North Vancouver
School District
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ADMINISTRATIVE MEMORANDUM

Meeting Place:

Education Services Centre
2121 Lonsdale Avenue
Mountain View Room – 5th Floor
North Vancouver, British Columbia

Format and Date:

PUBLIC BOARD MEETING
Tuesday, December 17, 2024, at
6:30 pm

		Estimated Completion Time
A.	**Call to Order**	
A.1.	Acknowledgments	6:30 pm
A.2.	Approval of Agenda (that the agenda, as recommended in the Administrative Memorandum, be adopted.)	6:30 pm
A.3.	Approval of Minutes (that the minutes of the Public Meeting of November 19, 2024, be approved as circulated)	6:35 pm
A.4.	Public Questions/Comments *	6:40 pm
A.5.	Educational Presentation - Artificial Intelligence and Critical Thinking	6:50 pm
B.	**Action Items**	
B.1.	Board/Authority Authorized (BAA) Courses	7:00 pm
C.	**Information and Proposals**	
C.1.	Artists for Kids Annual Report	7:10 pm
C.2.	Secondary School and Academy Fees	7:25 pm
C.3.	School Calendar Update – 2025/26	7:40 pm
C.4.	Notice of Motion: Motions for BC School Trustees Association Annual General Meeting	7:50 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
Tuesday, December 17, 2024 at
6:30 pm

		Estimated Completion Time
C.5.	Notice of Motion – Strategic Plan	8:00 pm
C.6.	Committee Reports – Written Update • Accessibility Advisory Committee • Policy Review Committee • Safe & Healthy Schools Committee	8:05 pm
C.7.	Land Management - Written Update	8:10 pm
C.8.	Superintendent's Report	8:25 pm
C.9.	Report Out – British Columbia School Trustees Association and BC Public School Employers' Association	8:30 pm
C.10.	Trustees' Reports/Highlights	8:40 pm
D.	**Future Meetings**	8:40 pm
E.	**Public Question & Comment Period**	8:45 pm
F.	**Adjournment**	8:45 pm

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

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, October 22, 2024.

PRESENT:	L. Munro, Chair
	A. Wilson, Vice Chair
	D. Anderson
	C. Gerlach
	K. Mann
	G. Tsiakos
	L. Tumaneng

A.   Call to Order

Board Chair Linda Munro called the meeting to order at 6:30 p.m.

A.1.   Acknowledgments

Board Chair Munro acknowledged the traditional territorial lands of the Sḵwx̱wú7mesh (Squamish) Nation and səl̓ilw̓ətaʔɬ (Tsleil-Waututh) Nation.

A.2.   Approval of Agenda

A request was made to move item B.5. Board/Authority Authorized (BAA) Courses to C.1., for discussion as information only. The item will also be discussed at a Trustee Seminar in advance of the next Public Board meeting.

Moved by L. Munro
that item B.5. Board/Authority Authorized (BAA) Courses be moved to C.1 for information only.
Seconded by C. Gerlach   Carried

Moved by L. Munro
that the agenda, as recommended in the Administrative Memorandum, as amended be adopted.
Seconded by G. Tsiakos   Carried

A.3.   Approval of Minutes

A request was made to add additional details for Parent Advisory Council meetings that were attended. Board Chair Munro committed to follow up discussions with Trustees.

Moved by L. Munro
that the minutes of the public board meeting of October 22, 2024, be approved as circulated.
Seconded by A. Wilson   Carried

A.4.   Public Question/Comment Period

A public comment was received relating to the Board/Authority Authorized (BAA) Courses and shared with Trustees in advance of the meeting. The comment was not read into the record due to sensitive personal content. The author was invited to submit an email that could be shared publicly, however, a response was not received by the deadline.

Trustee Gerlach wanted it noted that she believes the comment should have been read into the record as received.

A.5.   Educational Presentation: Compassionate Systems Leadership

Dr. Pius Ryan, Superintendent, welcomed Jeremy Church, Director of Instruction, and Kim Jonat, Principal of Carson Graham Secondary, to share some of the key work and approaches taken to leadership development, in particular, Compassionate Systems Leadership.

The presenters responded to Trustees' questions.

B.1.   Revised Policy 101: Board of Education – Role and Function – Administrative Procedures

Board Chair Munro reminded Trustees that the proposed revised Administrative Procedures had been received at the October Public Board Meeting as information.   Under the revised Administrative Procedures, the revisions would add term limits to elected Trustee positions for Board Chair, Vice-Chair, and representatives and alternates for the British Columbia School Trustees Association (BCSTA) and the British Columbia Public School Employers' Association (BCPSEA).

A question was raised relating to the proposed wording and it was agreed that the item would be discussed further and brought to the December Public Board Meeting for approval.

Moved by C. Gerlach
That this agenda item be deferred to the Public Board Meeting of December 17, 2024.
Seconded by K. Mann   Carried

B.2.   Election of Board Chair

Secretary Treasurer Jacqui Stewart advised that the Board was required by *Policy 101: Board of Education – Role and Function* and *Policy 104: Board of Education - Meetings* to elect one of its members to be Board Chair. Secretary Treasurer Stewart called for nominations for the position of Chair, at which time, Trustee Tsiakos nominated Trustee Munro. There being no other nominations, Trustee Munro was declared Board Chair for the term of December 1, 2024 and ending November 30, 2025 or until a successor has been elected.

B.3.   Election of Board Vice Chair

Board Chair Munro called for nominations for the position of Vice Chair at which time, Trustee Gerlach nominated Trustee Wilson, and Trustee Mann nominated Trustee Anderson. Both Trustee Wilson and Trustee Anderson accepted the nominations. As there were two nominations, Chair Munro appointed Assistant Superintendents Arlene Martin and Adam Baumann as scrutineers. An election by ballot was conducted, after which, Trustee Wilson was declared Board Vice Chair for the term of December 1, 2024 and ending November 30, 2025 or until a successor has been elected.

B.4.   Election to BC School Trustees Association (BCSTA) Provincial Council and to BC Public School Employers' Association (BCPSEA)

Board Chair Munro shared that the British Columbia School Trustees Association (BCSTA) requires the Board to elect annually, two Trustees to the British Columbia School Trustees Association (BCSTA) Provincial Council. One Trustee is to serve as the Board's representative and one Trustee is required to serve as an alternate.

Board Chair Munro called for nominations for the position of Trustee Representative to the BCSTA Provincial Council for 2025. Trustee Tsiakos nominated Trustee Anderson. There being no other nominations, Trustee Anderson was declared the Board's representative to BCSTA.

Board Chair Munro called for nominations for the alternate representative to the BCSTA Provincial Council for 2025. Trustee Mann nominated Trustee Tumaneng. There being no other nominations, Trustee Tumaneng was declared the Board's alternate representative to the BCSTA.

Board Chair Munro called for nominations for the position of the Board's representative to the BCPSEA for 2025.   Trustee Anderson nominated Trustee Mann.   There being no other nominations, Trustee Mann was declared the Board's representative to BCPSEA.

Board Chair Munro called for nominations for the alternate representative to the BCPSEA for 2025. Trustee Wilson nominated Trustee Gerlach. There being no other nominations, Trustee Gerlach was declared the Board's alternate representative to the BCPSEA.

B.5.   **2025/26 Budget Development Consultation Process**

Secretary Treasurer Stewart introduced this item noting that the budget consultation framework is developed in preparation of the Annual Budget. As required by Section 11 of the *School Act*, the Annual Budget Bylaw must be developed and adopted on, or before, June 30 of the current fiscal year. The proposed process involves the Board inviting education partners and the local community to attend budget information and discussion sessions that will provide opportunities for their input as well as opportunities for written input. Consultation with the local First Nations will also occur through the Indigenous Education Council.

Secretary Treasurer Stewart responded to Trustees' questions.

Moved by K. Mann
that the Board of Education approve the proposed consultation process and timelines identified within Board Schedule B.5. for the development of the 2025/26 annual budget.
Seconded by A. Wilson   Carried

C.1.   **Board/Authority Authorized (BAA) Courses**

Dr. Pius Ryan, Superintendent, welcomed Greg Hockley, District Principal, Secondary Curriculum and Careers, and Adam Baumann, Assistant Superintendent, to provide an overview of the Board/Authority Authorized Courses recommended to the Board of Education for approval.

The presenters responded to Trustees' questions.

Moved by C. Gerlach
That this agenda item be deferred to a Trustee Seminar for further discussion and return to the Public Board Meeting of December 17, 2024 for approval.
Seconded by D. Anderson   Carried

C.2.   **North Vancouver Parent Advisory Council (NVPAC) Annual Report 2023/24**

Board Chair Munro introduced Vicky Sra, representing the North Vancouver Parent Advisory Council to present the Annual Report for 2023/24.

The presenter responded to Trustees' questions.

C.3.   **Artificial Intelligence Working Group Update**

Board Chair Munro advised that the update summarizes work done by educators and administrators across the school district to explore potential opportunities and challenges of Artificial Intelligence in education.

No questions were asked.

C.4.   Committee Reports – Written Update

Written updates on the Audit Committee and the Policy Review Committee were included in the Board Package, staff responded to Trustees' questions.

C.5.   Land Management – Written Update

A written update on current land management projects was included in the Board Package. Dr. Ryan, Superintendent advised that staff are working closely with the City of North Vancouver regarding requests for permits.

C.6.   Tuesday, November 5, 2024, Standing Committee Meeting

Trustee Tsiakos reported on highlights of the Truth, Healing and Reconciliation Standing Committee Meeting of Tuesday, November 5, 2024. A written update on Standing Committee Meeting was included in the Board Agenda Package for information.

C.7.   Superintendent's Report

Dr. Ryan, Superintendent provided an update to Trustees on events, initiatives, and programming across the school district.

No questions were asked.

C.8.   Report Out – British Columbia School Trustees Association and BC Public School Employers' Association

Trustee Anderson provided an update regarding the BC School Trustees Association Provincial Council and the upcoming Trustee Academy.

Trustee Gerlach provided an update on the BC Public School Employers' Association Symposium.

C.9.   Trustees' Reports/Highlights

Trustees shared their recent highlights, for activities from October 23 to November 19, 2024, with an emphasis on their roles as school liaisons.

