of the cost of the boat rental fee and NOT included in the TOTAL, merely the amount that goes to Deep Cove Rowing Club to cover the costs of operations.

To give some perspective on the costs of the rowing equipment, please see below. The below chart shows the approximate costs associated with the equipment required for the sport, excluding costs of Boat House, Coach Boats (power boats), trailers, repairs, etc. We are fortunate enough to have a Not-For-Profit Boathouse on the North Shore that athletes have access to. By utilizing the resources available at Deep Cove Rowing Club, any initial set up costs are eliminated by any independent school within the district as there would be no purchases required to start the Rowing Academy.

Equipment Costs for Rowing	
Single Rowing Shell	\$7000-9000
Double/Pair Rowing Shell	\$10,000-15,000
Quad/Four Rowing Shell	\$20,000-30,000

One set of Sculling Oars	\$800-1100
Ergometer (Stationary Rower for Winter)	\$1200

In partnership with North Vancouver School District, Carson Graham Secondary, Deep Cove Rowing Club and Rowing BC, the Rowing Academy will be open to all student athletes, male and female located on the North Shore, regardless of their rowing experience.

Additional costs that the students and their parents are responsible for is a monthly North Van Rec Student Pass. This is because we will be using the Rec Centers as our training grounds. We have chosen not to include this into the cost of the academies as many families and students already have memberships that are renewed at various times throughout the year, thus we have decided to have this as the only additional cost that parents will be responsible for.

Item	Per Hour (1.25 hours/class)	Per Month (12.5 hours/month)	Per School Year (10 months/year)	Per Student/Year (based on 25 athletes)
North Van Rec Student Pass	N/A	\$24.75	N/A	\$296

Note: Registration in the Rowing Academy will not affect a player’s ability to participate in Club Rowing, or other school/club sports.

Applications would be proposed to begin January 2020 and close April 2020.

All applicants must submit:

- Rowing Academy Application Form 2020/2021 - apply at School Cash Online.
- Out of district students please email academies@sd44.ca for the registration procedure

To be completed upon acceptance:

- Student Medical Form
- Personal Information Consent Form

The goal for the first year of operations is to have up to 25 student athletes participate in the program. However, the total spots available will be dependent on the number of applications received and the ability of schools to organize suitable timetable to meet student needs.

Schedule B.5
of the
Administrative Memorandum

Meeting Date: June 18, 2019 **Board** **Board, in camera**

Topic (as per the Memorandum): **School District Track & Field Student Use**

Narration:

With the development of the Handsworth Secondary project, the School District has been hearing a lot about “community needs” related to Track and Field. While it is important to work with municipalities in regard to sharing assets, it would be beneficial for the Board to understand the actual needs of North Vancouver School District students. For example:

- How often is the Handsworth track used by NVSD students?
- How many NVSD students participate in Track and Field at the elementary and secondary levels?
- Where do NVSD elementary and secondary students train?
- How many Track and Field coaches do we have?
- How will the absence of the Handsworth track affect NVSD students?

Track and Field is an inclusive sport that can allow all students to participate at different levels and to compete against themselves and others. Promoting exercise is good for the physical and mental health of our students. Track and Field is a sport that allows students to practice physical literacy skills (running, hopping, throwing, catching and jumping) which is something that our School District wants to promote. All this said, there is a realization that while facilities that promote fitness should be built, the Ministry of Education has to prioritize the funds that they do have, and seismic projects and those that ensure the safety of our students should take precedence.

RECOMMENDED MOTION:

Direct staff to create a report depicting Track and Field usage by students in the North Vancouver School District and report back no later than the November 19, 2019 Public Board Meeting.

Schedule B.6
of the
Administrative Memorandum

Meeting Date: June 18, 2019 **Board** **Board, in camera**

Topic (as per the Memorandum): **Brockton Preparatory School at Westover Tenure Bylaw 2019**

Narration:

In the proposed lease, the Board of Education will provide Brockton Preparatory School Society occupancy of the Westover site for a period of ten years less a day, starting August 1, 2019. The lease will allow for exclusive use of the building and lands from 7:00 am to 5:00 pm on school days with shared use of the playgrounds, fields and parking areas during evenings and non-school days.

The bylaw and lease are attached.

(June 9, 2022 – The Lease has been removed as per 13.9 of the agreement)

Attachments:

North Vancouver Brockton School Tenure Bylaw 2019
School District No 44 (North Vancouver) Lease Agreement

RECOMMENDED MOTION:

that School District No. 44 (North Vancouver) Brockton Preparatory School Tenure Bylaw 2019 be read a first time;

that School District No. 44 (North Vancouver) Brockton Preparatory School Tenure Bylaw 2019 be read a second time;

that School District No. 44 (North Vancouver) Brockton Preparatory School Tenure Bylaw 2019 be read a third time, passed and adopted.