- Meetings attended by Trustees included:
  - Public Board Meeting
  - Standing Committee Meeting
  - Trustee Seminars
  - Audit Committee Meeting
  - District Student Leadership Council Meeting and Executive Dinner Meeting
  - BCPSEA Conflict of Interest Webinar
  - BCSTA Trustee Academy
  - School Calendar Committee Meeting
  - Screening and Selection of Vice Principals meetings

- Events attended by Trustees included:
  - North Vancouver Parent Advisory Council Meet & Greet
  - Various Parent Advisory Council meetings at Blueridge Elementary, Lynnmour Elementary, Seycove Secondary, Seymour Heights Elementary, Windsor Secondary
  - Various school visits or events including Argyle Secondary, Braemar Elementary, Blueridge Elementary, Brooksbank Elementary, Carisbrooke Elementary, Carson Graham Secondary, Cove Cliff Elementary, Eastview Elementary, Handsworth Secondary, Lynnmour Elementary, Lynn Valley Elementary, Norgate Elementary, Queensbury Elementary, Ridgeway Elementary, Ross Road Elementary, Seymour Heights Elementary, Sutherland Secondary, Windsor Secondary
  - Remembrance ceremonies or events at various schools

D.   Future Meetings

Date and Time	Event	Location
Tuesday, December 17, 2024 at 6:30 p.m.	Public Board Meeting	Education Services Centre 2121 Lonsdale Avenue North Vancouver
Tuesday, January 21, 2025 at 6:30 p.m.	Public Board Meeting	Education Services Centre 2121 Lonsdale Avenue North Vancouver
Tuesday, February 4, 2025 at 7:00 p.m.	Standing Committee Meeting	Education Services Centre 2121 Lonsdale Avenue North Vancouver

E.   Public Question/Comment Period

Board Chair Munro 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.

No questions or comments were brought forward.

F.   Adjournment

The established agenda being completed, Board Chair Munro adjourned the meeting at 8:55 p.m. and thanked those who attended.

Certified Correct:

_____   _____
Jacqui Stewart   Linda Munro
Secretary Treasurer   Chair, Board of Education

_____   _____
Date   Date

Schedule A.4.

of the

Administrative Memorandum

Meeting Date: December 17, 2024   ☒ **Board**   ☐ **Board, in camera**

Topic (as per the Memorandum):   **Public Questions/Comments**

Narration:

Prior to the Public Board Meeting, members of the public can provide comments on items related to the agenda by emailing publiccomments@sd44.ca or calling 604-998-5100 and leaving a voice mail by no later than 1 p.m. on the day of the meeting. All input received by the specified time will be shared with Trustees electronically. The Board Chair will read out comments during the Public Questions/Comments at the beginning of the meeting; however, this agenda item has a time limit of 10 minutes.

The Board of Education will not respond to comments made during the Public Questions/Comments but may direct questions to staff. Members of the public wishing to discuss their concerns with Trustees or staff may contact them before and/or after the meeting, by telephone or e-mail.

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Meeting Date: December 17, 2024   ☒ **Board**   ☐ **Board, in camera**

**Topic (as per the
Memorandum):**   **Educational Presentation – Artificial Intelligence and Critical Thinking**

Narration:

Artificial Intelligence (AI) refers to computer systems designed to perform tasks that typically require human intelligence, such as problem-solving, learning, and decision-making. While AI in the classroom represents a transformative opportunity in the delivery of education to enhance teaching and learning, risks must also be addressed responsibly and a focus on critical thinking must be central in this work. The North Vancouver School District has established a Working Group to ensure a responsible measured approach in adding AI into the classroom.

Suzette Dohm, Director of Instruction, Dean Yeo, Principal, Larson Elementary School, Brigette Gerandol, Principal, Blueridge Elementary School and Simon Worley, Helping Teacher, will provide an overview of the initiatives that are underway in the school district. The group will share how the North Vancouver School District is supporting students and families, as well as our staff, as we navigate AI and Critical Thinking.

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Schedule ..B.1..

of the

Administrative Memorandum

Meeting Date: December 17, 2024   ☒ **Board**   ☐ **Board, in camera**

Topic (as per the Memorandum):   **Board/Authority Authorized (BAA) Courses**

Narration:

The Ministry of Education and Child Care encourages Boards of Education to develop and offer locally relevant courses to meet the needs of students and communities while providing choice and flexibility. The authority to develop and offer local programs is authorized under Section 85(2)(i) of the *School Act.*

The Board of Education must authorize each Board/Authority Authorized (BAA) course and ensure that it meets the Ministry requirements. Each course must be pedagogically sound and include the following components:

- A Course Title
- Grade Level
- Number of Credits
- Course Synopsis
- Goals and Rationale
- Indigenous Worldviews and Perspectives
- Organizational Structure based on "Know-Do-Understand"
- Recommended Instructional Component
- Recommended Assessment Component
- Learning Resources

At the November 2024 Public Board Meeting, the following proposed Board/Authority Authorized Courses were provided to the Board of Education and considered as an information item: Trustees have met with staff in response to direction provided at the November Public Board Meeting. The courses are being presented to the Board of Education for consideration, including:

- Leadership 10, 11, and 12;
- Teaching Assistant 12;
- Personal Project 10 (IB);
- Animation 11 and 12; and,
- Graphic Design 11 and 12.

Attachments:
   Proposed Board/Authority Authorized Courses

RECOMMENDED MOTION:

that the Board of Education, according to its power and capacity in Section 85(2)(i) of the *School Act* and in harmony with the course standards established by the Ministry of Education and Child Care, hereby approves the Board/Authority Authorized (BAA) courses for submission to the Ministry, as attached to this Administrative Memorandum of December 17, 2024.

North Vancouver
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Board / Authority Authorized Course
Leadership 10

School District/Independent School Authority Name:	School District/Independent School Authority Number:
North Vancouver School District #44	SD44
Developed by:	**Date Developed:**
Brian Brady	July 2024
School Name: North Vancouver School District	**Principal's Name:** Greg Hockley
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School District only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Leadership 10	**Grade Level of Course:** 10
Number of Course Credits: 4	**Number of Hours of Instruction:** 120

Board/Authority prerequisite(s): none

Special Training, Facilities or Equipment Required:

Course Synopsis: This course, Leadership 10: An Introduction to Leadership, has been developed to introduce students to leadership and help them build those skills. Through increased self-awareness and interpersonal skills students are encouraged to be self-directed and lead others. Students work with educators and leadership mentors to build a framework for their self-awareness and practice their self-management, self-regulation, and collaboration skills. In group settings, students gain exposure to collaboration with educators and leadership mentors to implement SMART goal-setting strategies, and to develop and practice leadership skills in school and community environments.

Rationale and Goals: This course emphasizes a collaborative learning approach to foster self-awareness as a foundation to developing leadership skills. Students unpack fundamental concepts like self-concept, goal setting, and creating a personalized plan to achieve their aspirations. This exploration deepens their understanding of self and encourages the development of self-regulation and self-management skills, crucial for leading themselves and others effectively. This course also focuses on interpersonal skills through communication and teamwork, encouraging students to collaborate with and inspire others. Through this comprehensive approach, students take steps toward gaining confidence and establishing tools to step into leadership roles while thinking critically to make a positive difference. With this approach in mind, the formal goals of this course are to:

- develop leadership skills,
- build effective collaboration skills,
- practice applicable communications skills, and

demonstrate critical thinking skills.

BAA Course: Leadership 10

Indigenous Worldviews and Perspectives:

Declaration of First Peoples Principles of Learning:
- Learning supports the well-being of the self, the family and the community
- Learning is holistic, reflexive, reflective, experiential, and relational (connectedness)
- Learning involves patience and time
- Learning requires exploration of one's identity

Declaration of Indigenous Worldviews and Perspectives:
- Learning is holistic and relational
- Learning is experiential and place-based
- Storytelling is experiential and teaches us perspective

BIG IDEAS (Understand)

Effective leadership involves a clear plan followed by conscious actions	Effective communication foster understanding and supports relationships.	A clear **self-concept** can help guide thought, behaviour and choice.	Ethical decision making is critical in leadership roles.

Learning Standards

Curricular Competencies (Do)	Content (Know)
Students are expected to do the following:	*Students are expected to know the following:*
Leadership • critically evaluate their strengths and weaknesses as potential leaders. • identify their natural leadership style and explore different leadership approaches. • set measurable goals for personal leadership development. • apply ethical frameworks to leadership decisions. • apply leadership skills in practical **coaching or mentorship** sessions	**Leadership** • different leadership styles and their strengths and weaknesses • ethical principles and how to apply them to decision-making • historical and contemporary examples of leaders
Collaboration: • work effectively within teams, demonstrating active listening, collaboration skills, and conflict resolution strategies as necessary • identify practices that build trust within teams and foster a positive team environment. • identify techniques to motivate and inspire others. • plan and execute a **community-focussed event**	**Collaboration:** • team dynamics and how to work effectively with others • how to listen actively and communicate clearly • conflict resolution strategies **Communication**: • the different elements of effective communication, both verbal and nonverbal • strategies to tailor communication to different audiences and contexts • the importance of active listening and ways to practice it **Critical Thinking**: • critical thinking strategies to analyze problems and develop solutions • **goal setting** and decision-making frameworks to evaluate options and make sound choice

BAA Course: Leadership 10

Communication:	
• communicate clearly and persuasively, both verbally and non-verbally, in a variety of leadership contexts.	
• demonstrate active listening skills to understand perspectives and foster collaboration.	
• communicate effectively in conflict situations.	
Critical Thinking:	
• identify and analyze problems in a leadership context and develop effective solutions.	
• apply decision-making frameworks to leadership challenges, considering multiple perspectives and potential consequences.	
• identify opportunities for innovation within a leadership role and advocate for creative solutions.	

Big Idea – Elaborations
Self-Concept: Included in self concept is a student's perception of their attributes, abilities and character. Self concept is shaped by experiences and interactions with others and relates to societal expectations. Some key components of self-concept: • *Physical self*: How we perceive our physical appearance and health. • *Social Self*: How we see ourselves in relations to others and our social roles. • *Academic Self*: How we evaluate our intellectual ability and academic performance. • *Emotional Self*: How we understand and manage our emotions.

Curricular Competencies – Elaborations
coaching and mentoring: Can include practical coaching sessions with peers or younger students in athletic, academic or extra-curricular endeavors.