Procedural Note:

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

**THE BOARD OF EDUCATION
OF
SCHOOL DISTRICT NO. 44**

NORTH VANCOUVER WESTOVER SCHOOL TENURE BYLAW 2019

WHEREAS the Board may dispose of land and/or improvements owned or administered by the Board under the authority of Section 96(3) of the School Act;

AND WHEREAS Section 65(5) of the *School Act* requires the Board to exercise a power with respect to the acquisition or disposal of property only by bylaw;

AND WHEREAS the disposition of property includes the granting of any interest in land, including any right, title or estate in it or any tenure;

AND WHEREAS the Board will not require the property disposed of by this bylaw for future educational purposes;

NOW THEREFORE be it resolved that the Board of Education of School District No. 44 hereby agree to enter into a tenure agreement with Brockton Preparatory Westover School (the "Tenure") for the school building and land owned by the Board known and described as:

PID: 009-033-408
District Lot 2003

Lot 5 Block 4
Plan 11599

BE IT FURTHER resolved that the Secretary Treasurer be authorized, on behalf of the School District, to execute the Tenure, substantially in the form attached to this bylaw, on terms no less favourable to the School District than those set out in the attached Tenure.

This bylaw may be cited as "School District No. 44 North Vancouver Westover School Tenure Bylaw 2019".

READ A FIRST TIME THE ____ DAY OF _____, 2019.

READ A SECOND TIME THE ____ DAY OF _____, 2019.

READ A THIRD TIME, PASSED AND ADOPTED THE ____ DAY OF _____, 2019.

Board Chair

Corporate Seal

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 44 (North Vancouver) Westover School Tenure Bylaw 2019, adopted by the Board the ____ DAY OF _____, 2019.

Secretary Treasurer

Schedule C.1
of the
Administrative Memorandum

Meeting Date: June 18, 2019 **Board** **Board, in camera**

Topic (as per the Memorandum): **Enhancing Student Learning Presentation**

Narration:

Directors of Instruction Adam Baumann, Arlene Martin and Vince White will make a presentation on Enhancing Student Learning.

Schedule C.2
of the
Administrative Memorandum

Meeting Date: June 18, 2019 **Board** **Board, in camera**

Topic (as per the Memorandum): **Catchment Review Update**

Narration:

Under Policy 605: Admission of Students to School, the Superintendent must review catchment areas on an annual basis to ensure that each school has the capacity to accommodate the anticipated enrolment of students in its catchment area. From March to May 2019, the North Vancouver School District undertook two catchment reviews to determine the feasibility of changing catchment areas to balance enrolment between schools. After receiving community feedback and analyzing suggestions and concerns, both proposed catchment changes will be implemented for the 2020-21 school year.

Chris Atkinson, Assistant Superintendent, and Deneka Michaud, Communications Manager, will introduce *2019 Catchment Area Report*, as attached to this Administrative Memorandum of June 18, 2019.

Attachment:

Outcomes Catchment Reviews 2019

From March to May 2019, the North Vancouver School District undertook two catchment reviews to determine the feasibility of changing catchment areas to balance enrolment between schools. After receiving community feedback and analyzing suggestions and concerns, **both proposed catchment changes will be implemented for the 2020-21 school year.**

1. Capilano Elementary School and Norgate Community Elementary School

Capilano Elementary School is currently operating at 89% capacity. Since 2015-16, cross-boundary enrolment has been limited at the school. The school can now only accommodate in-catchment students. Enrolment projections demonstrate that enrolment will continue to rise. By 2025 the school will be operating over capacity and will no longer be able to accommodate all catchment students. Enrolment pressure at Capilano Elementary School needs to be relieved.

Norgate Community Elementary School is currently operating at 53% capacity. Enrolment projections demonstrate that the school will continue to operate under capacity for the next decade and beyond.

The catchment change will move a small portion in the south-west section of the current Capilano Elementary School catchment area into the Norgate Community Elementary School catchment area. The area that will be moved is located west of Capilano Road between Marine Drive to the south and the Upper Levels Highway to the north. It encompasses Fullerton Ave, Glenaire Dr, Belle Isle Pl, Curling Rd, Sandown Pl, McLallen Crt, and the Woodcroft Residential Complex area.