Content – Elaborations
goal-setting frameworks: can include developing SMART goals

Recommended Instructional Components:
- Interactive lectures and discussions
- Group work and collaborative projects
- Peer assessment and feedback
- Guest speakers from community organizations

BAA Course: Leadership 10

- Case studies and real-world problem-solving
- Hands-on leadership and service experiences
- Reflective journaling and self-assessment
- Group team-building exercises
- Case studies and debates on ethical dilemmas in leadership

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment
- Participation and engagement
- Assignments and projects
- Practical leadership and service experiences
- Self-assessment of personal leadership style
- Reflective Journals
- Final servant leadership portfolio

Learning Resources:
- Book: "Dare to Lead" by Brené Brown
- Book: "Energy Bus" by Jon Gordon
- Selected articles and case studies on leadership
- Guest speakers from community organizations
- Local collegiate and professional sports coaches

BAA Course: Leadership 10

Board / Authority Authorized Course

Leadership 11

School District/Independent School Authority Name: North Vancouver School District #44	School District/Independent School Authority Number: SD44
Developed by: Revision #2: by Brian Brady Revision #1: Rob Olson & Rameses Langston Created by John Wilson	**Date Developed:** Revision #2: July 2024 Revision #1: April 2019 Created April 2004
School Name: North Vancouver School District	**Principal's Name:** Greg Hockley
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School District only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Leadership 11	**Grade Level of Course:** 11
Number of Course Credits: 4	**Number of Hours of Instruction:** 120

Board/Authority prerequisite(s): none

Special Training, Facilities or Equipment Required:

Course Synopsis: Leadership 11: The Development of Leadership expands on the leadership and interpersonal skills learned in Leadership 10. Continued interaction with personal and social leadership skills promotes a growth in confidence and encourages students to apply leadership skills both at school and in their communities. Students delve into leadership theories, explore diverse leadership styles and hone essential skills for motivating and inspiring others. Students also apply leadership skills in collaborative, project-based activities that benefit the school or community.

Rationale and Goals:

This leadership course serves as a critical next step for students who have previously been introduced to core leadership concepts. Recognising their initial understanding, the course delves deeper, fostering the development of impact leaders in their school and community.

Students become more comfortable in their understanding of leadership by critically analyzing various models and strategies. They'll further refine their personal leadership philosophy by exploring strengths, values, and go-to strategies. Through collaborative learning and communication exercises, they'll hone their ability to effectively inspire and motivate others. Additionally, students apply goal setting and communication skills to organize real-world events, fostering an understanding of how their actions as leaders impact the community and developing their empathy. This course equips students with the confidence and tools to continue developing their leadership journey and make a positive difference. With this approach in mind, the formal goals of this course are to:

- demonstrate growing confidence as leaders
- investigate various leadership models and refine personal leadership philosophy
- motivate and inspire others
- organize real world events that impact others in positive ways
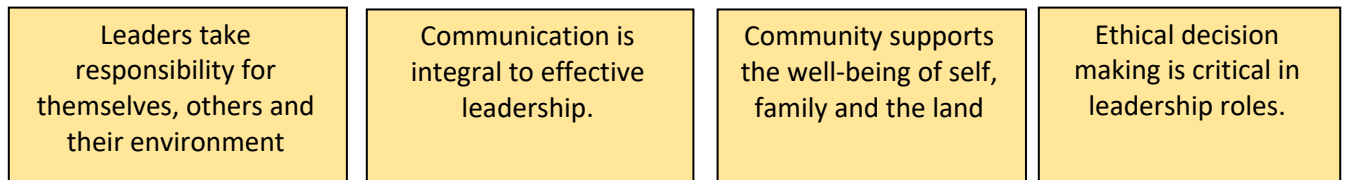
Indigenous Worldviews and Perspectives:

Declaration of First Peoples Principles of Learning:
- Learning supports the well-being of the self, the family and our responsibility to our community
- Learning is experiential and focused on connectedness to each other and sense of place
- Learning involves patience and time
- Learning requires exploration of one's identity

Declaration of Indigenous Worldviews and Perspectives:
- Local Focus
- Emphasis on Identity
- Community Involvement: Process & Protocols
- Experiential Learning
- Flexibility
- Leadership & Staffing
- A Positive Learner-Centered Approach
- Community Engagement

BIG IDEAS

Leaders take responsibility for themselves, others and their environment	Communication is integral to effective leadership.	Community supports the well-being of self, family and the land	Ethical decision making is critical in leadership roles.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following:	*Students are expected to know the following:*
Leadership	**Leadership**
• Define leadership in terms of common leadership models.	• leadership is a skill and can be learned
• Recognize personal values through leadership inventory exercises.	• **good leadership** is **ethical** and inclusive
• Analyze leadership styles through self-reflection, journaling, and collaboration.	• leadership includes vision, empowerment, reflection and challenge.
• Differentiate leadership models through class	• leadership is often not easy.
• conversation, brainstorming, and other activities.	**Communication**
	• effective communication is vital for all leadership roles
Communication	• positive communication can be empowering
• Synthesize and apply information communicated through workshops, presentations and guest speaking.	• collaboration requires effective communication.
• Apply communication strategies through cooperative learning strategies.	**Community**
	• healthy communities lead to healthy individuals
Community and Collaboration	• leaders play an integral role in the health of their communities
• Work toward planning and managing a school or community event both independently and in a group	• communities incorporate the voices and talents of many
• Utilize strategies to build trust and work effectively in small groups	• collaboration in strong communities occurs on a regular basis.
• Use interactive leadership games to promote inclusion throughout the school community.	**Action**
Action	• small incremental changes can lead to powerful results.
• Investigate leadership opportunities inside school and local community.	• action needs to be sustainable and ethical
• Carry out a leadership initiative using the leadership cycle and reflect on service.	• action should be planned and well thought out.
	• all action needs to have a reflective component.
	• action needs to include the needs of the community.

Content – Elaborations
good leadership: can include detailed studies of leadership traits and their application in various contexts.
ethical theories: Overview of ethical frameworks and their application to real-world scenarios.

Recommended Instructional Components:
• Direct Instruction
• Modeling of active listening, non-verbal communication and constructive feedback
• Demonstrations
• Games
• Student in role
• Peer teaching
• Experiential Learning
• Reflective writing

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment
• Peer Assessment
• Journaling
• Oral Presentations
• Self-Assessment
• Performance Assessment

Learning Resources:
• Book: 7 Habits of Highly Effective Teens, Sean Covey: ISBN: 9781442351066
• Community Organization: UBC High Ropes Course
• Community Organization: Deep Cove Kayak
• Community Organization: Grouse Mountain
• Guest speakers from community organizations
• Local collegiate and professional sports coaches

Board / Authority Authorized Course:

Leadership 12

School District/Independent School Authority Name: North Vancouver School District #44	School District/Independent School Authority Number: SD44
Developed by: Brian Brady	Date Developed: July 2024
School Name: North Vancouver School District	Principal's Name: Greg Hockley
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School District only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Applications of Leadership 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority prerequisite(s): none

Special Training, Facilities or Equipment Required:

Course Synopsis:

Leadership 12: Application of Leadership develops student leadership by applying the knowledge and skills gained in Leadership 10 and Leadership 11 through the lens of serving others in a school community. Students will explore the principles of leadership emphasizing empathy, community building, and ethical behavior. The course will provide opportunities to develop self-management and self-regulation and provide a practical application for students to lead and serve within their school and community.

Rationale and Goals:

This Leadership course empowers students to become effective and ethical leaders who serve their communities as event planners, coaches and mentors. Building on a foundation of service, planning, ethical decision-making, and communication, this program equips leaders to make a positive impact beyond their classroom walls. Students will continue to cultivate leadership skills that prioritize serving and supporting others. Students plan and manage events to the benefit of the school and community, while navigating the complexities of ethical leadership towards their own learning. Students develop and utilize effective communication and teamwork skills in diverse settings. This course fosters a generation of leaders who understand the power of collaboration, ethical decision-making, and service to community for creating positive change. With this rationale in mind, the goals for this course are:

BAA Course Leadership 12

- To apply leadership skills in service to school and community
- Explore leadership principals focusing on empathy and ethical behaviours
- Collaboratively plan and manage events to support and serve their school and community
- Utilize effective communication to have impact beyond classroom walls
- Apply coaching techniques to support others in effective goal setting.

Indigenous Worldviews and Perspectives:

Declaration of First Peoples Principles of Learning:
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Leading involves learning through memory, history and story
- Leadership involves patience and time
- Leading is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Declaration of Indigenous Worldviews and Perspectives:
- Emphasis on community involvement and service.
- Respect for all participants and fostering inclusive environments.
- Storytelling is an inclusive practice and enhances understanding
- Recognition of the importance of teamwork and collective effort in achieving success.

BIG IDEAS (Understand)

Effective leadership involves serving others and fostering a sense of community.	Empathy and communication support teams, communities, and relationships.	Community supports the well-being of self, family and the land	Understanding and addressing ethical issues are crucial for maintaining integrity.

Learning Standards

Curricular Competencies	Content (Know)
Students are expected to do the following:	*Students are expected to know the following:*
Understanding Leadership • define and explain the principles of leadership. • reflect on personal leadership styles and identify beneficial leadership traits. • recognize personal values through leadership inventory exercises. • analyze leadership styles through self-reflection, journaling, and collaboration.	**Leadership** • principles and history of leadership • key characteristics leaders use to empower others (e.g., empathy, listening, stewardship) • good leadership is ethical and inclusive **Communication and Team Building** • effective communication techniques (listening, empathy, clarity, cultural

BAA Course Leadership 12

Communication and Team Building
- demonstrate effective listening and communication skills.
- build trust and foster collaboration within teams.

Community Service
- plan and manage **community service events** with a service-oriented approach.
- engage and mobilize community resources for events.
- supporting others in effective goalsetting.

Coaching and Mentorship
- apply coaching techniques that support peer and mentee development and well-being.
- serve as a mentor and role model through various contexts.

Ethical Decision Making
- analyze and address ethical dilemmas.
- develop a personal code of ethics grounded in servant leadership.

- awareness, providing and receiving feedback)
- conflict resolution strategies (being respectful, active listening, accepting responsibility, collaboration, celebrate improvement, open-mindedness)

Community Service
- collaboration and understanding perspectives
- **event planning principles** (people, place, time)
- **goalsetting strategies**

Coaching and Mentorship
- active listening and clear communication skills useful for coaching
- the needs of followers mentors in a mentorship relationship
- flexibility in processes towards how to achieve a goal

Ethical Decision Making
- how to make ethical decisions based on personal and team values
- how to Identify personal values

Content – Elaborations

event planning principles: can include budgeting, scheduling, risk management, and community involvement in event planning.
goal setting strategies: can include developing SMART goals

Recommended Instructional Components:
- Interactive lectures and discussions
- Group work and collaborative projects
- Peer assessment and feedback
- Role-playing to develop empathy and improve communication within teams.
- Guest speakers from community organizations
- Case studies and real-world problem-solving
- Hands-on leadership and service experiences
- Reflective journaling and self-assessment
- Modelling active listening, non-verbal communication, and constructive feedback.

BAA Course Leadership 12

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment
- Participation and engagement
- Assignments and projects
- Practical leadership and service experiences
- Self-reflection journals
- Self-assessments
- Final servant leadership portfolio

Learning Resources:
- Textbook: "The Servant: A Simple Story About the True Essence of Leadership" by James C. Hunter
- Book: "The Ride of a Lifetime" by Bob Iger
- Book: "Row the Boat: A Never-Give-Up Approach to Lead with Enthusiasm and Optimism and Improve Your Team and Culture" by Jon Gordon and PJ Fleck
- Selected articles and case studies on leadership
- Guest speakers from community organizations
- Local collegiate and professional sports coaches

Board / Authority Authorized Course

Teacher Assistant 12

School District/Independent School Authority Name: North Vancouver School District #44	School District/Independent School Authority Number: SD44
Developed by: Toni Lazarova, Alysia Francis	Date Developed: August 1, 2024
School Name: Windsor Secondary	Principal's Name: Caren Hall
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School District only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Teaching Assistant (TA)	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Special Training, Facilities, or Equipment Required:
- Teaching Assistant should have previous experience in the course(s) they are assisting

Course Synopsis & Rationale: The Teacher Assistant (TA) course provides students with a unique opportunity to gain hands-on experience in education, guided by the supervision of a classroom teacher. This immersive program allows TAs to develop essential skills such as communication, leadership, organization, and expertise in a subject area of their choice. Designed to be fully participatory, TAs are expected to engage actively within the classroom environment, offering support in ways that extend beyond the usual student role.

Throughout the course, TAs demonstrate accountability and contribute meaningfully to the classroom community, fostering a collaborative and inclusive atmosphere. By assisting with various aspects of classroom management and instructional support, TAs build critical skills, including time management, interpersonal communication, self-reflection, and confidence. Examples of support may include organizing materials and creating displays in an art class to enhance student engagement or coordinating presenters and offering constructive feedback in a Social Studies class.

This course fosters personal growth through perseverance, resilience, and reflection, while contributing meaningfully to the school community. As TAs gain invaluable experience, their peers in the classroom benefit from enhanced support, diverse explanations, and the presence of a relatable role model.

Course: Teaching Assistant 12

Goals:

- **Develop effective communication skills** by giving, receiving, and applying constructive feedback to enhance classroom support.
- **Demonstrate leadership and accountability** by taking initiative with classroom responsibilities and supporting a collaborative learning environment.
- **Build strong organizational skills** through effective time management, prioritization, and maintaining an organized workspace to assist both teachers and students.
- **Engage in continuous self-reflection** to assess personal growth, recognize strengths, and identify areas for ongoing improvement.
- **Foster a positive, supportive classroom community** by modeling respect, empathy, and constructive interactions with students and teachers.
- **Cultivate mentorship skills** by guiding and supporting students in their learning, reinforcing a sense of community and shared purpose.
- **Develop confidence and resilience** by overcoming challenges, building self-efficacy, and contributing meaningfully to the learning environment.

Indigenous Worldviews and Perspectives:

Declaration of First Peoples Principles of Learning:

- Learning involves patience and time
- Teaching and supporting students require patience and time
- Learning is holistic, reflexive, reflective, experiential and relational
- Continuous self-reflection is essential for growth
- Learning requires exploration of one's identity
- Learning about own strengths and stretches will help you focus on and plan on improvement
- Learning supports the well-being of the self, the family and our responsibility to our community
- By supporting the teacher and helping teach others, our entire community is ultimately supported
- Learning is experiential and focused on connectedness to each other and a sense of place
- Building rapport and learning how to connect with students in the classroom through hands-on experience

Declaration of Indigenous Worldviews and Perspectives:

Indigenous Worldviews and Perspectives are inherent in the aspects included in TA 12. Teaching Assistant 12 is inseparable from connectedness and relationships through the following:

Experiential Learning
- Every day, students will have the opportunity to help other students in their courses, which is the process of learning through doing (experiential learning)

Flexibility
- Ex) As needed, the assistant can work closely with students to identify their unique strengths and adapt their support methods to meet individual learning

Course: Teaching Assistant 12

styles and needs. (ex. Reading a passage with a small group of students who may have missed a class for an extra-curricular commitment.)

Emphasis on Identity

- Ex) The teacher assistant could support discussions with the classroom teacher where they share their own experiences and reflections on identity, modeling openness and vulnerability, and ensuring that all students feel heard and respected.

Big Ideas

Clear communication and cooperation are the basis of strong relationships	**Growth as a leader requires initiative, reflection, accountability, and adaptability**	**Cultivating relationships can support and broaden awareness and appreciation of others' perspectives**	**Experiential learning includes ongoing cycles of exploring, planning, reflecting, adapting, and deciding**

Learning Standards

Curricular Competencies	Content
*Students are expected to **do** the following:*	*Students are expected to **know** the following:*
Communication Skills	***Communication***
- apply effective strategies for communicating clearly with students in the classroom	- **Conflict management techniques**
- model cooperation and respect in the learning process	- **Techniques for clear and effective communication with students of varying abilities**
- utilize active listening skills and effective questioning skills	- **Approaches for effective communication with other educators in the classroom.**
- demonstrate effective interpersonal and intrapersonal skills	
- recognize, understand and appropriately respond to verbal and non-verbal communication	***Learning Support in the Classroom***
- self-monitor understanding of instructions and ask for clarification when necessary	- **Lesson planning components** and how to structure clear, step-by-step plans for small group or individual instruction
	- Knowledge of strategies for supporting diverse learning needs, recognizing varied skill levels and abilities, and understanding differentiated instruction techniques to adapt learning support for individual students.
Learning Support in the Classroom	- **Awareness of intervention techniques** for assisting students who may need additional help.
- apply strategies to reinforce concepts introduced by the teacher	- **First Peoples' perspectives on learning**
- provide support and encouragement to help the student:	
- develop a positive self-image	

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- develop a belief in their ability to learn
- develop a sense of pride and accomplishment in what they are able to do
- apply the theories of motivation and reinforcement in learning and positive classroom behavior
- recognize and plan individualized instructions for the diverse learning needs of students in the class
- practice mentorship by using patience, empathy, flexibility, and care for student learning

Leadership Skills
- Demonstrate effective and positive leadership in a variety of activities and instructional settings
- Work independently and collaboratively with students in the class and with the classroom teacher
- Help create and foster a positive classroom environment
- Model appropriate behavior and apply conflict-resolution skills
- Provide appropriate support for classroom activities
- Anticipate and plan adaptations for individual student's learning style
- Apply own strengths and knowledge to the class setting

Organizational Skills
- Assess the length of time required to complete various tasks
- prioritize tasks with guidance from teacher
- use class time effectively with guidance from teacher
- maintain an organized workspace
- bring, gather, or prepare appropriate materials for the class situation

Leadership
- **Effective leadership techniques** for guiding both individual students and groups through classroom activities
- Leadership styles and **reflective practices**, to recognize strengths and areas for growth in leading others.
- **Subject-specific knowledge** can enhance student support, including techniques for facilitating small group discussions that promote fluency, confidence, and a supportive learning environment (e.g., knowing strategies for leading discussions to help students practice speaking in comfortable settings).
- **Knowledge of research methods,** using mind maps for brainstorming, and organisational tools that aid in student learning, and employing visual aids like PowerPoint to reinforce concepts and provide constructive feedback.
- **Scaffolding** techniques to tailor support for individual and group learning, with strategies to adjust instructional content to meet varying levels of comprehension and skill in the classroom.

Organizational
- Knowledge of time management and personal organization techniques to ensure preparedness, punctuality, and consistent tracking of personal progress using various record-keeping methods.
- Classroom organization practices that contribute to a productive learning environment, including methods for maintaining order and readiness in classroom settings.
- **Awareness of procedures for managing equipment and materials** in specific classroom contexts
- **Familiarity with routines for technology and resource management.**

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Personal and Social Responsibility
- Work as a team with the teacher to support the class in a variety of ways
- Demonstrate appreciation, value, and acceptance of **diversity** in the classroom
- Always model **ethical behavior**
  - (ex) confidentiality
- Use self-assessment and reflection to develop an awareness of own strengths, preferences, and skills

Inquiry Based Learning
- Inquire (ask a question of interest in an area), research (identify resources and access knowledge), evaluate (if the question has been answered, and if new questions have arisen), and construct (create a way to share)
- Increase independent growth and learning in an area of **student interest**
- Share inquiry with students in the class to foster motivation and interest

Personal and Social Responsibility
- **Knowledge of the importance of confidentiality** regarding student needs, and personal information, along with knowledge of ethical considerations in educational support roles.
- Knowledge of professional responsibility and commitment in a classroom setting, including the significance of task completion, reliability, and proactive support of classroom activities led by the teacher.
- Awareness that instructional content and support tasks will vary across subject areas, requiring flexibility and adaptability to meet the unique demands of each curricular area.

Curricular Competencies - Elaborations
- **diversity**: managing differences among youth including culture, gender, sexuality, physical, and mental abilities
- **ethical behaviour:** conduct requires that everyone in the classroom practice respect and well-being as a central motivation for learning, such as confidentiality
- **student interest:** may include consideration of passions, preferences, strengths, education/work opportunities, well-being
- **inquiry Based Learning:** promoting student learning through guided and, increasingly, independent investigation of complex questions and problems, often for which there is no single answer

Content – Elaborations
- **conflict management techniques** such as compromising, making suggestions, understanding motivation, etc.
- **techniques for clear and effective communication with students of varying abilities**, including strategies for simplifying language, using visual aids, and engaging in active listening (e.g., supporting English Language Learners with clear instructions and visual reinforcement).
- **approaches for effective communication with other educators in the classroom**, such as adapting language for clarity, coordinating tasks, and fostering positive, collaborative interactions (e.g., working effectively with Educational Assistants, Behavioral Support Workers, and other classroom aides).