Engagement

Promotion of feedback opportunities:

- March 19 – Information posted to the North Vancouver School District website
- April 11 – Email to staff at Capilano Elementary and Norgate Elementary with invitation to staff consultations
- April 11 – Email invitation to Squamish Nation with invitation to a consultation with Squamish Nation
- April 15 – Email to parents at Capilano Elementary and Norgate Elementary with invitation to community consultation event
- April 17 – Advertise community consultation event in North Shore News
- April 18 – Email to all staff and all parents in the North Vancouver School District with invitation to community consultation event
- April 29 – Email to all staff and all parents in the North Vancouver School District with invitation to community consultation event
- April 23-29 – Advertise community consultation event on school district and Capilano/Norgate websites

Outcomes

Catchment Reviews 2019

- April 23-29 – Advertise community consultation event on social media
- May 7-10 – Door-to-door delivery, to homes in the study area, of an information handout with an invitation to provide email feedback

Public consultation meetings:

- Thursday, May 2, 2019, 7 p.m., Norgate Community Elementary School
Five people attended
- Wednesday, May 8, 2019, 6 p.m., Chief Joe Mathias Centre
Six people attended

Feedback:

- Three forms were received at the public consultation meetings
- 10 feedback submissions were emailed in

Total: 13 feedback submissions

Feedback topics/suggestions received and the number of people who provided feedback on each topic/suggestion:

Safety / Walkability	Capilano is a better school (rankings)	Property value will decrease in the area that is moved	No IB at Norgate	Move the change area to south of Fullerton Ave.	Move the change area to north of Marine Dr.	Support the proposed change
4	3	3	2	5	1	5

Considerations

Based on community feedback, several suggestions were analyzed to determine feasibility:

Safety/Walkability

Safe walking routes to school are always an important factor when considering catchment area changes. The North Vancouver School District will work with the local municipality to have a walk map created for the new catchment areas. The walk to Norgate Community Elementary School is about five minutes longer for families living in the area that will move catchments.

Moving the change area to south of Fullerton Avenue

Chris Atkinson, Assistant Superintendent of the North Vancouver School District, cycled and walked the area that will change catchments. The suggestion of keeping the area above Fullerton Ave. in the Capilano Elementary catchment was considered. An enrolment projection was conducted solely for the area north of Fullerton and west of Capilano Road up to the Upper Levels Highway. It is projected

that there will be roughly one to two students from that area over the next eight years (not per year, but total over eight years). Seeing as the numbers are quite low, it was determined to keep north of Fullerton in the catchment change area so that the area remains with its direct neighbourhood.

Moving the change area to North of Marine Drive

An enrolment projection was conducted solely for the area north of Marine Drive from Capilano Rd in the west to Pemberton Ave in the east and up to the ridge below Keith Rd. It is projected that there will be roughly six to seven students a year from that area for a total of 39 students by 2025. That number of students is lower than the number of students the school district would like to move from Capilano Elementary to Norgate Community Elementary (the goal is move 70-80 students by 2025).

Response to other concerns raised

Capilano is a better school (rankings)

All of the schools in the North Vancouver School District are exceptional, and the school district does not rank its schools. The Fraser Institute school rankings are based on the Foundation Skills Assessment. This test is just one tool to gather information; thus, it is only a snapshot that does not provide a full picture of student learning. Via school planning, schools set goals, measure these goals holistically in a wide variety of ways, and endeavour to improve by meeting their goals. Since the Foundation Skills Assessment results are but one set of data, it would be nearly impossible to measure a specific correlation between Foundation Skills Assessment results and the quality of a school.

Property value will decrease in the area that is moved

Property values are determined by a wide variety of factors. The entire North Shore is sought after as a place to live and all of the schools in the North Vancouver School District are great schools.

No International Baccalaureate (IB) at Norgate

In the future, consideration could be given to offering an International Baccalaureate program at Norgate Community Elementary School if the school community would like to investigate that possibility.

2. Eastview Elementary School and Lynn Valley Elementary School

Lynn Valley Elementary School is currently operating at 133% capacity. Enrolment projections demonstrate that enrolment will continue to rise at Lynn Valley Elementary, reaching 140% capacity by 2025. Enrolment pressure at Lynn Valley Elementary School needs to be relieved.

Eastview Elementary School is currently operating at 62% capacity and enrolment projections demonstrate that enrolment will remain relatively steady.

Outcomes

Catchment Reviews 2019

The catchment change will move a small portion in the southern section of the current Lynn Valley Elementary School catchment area into the Eastview Elementary School catchment area. The area that will be moved is located between Lynn Valley Road to the north-west, Kirkstone Park to the south, and Mountain Hwy to the east. It encompasses Fromme Rd, Whiteley Crt and E 27th St.