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- **lesson planning components** and how to structure clear, step-by-step plans for small group or individual instruction, including sequencing, pacing, and selecting appropriate teaching methods (e.g., creating a step-by-step recipe demonstration in a Foods class or explaining a math concept in a math class).
- **awareness of intervention techniques** including ways to clarify instructions, break down complex tasks, and provide accessible demonstrations (e.g., explaining project requirements in simpler terms or demonstrating a sewing skill for a student who missed a class).
- **First Peoples' perspectives on learning,** including the importance of patience, experiential learning, and holistic approaches to support all learners meaningfully within the classroom setting.
- **effective leadership techniques**, including time management and adapting leadership style to activity length and student needs.
- **reflective practices,** including self-assessment and journaling
- **knowledge of research methods** including identifying credible sources.
- **scaffolding** knowing how to adapt an activity to balance challenge with ability to maximise student success and potential
- **awareness of procedures for managing equipment and materials** for example, in Textiles/Art, knowing the procedures for setting up and storing tools and equipment properly to support a smooth class transition.
- **familiarity with routines for technology and resource management**, such as ensuring devices (e.g., laptops) are distributed, properly used, and stored at the end of each class to facilitate efficient classroom operations.
- **knowledge of professional responsibility and commitment** including the significance of task completion, reliability, and proactive support of classroom activities led by the teacher.

Recommended Instructional and Assessment Components:

The Recommended Instructional Component of this course expands on and clarifies the intent of the learning standards (curricular competencies and content). It involves the use of activities, techniques, and methods that can be employed to meet diverse student needs and to deliver the curriculum. The nature and features of the course will influence instructional strategies and activities.

- Modeling and Demonstration – Teachers model key classroom management techniques, communication strategies, and effective feedback delivery, allowing TAs to observe and understand best practices.
- Guided Practice – Teachers guide TAs in performing specific tasks (e.g., distributing materials, leading small groups) before gradually releasing responsibility as TAs become more comfortable.
- Role-Playing Scenarios – TAs participate in role-play exercises that simulate common classroom situations, such as resolving minor conflicts or redirecting students' focus, to build confidence and practice real-time responses.

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- Collaborative Reflection – Teachers and TAs engage in regular, reflective discussions about what went well, areas for improvement, and insights gained, fostering self-awareness and reinforcing growth.
- Scenario-Based Training – Teachers provide hypothetical classroom scenarios (e.g., supporting an anxious student or helping with group projects) and discuss strategies for effective responses.
- Peer Observations and Feedback – TAs observe peers or teachers during class activities, then discuss observations, strategies, and techniques for managing student interactions.
- Instruction on Professional Boundaries – Teachers provide direct instruction on ethical considerations, including confidentiality and professional boundaries, using real-life examples to contextualize learning.

Recommended Assessment Components

The Recommended Assessment Component involves the wide variety of methods or tools that educators use to identify student learning needs, measure competency acquisition, and evaluate students' progress toward meeting learning standards. Assessment of all forms should support a flexible, personalized approach to learning and measure deeper, complex thinking.

- Performance Rubrics – Use a rubric that assesses specific skills like communication, task completion, organization, and interpersonal skills. Each criterion can include indicators for different levels of proficiency.
- Self-Reflection Journals – TAs submit weekly reflections on their experiences, growth, and challenges, allowing teachers to assess self-awareness and understanding of personal strengths and areas for improvement.
- Teacher Observations and Anecdotal Notes – The teacher records observations of the TA's performance in specific tasks and interactions, noting strengths and areas that may need further development.
- Formative Check-Ins – Regular, informal meetings between the teacher and TA to discuss progress and address any challenges, allowing the teacher to gauge understanding and skill application.
- Peer and Teacher Feedback – Collect feedback from students in the classroom or other TAs on the TA's interactions, reliability, and supportiveness, providing a well-rounded assessment of their impact.
- End-of-Term Presentation or Reflection Project – TAs present a summary of their growth, challenges, and accomplishments over the term, reflecting on key skills developed and areas for future focus.
- Skills Checklist – A checklist to track specific skills (e.g., timeliness, communication, task management) that the teacher marks off as each skill is demonstrated consistently, providing a clear record of skill mastery over time.

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Learning Resources:

"The 7 Habits of Highly Effective Teens" by Sean Covey - This classic book is relatable for secondary students, emphasizing personal leadership, responsibility, and communication skills. It offers practical steps for building confidence, managing relationships, and supporting peers effectively—key for a TA in fostering a collaborative and supportive classroom environment.

"Dare to Lead (Teens Edition)" by Brené Brown - This adaptation of Brené Brown's influential work on leadership provides insight into empathy, courage, and vulnerability in peer relationships. TAs can benefit from its approachable content on developing trust, showing resilience, and taking initiative, all relevant for secondary students in leadership roles.

"Peers as Leaders: A Guide for Student Mentors" by Dr. Steve Parese - Specifically designed for secondary students who support peers, this book covers mentorship skills, active listening, and modeling positive behaviors. It includes exercises and role-play scenarios to help students practice leading and supporting in educational settings, making it ideal for teaching assistants.

The Student Leadership Challenge (www.studentleadershipchallenge.com) Topics: Leadership development, personal growth, and peer mentorship - Based on the popular Leadership Challenge model, this site includes exercises, downloadable resources, and reflection prompts focused on leadership for students. It's ideal for TAs looking to build confidence and learn how to motivate and support their peers.

Youth Leadership Toolkit (Youth.gov) Topics: Building leadership skills, communication, and teamwork for youth - This toolkit from Youth.gov provides resources on developing youth leadership skills and includes exercises on team- building, decision-making, and peer support strategies. TAs can explore ways to apply these skills directly in their support roles.

Edutopia (www.edutopia.org) Topics: Classroom management, student engagement, communication strategies Edutopia, funded by the George Lucas Educational Foundation, provides articles, videos, and tips on effective teaching and classroom management strategies. This is especially useful for TAs seeking quick, practical advice on topics like conflict resolution and classroom organization.

Board/Authority Authorized Course
Personal Project Year 5

School District/Independent School Authority Name: North Vancouver School District #44	**School District/Independent School Authority Number** (e.g. SD43, Authority #432): SD 44
Developed by: Revised by Tim Kwan (2024)	**Date Developed:** Revised October 2024 Created October 2009
School Name: Carson Graham Secondary School	**Principal's Name:** Kim Jonat (2024)
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Personal Project Year 5 (Personal Inquiry 10)	**Grade Level of Course:** 10
Number of Course Credits: 2	**Number of Hours of Instruction:** 60

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Teacher(s) with experience in IB MYP and possesses IB Personal Project training

Course Synopsis:

This culminating example of inquiry reflects a student's ability to initiate, manage and direct their own learning. It is an opportunity for students to
explore a topic of interest, to develop approaches to learning skills and to create something meaningful.

Goals and Rationale:

Students participate in a sustained, self-directed inquiry developing deeper understanding through research and in-depth investigation. Students demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time. Throughout the project students explore the inquiry cycle; apply skills creating a product or outcome. Students reflect on the process of learning, taking pride in their accomplishments and sharing their learning with the community.

Students consider their prior knowledge and experiences and decide on the learning and product goal. Using their inquiry questions, students use sound research skills to find and document information to support the success of their product/outcome.

Students set criteria to measure the success of their product/outcome. They create a plan that outlines the process of completing the product/outcome. Students assess their product/outcome based on their prior developed criteria and reflect on their own learning. Assessment of the project is viewed as a whole with emphasis on the process.

Indigenous Worldviews and Perspectives:

Students are encouraged to choose a topic that is meaningful to them and ultimately supports the well-being of themselves, their family, the community, or the land. Students choose a context which guides their experiential learning through a lens that opens their world views and perspectives.

- Emphasis on identity <u>or</u> connectedness & relationships (Identity & Relationships)
- Experiential learning (Scientific & Technological Innovation)
- The power of story <u>or</u> language & culture (Personal & Cultural Expression)
- Community involvement (Fairness & Development)
- Engagement with the land and outdoors (Globalization & Sustainability)
- Awareness of history (Orientation in Space & Time)

<u>First People's Principles of Learning</u>
- The Personal Inquiry course is a holistic, reflective, and experiential process which requires the exploration of one's identity through the creation of a product.
- The Personal Inquiry course involves recognizing the consequences of one's actions through reflection of social and communication skills.
- The Personal Inquiry course recognizes the role of indigenous knowledge by encouraging the use of sources where the learning is embedded in memory, history, and story.
- The Personal Inquiry course is a year-long process which involves patience and time.

BIG IDEAS

Nurturing our curiosity develops skills for research	Critical and creative thinking skills lead responsible action	Complex tasks require the sequencing of skills	Risk-taking in learning develops our ability to be resourceful and resilient in the face of challenges	Reflection allows us to thoughtfully consider the world and our own ideas and experiences

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Planning** • develop and define a clear learning goal and product goal based on personal interests • identify prior learning and subject-specific knowledge relevant to the project • demonstrate research skills • develop criteria for the product/outcome • create a plan for completion of the product/outcome • record the development process of the project • demonstrate self-management skills **Applying Skills** • create a product/outcome in response to the learning goal, product goal, global context and criteria • demonstrate thinking skills that contribute to the project • demonstrate communication that contribute to the project • demonstrate social skills that contribute to the project	*Students are expected to know the following:* • perspective contexts and connection to the projects • **learner attributes** and their impact on learning • role of school, mentors, and technology as valuable sources of information • specific and measureable criteria setting • methods of organizing and setting deadlines • **digital tools** that support documentation of the **inquiry cycle** • formal writing formats and skills • academic honesty • referencing styles • visual presentation modes and adaptations • verbal presentation modes and adaptations

Reflecting
    • evaluate the quality of the product/success of the outcome against their criteria
    • reflect on how completing the project has extended their knowledge and understanding of the topic
    • reflect on their development as learners through the project
    • prepare a comprehensive visual and verbal presentation
    • participate in an event to share learning and reflection with community	

Curricular Competencies – Elaborations

Prior learning: relevant skills and knowledge from previous experiences in formal and informal learning contexts.
Subject specific: discipline-specific skills and knowledge
Product/outcome: the product/outcome is evidence that can be measured by the student or teacher, this can be in the form of a tangible product made by the student or documentation of an action through pictures, video, etc.

Content – Elaborations

Learning attributes: attributes embodied by compassionate lifelong learners (inquirer, thinker, communicator, risk-taker, reflective, etc.)
Digital tools: computer, web and cloud based applications that support students' navigation of the inquiry cycle
Inquiry cycle: steps needed to complete a product/outcome include investigating, planning, taking action, and reflecting
SMART goal setting: a set of specific, measurable, attainable, relevant, and time-based goals that contribute to the completion of the product/outcome

Recommended Instructional Components:

Experiential Learning

Blended (online and direct instruction)

Reflective Writing

Goal setting which may include use of SMART goals

Recommended Assessment Components:

Process Journals

Product or Outcome

Report (in a written, visual or video format)

Visual Presentation

Oral Presentations

Learning Resources:

IB MYP Personal Project guide

APA citation guide

Additional Information:

The Personal Project is the culminating learning experience that is a requirement for the IB Middle Years Programme. Other schools may wish to use this course and adapt it for their needs.

Board / Authority Authorized Course

Animation 11

School District/Independent School Authority Name: North Vancouver School District #44	**School District/Independent School Authority Number:** SD44
Developed by: Murray Bulger	**Date Developed:** July 10, 2024
School Name: Argyle Secondary	**Principal's Name:** Laura Ames
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School District only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Animation 11	**Grade Level of Course:** 11
Number of Course Credits: 4	**Number of Hours of Instruction:** 120

Board/Authority prerequisite(s): None

Special Training, Facilities or Equipment Required:
1. Computer lab with Adobe Animate, Photoshop, Maya, Blender and ToonBoom
2. Video cameras

Course Synopsis:

This course is designed to introduce students to principles of animation used in all forms of animation such as 2D, 3D and stop motion. Students will learn to leverage these animation principles to animate characters and items to evoke moods and meaning that will lead to storytelling. Students will learn to do walk and run cycles and create characters. Students will learn to pitch and propose their own original short animations and learn to self-direct their projects and learning. Students will explore the animation-based careers in the film and visual effects industry.

Goals and Rationale:

Animation and VFx are key elements of telling an engaging story and have become integral to films and TV shows, video games, web series and other mediums. There are many career paths and opportunities for animators in Vancouver and there are over 150 Animation and Effects businesses, making it the world's largest cluster of studios:

- **Animal Logic** | Captain Marvel, Guardians of the Galaxy Vol. 2 and The LEGO Movie 2

Animation 11

- **Atomic Cartoons** | Spidey and his Amazing Friends, Night at the Museum: Kahmunrah Rises Again and Lego Jurassic World: The Secret Exhibit
- **Bardel Entertainment** | Ricky & Morty, Teen Titans Go! and Diary of a Wimpy Kid DNEG | Oppenheimer, The Little Mermaid and Fast X
- **Image Engine** | Game of Thrones, The Mandalorian, and The Book of Boba Fett
- **Industrial Light &** Magic (ILM) | Avatar: The Way of Water, Black Panther: Wakanda Forever and Jurassic World: Dominion

Animators are essential for the emerging need for virtual sets – where cast and crew work against live animated backgrounds, rather than a green screen – and this has led to more jobs in the industry. Animation has many subsectors such as 3D modelling, asset creation, compositing, digital lighting and environment creation. The goals of this course are to:

- explore and create,
- reason and reflect,
- communicate and document,
- connect and expand,
- learn advanced software skills,
- apply the principles and elements of animation, and
- explore career opportunities in animation.

The Animation course allow students the freedom to explore at their own pace of learning and create novel animations based around their own personal or cultural stories. Risks taking will be encouraged and will be framed in the iteration of the design cycle such that students can evolve their works through reflective cycles towards excellence. Students will gain perseverance and resilience driven by personal motivation and the right to re-visit their design on an ongoing basis.

In this course students will learn how to use the Gibb's Reflective Cycle to reflect on "what they did", "so what" and the "what next" of their learning. Animation, such as walk cycles, is a process that needs to be practiced, and it can only be improved using a reflective process. Students will be encouraged with their peers and by themselves to reflect and analyze their own work through the lens of their learned skills and project goals.

A learning log is a reflective document where the student keeps a record of the stages of their learning by keeping images of the steps of their leaning and annotating this in a digital online document. A final learning summary will reflect on their learning experience and growth by following the Gibb's Reflective Cycle. This allows the students to become more self-directed and engaged in their own assessments and growth. Students become more self-aware of how they learn and think in the context of being an animator and storyteller. An animator in the working world must be able to do this to be successful. Students are expected to learn to empathise and connect with their audience and community.

Empathy is the root of connecting us with others and allows us to produce stories that they need or want. Students will be expected to consider their audience's experiences and point of view such that they can create something that they would appreciate or be emotionally connected to. Students will learn that Animation is an integral way in which societies tell their stories and has the potential to tell many more stories that are relevant. To tell animated stories you must have command of the software skills and principles of Animation.

Animation 11 students must be able to leverage, at basic level, the industry standard software to be able to give form to their creative ideas or stories. As well, the principles that guide these tools must be learned and practiced in a meaningful way, such as, the bouncing ball and walk cycle exercises. To make a successful

Animation 11

animation, students must learn the design cycle.

A student will learn how to step through the pre-production, production and post-production stages of animation using the learning log as a reflective tool to be able to collect evidence, pause, and ask key question of what? So what? What next? This reflective pause is when students learn to connect personal and cultural values and perspectives with their learning goals and projects. Animation 11 students will learn the basics of how to pitch and propose a novel personal project that is supported by research.

Vancouver is a huge center for animation and effects and affords the opportunity to bring guest speakers in from industry and postsecondary organizations. Experts in the animation field can give students a "feel" for the job in terms of skills and knowledge and more importantly the culture and human experience of working in Animation companies. Students will learn about the different Animation companies, subsector jobs and skill sets by doing an in-class presentation on at least five organizations from Vancouver.

Indigenous Worldviews and Perspectives:

Following the First Peoples Principles of Learning, this course supports learning in that:

- **Learning is holistic and experiential** – This is an experience-based course with students learning how to use the tools/programs by self-directing and reflecting on their own learning as it relates to themselves. Synthesis is valued over analysis.
- **Learning ultimately supports the wellbeing of the self and the community** – Projects are often client and community centered, and students use their new skills to collaborate on projects
- **Positive learner-centred approach** – Students learn concepts to develop their own ideas and delve into their own creativity.
- **Peer mentorship is encouraged** through verbal communication and dialogue, often with senior students and community specialists
- **Learning involves patience and time** – Students are encouraged to develop in stages and reflect and become used to identifying mediocre results and reaching for ideas that are better moving and towards excellence. Students are encouraged to "plus" their work and see its future growth and potential.
- **Learning requires exploration of one's identity** – Reflective learning logs have the ultimate learning goal of having students determine how and what they have experienced is relevant and can be valuable to them going forward.
- **Learning is embedded in memory, history, and story** – Personally driven stories drive all student work and are vital for student motivations and success.
- **The power of story** – At the core of all good art and design is the power and strength of the story.
- **Flexibility** – students are allowed to direct their own learning and develop personally meaningful projects. Assessments are relevant to the student and their work, and after reflection, can be reviewed to evolve towards relevance and excellence
- When creating artwork, we are **influenced by past designers** and their contributions.
- Developing as an artist involves **recognizing strengths and persevering** through difficult moments.

Big Ideas

Animation is an essential element of cultural storytelling and reveals insights into human experience	Refining animation-based storytelling requires perseverance, resilience, and risk taking.	Purposeful design choices enhance the depth and impact of a creative work.	Aesthetic experiences and reflections have the power to change our perspective.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following:	*Students are expected to know the following:*

Explore and create

- create graphic designs using sensory inspiration, imagination, and inquiry
- examine creative possibilities and take creative risks, using various sources of inspiration
- refine skills and techniques from various styles and genres
- examine established, new, and emerging technologies used in media arts
- create innovative designs for a specific audience with an audience
- refine skills and techniques in creating design pieces
- demonstrate innovation in creating design and resolving creative challenges

Reason and reflect

- recognize and engage in the reciprocal process of a critique and meta-cognition and connect it with personal learning and growth
- interpret and evaluate, using design-specific language, how designers use materials, technologies, processes, and environments in designing
- recognize and evaluate creative choices in the planning, making, interpreting, and analyzing of designs
- refine personal answers to aesthetic questions
- examine the influences of a variety of contexts on design

Communicate and document

- document, share, and appreciate graphic design in a variety of contexts
- communicate ideas and express emotions through designing.
- demonstrate awareness of self, others, and place through designing
- communicate about and respond to social and environmental issues through graphic design.

Content:

- the history of animation technology and methods and its relevance to the present
- basic software skills to leverage the animation principles with 2D or 3D animation software such as Photoshop, Maya, Adobe Animate or Toon boom.
- development, maintenance, and evolution of voice in storytelling
- identify the intended audience for different types of animations (know? - next two as well)
- different styles of animation
- alternative forms of animation
- animation development strategy
- animation production skills:
  - **pre-production**
  - **production**
  - **post-production**
  - design for lifecycle
- use of **animation principles** to create emotional response and convey ideas, including:
  - Squash and stretch
  - Anticipation
  - Follow Through and Overlapping Action
  - Slow In and Slow Out
  - Arcs
  - Secondary Action
  - Timing
  - Exaggeration
- a variety of image sources and genres

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Connect and expand	various forms of 2D animation and **3D animation**
- demonstrate personal and social responsibility associated with creating, perceiving, and responding in graphic design. - explore First Peoples perspectives, knowledge, and protocols; other ways of knowing, and local cultural knowledge through media arts - create design to reflect audience and personal voice, story, and values - explore the relationships between graphic design, culture, and society - explore personal, educational, and professional opportunities in graphic design and related fields - engage in digital citizenship throughout the creative process - demonstrate safe and responsible use of materials, tools, and workspace	- pros and cons of 2D and 3D animation - take creative risks - appropriate use of technology, including digital citizenship, etiquette, and literacy - ways in which content and form influence and are influenced by historical, social, and cultural contexts - intellectual property use and its ethical, moral, and - legal considerations including cultural appropriation - ways that innovative technologies reflect the complexity of social, environmental, and ethical concerns of the 21st century