Engagement

Promotion of feedback opportunities:

- March 19 – Information posted to the North Vancouver School District website
- April 11 – Email to staff at Eastview Elementary and Lynn Valley Elementary with invitation to staff consultation
- April 15 – Email to parents at Eastview Elementary and Lynn Valley Elementary with invitation to community consultation event
- April 18 – Email to all staff and all parents in the North Vancouver School District with invitation to community consultation event
- April 24 – Advertise community consultation event in North Shore News
- April 29 – Email to all staff and all parents in the North Vancouver School District with invitation to community consultation event
- May 1-6 – Advertise community consultation event on school district, Eastview and Lynn Valley websites
- May 1-6 – Advertise community consultation event on social media
- May 7-10 – Door-to-door delivery, to homes in the study area, of an information handout with an invitation to provide email feedback

Public consultation meeting

Thursday, May 9, 2019, 7 p.m., Eastview Elementary School
Seven people attended

Feedback:

- Zero forms were received at the public consultation meeting
 - Five feedback submissions were emailed in
- Total: Five feedback submissions

Feedback topics/suggestions received and the number of people who provided feedback on each topic/suggestion:

Too soon, cannot plan for childcare (please implement 2021)	Re-open Fromme Elementary	Support the proposed change
2	1	2

Consideration

Based on community feedback, the following suggestion was analyzed to determine feasibility:

[Too soon, cannot plan for childcare \(please implement a year later in 2021-22\)](#)

Childcare is a genuine concern for many families throughout the North Vancouver School District. Acknowledging how difficult it can be to find before and after school care, consideration was given to delaying the catchment change for one year. However, enrolment projections for Lynn Valley Elementary School demonstrate that if a change is not made for the 2020-21 school year that there will not be enough space at the school for all catchment area kindergarten students. A lottery would need to be done for all students. To avoid putting roughly 60 families in the position of not knowing what school their child will go to, it was determined to implement the change for 2020-21.

Response to other concern raised

[Re-open Fromme Elementary](#)

Re-opening Fromme Elementary School would be a complex undertaking. In terms of catchment areas alone, new catchment areas for all of Lynn Valley would be required, which would impact thousands of families. This is not an option the school district would consider at this time.

Schedule C.3
of the
Administrative Memorandum

Meeting Date: June 18, 2019 **Board** **Board, in camera**

Topic (as per the Memorandum): **Student Trustee**

Narration:

During the June 20, 2018 Public Board of Education Meeting, the following motion was presented by Trustee Forward:

that the Board of Education support the development of a Student Trustee with the District Student Leadership Council to be implemented in the 2018/19 school year.

Superintendent Mark Pearmain will update the Board of Education on progress on the proposed motion in creating a role of a Student Trustee. This report is for your information.

Schedule C.4
of the
Administrative Memorandum

Meeting Date: June 18, 2019 **Board** **Board, in camera**

Topic (as per the Memorandum): **Land Management**

Narration:

Argyle Secondary School: Replacement Update

Construction continues on the new replacement school.

Handsworth Secondary School: Replacement Update

At the regular meeting of the District of North Vancouver Council, the development permit for the Handsworth replacement project was issued. Next steps for the project are:

- District of North Vancouver Building Permit application (July 2019)
- Project public tender phase (November 2019 – January 2020)
- Construction commencement (January 2020)
- Target occupancy of the new school (September 2021)
- Demolition of existing school and construction of new field (late 2021/early 2022)
- Project completion (2022)

An additional external study has been conducted to confirm that a six-lane track, designed to IAAF (International Association of Athletics Federations) standards, can fit on the site of the new Handsworth Secondary School. Next steps regarding a track have not been determined because focus is currently being placed on the construction of the new school building. For a track to proceed, community support will be needed because the school district is not funded from the Ministry of Education for a track. External funding support will need to be in place. For past projects (such as turf fields), the school district has worked with local municipalities, local sports groups, community groups, corporate sponsors, and parent advisory councils to generate funding.

Mountainside Secondary School: Seismic Upgrade

Seismic mitigation work will commence in July 2019.

Lucas: Status

There has been no change in the status of the Lucas site.

Queen Mary: Portables

An information session was held on June 13, 2019 at Queen Mary Elementary School for members of the public to learn about an application for a Development Variance Permit to allow for two new portable classrooms at Queen Mary Elementary to be located within the 7.6m (25 ft.) setback from the front property line.

Schedule C.5
of the
Administrative Memorandum

Meeting Date: June 18, 2019 **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: June 18, 2019 **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: June 18, 2019 **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: June 18, 2019 **Board** **Board, in camera**

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

Narration:

Date and Time	Event	Location
Tuesday, September 24, 2019 at 6:30 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: June 18, 2019 **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.