Content – Elaborations

- **Pre-production:** the phase before a production begins; involves planning (e.g., developing treatments, writing and fine-tuning scripts or storyboards, designing costumes)
- **Production:** the phase during which a product is actively created and developed; involves, for example, shooting video or film, developing negatives and making enlargements, setting up lights, programming a website
- **Post-production:** the phase after most of the production stage is complete; involves fine-tuning and manipulating the production, resulting in a complete and coherent product (e.g., editing video footage, touching up and mounting photos, conducting multimedia tests)
- **animation principles:** squash and stretch (exaggerating body formations for a comedic effect), anticipation (e.g., guiding the audience's eyes toward upcoming action), staging (e.g., using the characters' poses to set the mood of a scene), straight-ahead action or pose-to-pose action (two techniques for moving the action forward), follow-through and overlapping action (e.g., showing detail by giving characters' reactions), slow-in and slow-out (acceleration and retardation of a scene for effect), arcs (moving characters in curved paths for a more realistic look), secondary action (e.g., using smaller motions to complement the main action, using layers), timing (the precise amount of time spent on an action), exaggeration (e.g., squash and stretch), solid modelling and rigging (originally called solid drawing, this emphasizes a clear representation of the shapes), character personality (creating a personality that will connect with the audience)
- **3D modelling:** polygonal modelling (points in 3D space, called vertices, are connected by line segments to form a Polygon mesh), spline modelling (surfaces are defined by curves, which are influenced by weighted control points

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Recommended Instructional Components:
- Self-directed learning
- Direct-instruction and workshops
- Demonstrations
- Modeling
- Peer guidance and teaching
- Reflective Learning log design and writing
- Project-based learning

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment
- Reflective journaling/Learning Log
- Self-assessment
- Project submission both self-assessed and summative assessment by teacher
- Oral presentations
- Project pitches and proposals
- Client work when possible

Learning Resources:
- Teacher created instructional videos and PowerPoints with assignments
- Pixar in a Box | Computing | Khan Academy
- Toon Boom Learn
- Maya 3D Animation
- Learn | Adobe Animate

Animation 11

Board / Authority Authorized Course

Animation 12

School District/Independent School Authority Name: North Vancouver School District #44	**School District/Independent School Authority Number:** SD44
Developed by: Murray Bulger	**Date Developed:** July 10, 2024
School Name: Argyle Secondary	**Principal's Name:** Laura Ames
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School District only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Animation 12	**Grade Level of Course:** 12
Number of Course Credits: 4	**Number of Hours of Instruction:** 120

Board/Authority prerequisite(s):
> **None**

Special Training, Facilities or Equipment Required:
1. Computer lab with Adobe Animate, Photoshop, Maya, Blender and ToonBoom
2. Video cameras

Course Synopsis:
This course is designed to allow students explore principles of animation in a more sophisticated way in application to all forms of animation such as 2D, 3D and stop motion. Grade 12 students will be introduced to more advanced animation principles and concepts such as solid drawing, appeal, staging, straight ahead action and pose-to-pose, staging storyboarding and layout, animated physics and dialogue/acting. Students will learn to leverage these animation principles to animate characters and items to evoke moods and meaning that will lead to storytelling. Students will learn to pitch and propose their own original short animations and learn to self-direct their projects and learning. Students will explore the animation-based careers in the film and visual effects industry

Goals and Rationale:
Animation and VFx are key elements of telling an engaging story and have become integral to films and TV shows, video games, web series and other mediums. There are many career paths and opportunities for animators in Vancouver and there are over 150 Animation and Effects businesses, making it the world's largest cluster of studios:

- **Animal Logic** | Captain Marvel, Guardians of the Galaxy Vol. 2 and The LEGO Movie 2,

- **Atomic Cartoons** | Spidey and his Amazing Friends, Night at the Museum: Kahmunrah Rises Again and Lego Jurassic World: The Secret Exhibit,
- **Bardel Entertainment** | Ricky & Morty, Teen Titans Go! and Diary of a Wimpy Kid DNEG | Oppenheimer, The Little Mermaid and Fast X,
- **Image Engine** | Game of Thrones, The Mandalorian, and The Book of Boba Fett,
- **Industrial Light & Magic** (ILM) | Avatar: The Way of Water, Black Panther: Wakanda Forever and Jurassic World: Dominion

Animators are essential for the emerging need for virtual sets – where cast and crew work against live animated backgrounds, rather than a green screen – and this has lead to more jobs in the industry. Animation has many subsectors such as 3D modelling, asset creation, compositing, digital lighting and environment creation. The goals of this course are to:

- explore and create,
- reason and reflect,
- communicate and document,
- connect and expand,
- learn advanced software skills,
- apply the principles and elements of animation, and
- explore career opportunities in animation.

The Animation course allow students the freedom to explore at their own pace of learning and create novel animations based around their own personal or cultural stories. Risks taking will be encouraged and will be framed in the iteration of the design cycle such that students can evolve their works through reflective cycles towards excellence. Students will gain perseverance and resilience driven by personal motivation and the right to re-visit their design on an ongoing basis.

In this course students will learn how to use the Gibb's Reflective Cycle to reflect on "what they did", "so what" and the "what next" of their learning. Animation, such as walk cycles, is a process that needs to be practiced and it can only be improved using a reflective process. Students will be encouraged with their peers and by themselves to reflect and analyze their own work through the lens of their learned skills and project goals.

A learning log is a reflective document where the student keeps a record of the stages of their learning by keeping images of the steps of their leaning and annotating this in a digital online document. A final learning summary will reflect on their learning experience and growth by following the Gibb's Reflective Cycle. This allows the students to become more self-directed and engaged in their own assessments and growth. Students become more self-aware of how they learn and think in the context of being an animator and storyteller. An animator in the working world must be able to do this to be successful. Students are expected to learn to empathise and connect with their audience and community.

Empathy is the root of connecting us with others and allows us to produce stories that they need or want. Students will be expected to consider their audience's experiences and point of view such that they can create something that they would appreciate or be emotionally connected to. Students will learn that Animation is an integral way in which societies tell their stories and has the potential to tell many more stories that are relevant. To tell animated stories you must have command of the software skills and principles of Animation.

Animation 12 students must be able to leverage, at an intermediate level, the industry standard software to be able to give form to their creative ideas or stories. As well, the principles that guide these tools must be learned and practiced in a meaningful way, such as, the bouncing ball and walk cycle exercises. Animation 12 students will learn to apply advanced animation design concepts like appeal, staging; straight ahead action and pose to

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pose; staging storyboarding and layout; dialogue; and acting. To make a successful animation, students must learn to apply the design cycle.

A student will learn how to step through the pre-production, production and post-production stages of animation using the learning log as a reflective tool to be able to collect evidence, pause, and ask key question of what? So what? What next? This reflective pause is when students learn to connect personal and cultural values and perspectives with their learning goals and projects. Animation 12 will more heavily focus on project-based learning and students will pitch and propose personal projects on an ongoing basis. A final practical and relevant goal is to have students explore the career opportunities in Animation.

Vancouver is a huge center for animation and Effects and affords the opportunity to bring guest speakers in from industry and postsecondary organizations. Experts in the animation field can give students a "feel" for the job in terms of skills and knowledge and more importantly the culture and human experience of working in Animation companies. Students will learn about the different Animation companies, subsector jobs and skill sets by doing an in class presentation on at least five organizations from Vancouver.

Indigenous Worldviews and Perspectives:

Following the First Peoples Principles of Learning, this course supports learning in that:

- **Learning is holistic and experiential** – This is an experience-based course with students learning how to use the tools/programs by self-directing and reflecting on their own learning as it relates to themselves. Synthesis is valued over analysis.
- **Learning ultimately supports the wellbeing of the self and the community** – Projects are often client and community centered, and students use their new skills to collaborate on projects
- **Positive learner-centred approach** – Students learn concepts to develop their own ideas and delve into their own creativity.
- **Peer mentorship is encouraged** through verbal communication and dialogue, often with senior students and community specialists
- **Learning involves patience and time** – Students are encouraged to develop in stages and reflect and become used to identifying mediocre results and reaching for ideas that are better moving and towards excellence. Students are encouraged to "plus" their work and see its future growth and potential.
- **Learning requires exploration of one's identity** – Reflective learning logs have the ultimate learning goal of having students determine how and what they have experienced is relevant and can be valuable to them going forward.
- **Learning is embedded in memory, history, and story** – Personally driven stories drive all student work and are vital for student motivations and success.
- **The power of story** – At the core of all good art and design is the power and strength of the story.
- **Flexibility** – students are allowed to direct their own learning and develop personally meaningful projects. Assessments are relevant to the student and their work, and after reflection, can be reviewed to evolve towards relevance and excellence
- When creating artwork, we are **influenced by past designers** and their contributions.
- Developing as an artist involves **recognizing strengths and persevering** through difficult moments.

Big Ideas

Animation is an essential element of cultural storytelling and reveals insights into human experience	Refining animation-based storytelling requires perseverance, resilience, and risk taking.	Purposeful design choices enhance the depth and impact of a creative work.	Aesthetic experiences and reflections have the power to change our perspective.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following:	*Students are expected to know the following:*

Explore and create
 	
 • create animations using **sensory inspiration**, imagination, and inquiry
 • examine a creative possibility and **take creative risks**, using various **sources of inspiration**
 • refine skills and techniques from various styles and genres
 • examine established, new, and emerging technologies used in animation
 • create innovative animations for a specific audience
 • refine skills and techniques in creating animation pieces
 • develop their own animation style by examining the work of other animators
 • demonstrate the use of light, sound, movement, camera and scene composition (staging)
 • demonstrate innovation in creating animations and resolving creative challenges
 	
 Reason and reflect
 	
 • recognize and engage in the reciprocal process of a **critique and meta-cognition** and connect it with personal learning and growth
 • interpret and evaluate, using animation-specific language, how animators use materials, technologies, processes, and environments in animating
 • recognize and evaluate creative choices in the planning, making, interpreting, and analyzing of animations
 • refine personal answers to **aesthetic questions**
 • examine the influences of a **variety of contexts** on animation
	• intermediate to advanced use of animation principles to create emotional response convey ideas elements and principles of design as communication tools
	 • intermediate to advanced software skills to leverage the animation principles with 2D or 3D animation software such as Photoshop, Maya, Adobe Animate or Toon boom.
	 • design for life cycle
	 • development, maintenance, and evolution of voice in storytelling
	 • **media production** skills to enhance, alter, or shape technical elements of a project:
	     ○ **pre-production**
	     ○ **production**
	     ○ **post-production**
	 • **methods of digital animation**
	 • use of animation principles to create emotional response and convey ideas, including:
	     ○ Solid Drawing
	     ○ Appeal
	     ○ Staging
	     ○ Straight Ahead Action and Pose to Pose
	     ○ Staging Storyboarding and Layout
	     ○ Animated Physics
	     ○ Walks and Run cycles
	     ○ Dialogue
	     ○ Acting
	 • pipeline workflow management through **production processes**

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Communicate and document

- **document**, **share**, and appreciate graphic design in a variety of contexts
- communicate ideas and express emotions through animation.
- demonstrate awareness of self, others, and **place** through animation
- communicate about and respond to **social and environmental issues** through animation.

Connect and expand

- demonstrate personal and social responsibility associated with creating, perceiving, and responding to animation.
- explore First Peoples perspectives, knowledge, and protocols; other **ways of knowing**, and local cultural knowledge through media arts
- create design to reflect audience and **personal voice**, story, and values
- explore the relationships between animation, culture, and society
- explore personal, educational, and professional opportunities in animation and related fields
- engage in digital citizenship throughout the creative process
- demonstrate safe and responsible use of materials, tools, and workspace

- hierarchy and delegation of roles in production team environment
- Pitch and propose projects based around strong research, novelty, audience, key ideas and a timeline
- career opportunities in animation
- process of creating an animated short of a style of their own choice
- interpersonal and consultation skills to interact with clients
- appropriate use of technology, including digital citizenship, etiquette, and literacy
- intellectual property use and its ethical, moral, and legal considerations including cultural appropriation

Curricular Competencies - Elaborations

- **sensory inspiration:** ideas inspired by sensory experiences, such as the scent of pine needles or the sound of tires screeching

- **user-centred research:** research done directly with potential users to understand needs and requirements

- **take creative risks:** make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities

- **sources of inspiration:** may include aesthetic experiences; exploration of First Peoples perspectives and knowledge; the natural environment and places, including the land, its natural resources, and analogous settings; people, including users, experts, thought leaders, personal experiences, traditional cultural knowledge and approaches, places, people, information

- **critique:** may include feedback from peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals

- **aesthetic questions:** questions relating to the nature, expression, and perception of artistic works

- **variety of contexts:** for example, personal, social, cultural, environmental, and historical contexts

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- **share:** may include showing to others, use by others, giving away, or marketing and selling
- **document**: through a reflective journal or learning log
- **place:** any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world.
- **social and environmental issues:** includes local, regional, national, and global issues, as well as social justice issues
- **ways of knowing:** First Nations, Métis, Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive
- **personal voice**: a style of expression that conveys an individual's personality, perspective, or worldview

Content – Elaborations

- **desktop video production:** pre-production (e.g., storyboarding, script writing), production (e.g., lighting, green screen techniques, videography), post-production (e.g., compositing, sound editing and video editing, titling, special effects, over-dubbing)
- **pre-production:** the phase before a production begins; involves planning (e.g., developing treatments, writing and fine-tuning scripts or storyboards, designing costumes)
- **production:** the phase during which a product is actively created and developed; involves, for example, shooting video or film, developing negatives and making enlargements, setting up lights, programming a website
- **post-production:** the phase after most of the production stage is complete; involves fine-tuning and manipulating the production, resulting in a complete and coherent product (e.g., editing video footage, touching up and mounting photos, conducting multimedia tests)
- **methods for digital animation:** squash and stretch (exaggerating body formations for a comedic effect), anticipation (e.g., guiding the audience's eyes toward upcoming action), staging (e.g., using the characters' poses to set the mood of a scene), straight-ahead action or pose-to-pose action (two techniques for moving the action forward), follow-through and overlapping action (e.g., showing detail by giving characters' reactions), slow-in and slow-out (acceleration and retardation of a scene for effect), arcs (moving characters in curved paths for a more realistic look), secondary action (e.g., using smaller motions to complement the main action, using layers), timing (the precise amount of time spent on an action), exaggeration
(e.g., squash and stretch), solid modelling and rigging (originally called solid drawing, this emphasizes a clear representation of the shapes), character personality (creating a personality that will connect with the audience)
- **project management processes:** setting goals, planning, organizing, constructing, monitoring, and leading during execution
- **methods for 3D modelling:** polygonal modelling (points in 3D space, called vertices, are connected by line segments to form a Polygon mesh), spline modelling (surfaces are defined by curves, which are influenced by weighted control points), digital sculpting (displacement, volumetric and dynamic tessellation)

Recommended Instructional Components:
- Self-directed learning
- Direct-instruction and workshops
- Demonstrations
- Modeling
- Peer guidance and teaching
- Reflective Learning log design and writing
- Project-based learning

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment
- Reflective journaling/learning log
- Self-assessment
- Project submission both self-assessed and summative assessment by teacher
- Oral presentations
- Project pitches and proposals
- Client work when possible

Learning Resources:
- Teacher created instructional videos and PowerPoints with assignments
- Pixar in a Box | Computing | Khan Academy
- Toon Boom Learn
- Maya 3D Animation
- Learn | Adobe Animate

Animation 12

Board / Authority Authorized Course

Graphic Design 11

School District/Independent School Authority Name: North Vancouver School District #44	**School District/Independent School Authority Number:** SD44
Developed by: Murray Bulger	**Date Developed:** July 10, 2024
School Name: Argyle Secondary	**Principal's Name:** Laura Ames
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School District only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Graphic Design 11	**Grade Level of Course:** 11
Number of Course Credits: 4	**Number of Hours of Instruction:** 120

Board/Authority prerequisite(s): None

Special Training, Facilities or Equipment Required:
1. Computer lab with the Adobe Suite installed.
2. Color printer
3. Laser cutter
4. Garment printer

Course Synopsis:
This course introduces students to the principles of Graphic Design that are needed to give form to strong visual ideas and concepts. Students learn to leverage software tools to build versions of good ideas in an iterative design process using the method of "Sprints." Students will learn to empathize with their audience or client to create products that serve their needs. Learning the design cycle will help students come up with a variety of potentially good designs that will lead to the best overall creation. Finally, students will develop the skills to pitch and propose meaningful and viable projects that are both novel and creative solutions.

Goals and Rationale:
Graphic Design skills and knowledge are integral to motion graphics, environmental design; film and TV; logos, product packaging and branding; marketing and advertising; UI/UX; sport equipment, video games; web design; and events management. There are many career paths and opportunities for designers in Vancouver and many career areas that require strong design skills and knowledge. The following are some well-known design companies in BC:

- R&G Strategic,

Graphic Design 11

- Kanopi Studios,
- Steady Studio,
- aeqdigital,
- Rare Design Group,
- Polyform Studio, and
- York & Chapel.

Designers are especially in demand for emerging areas such as motion graphics, environmental design; film and TV; UI/UX; video games; and AI mediated design.

A course in Graphic Design allows students to develop a possible career path that they can connect to with by hands-on experiences and gain skills and understanding necessary to pursue a career or even to pursue a hobby in graphic design and art. The freedom to connect their personal and cultural stories to their designs will motivate students to leverage the skills, knowledge and processes of Graphic Design. Therefore, the goals of this course are to:

- explore and create,
- reason and reflect,
- communicate and document,
- connect and expand,
- learn advanced software skills,
- apply the principles and elements of design,
- apply the design cycle, and
- explore career opportunities.

The Graphic Design course allow students the freedom to explore at their own pace of learning and create novel designs based around their own personal or cultural stories. Risks taking will be encouraged and will be framed in the iteration of the design cycle such that students can evolve their works through reflective cycles towards excellence. Students will gain perseverance and resilience driven by personal motivation and the right to re-visit their design on an ongoing basis. Reflective learning is another goal of this course.

In this course students will learn how to use the Gibb's Reflective cycle to reflect on "what they did", "so what" and the "what next" to their learning. Graphic Design, such as branding and motion graphics, is a process that needs to be practiced and it can only be improved using a reflective process. Students will be encouraged with their peers and by themselves to reflect and analyze their own work through the lens of their learning skills and project goals. The Graphic Design course has the goal of communicating learning by keeping a learning log.

A learning log is a reflective document where the student keeps a record of the stages of their learning by keeping images of the steps of their learning and annotating this in a digital online document. A final learning summary will reflect on their learning experience and growth by following the Gibb's Reflective cycle. This allows the students to become more self-directed and engaged in their own assessments and growth. Students become more self-aware of how they learn and think in the context of being a designer and storyteller. A designer in the working world must be able to do this to be successful. Students are expected to learn to empathise and connect with their audience and community.

Empathy is the root of connecting with others and designing for them and their needs. Students will be expected to consider their audiences experiences and point of view such that they can create something that they would appreciated or be emotionally connected to. Students will learn that Graphic Design is an integral way in which societies tell their stories and has the potential to tell many more stories that are relevant. To design you must

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have command of the software skills and elements and principles of design.

Graphic Design 11 students must be able to leverage, at a basic level, the industry standard software to be able to give form to their creative ideas or stories. This software is Adobe Illustrator, Photoshop, InDesign and Aftereffects. As well, the principles that guide these tools must be learned and practiced in a meaningful way, such as, hierarchy, unity and the use of typography, exercises. Students will explore AI mediated design as it can be a useful tool for research. To make a successful design, students must learn the design cycle.

A student will learn how to step through the pre-production, production and post-production stages of design using the Learning log as a reflective tool to be able to collect evidence, pause, and ask key question of what? So what? What next? This reflective pause is when students learn to connect with personal and cultural values and perspectives with their learning goals and projects. A final practical and relevant goal is to have students explore the career opportunities in Graphic Design.

Vancouver has a strong Graphic Design industry and affords the opportunity to bring guest speakers in from industry and postsecondary organizations. Experts in the Graphic Design field can give students a "feel" for the job in terms of skills and knowledge and more importantly the culture and human experience of working in Graphic Design companies. Students will learn about the different design companies, subsector jobs and skillsets by doing an in-class presentation on at least five organizations from Vancouver.

Indigenous Worldviews and Perspectives:

Following the First Peoples Principles of Learning, this course supports learning in that:

- **Learning is holistic and experiential** – This is an experience-based course with students learning how to use the tools/programs by self-directing and reflecting on their own learning as it relates to themselves. Synthesis is valued over analysis.
- **Learning ultimately supports the wellbeing of the self and the community** – Projects are often client and community centered, and students use their new skills to collaborate on projects
- **Positive learner-centred approach** – Students learn concepts to develop their own ideas and delve into their own creativity.
- **Peer mentorship is encouraged** through verbal communication and dialogue, often with senior students and community specialists
- **Learning involves patience and time** – Students are encouraged to develop in stages and reflect and become used to identifying mediocre results and reaching for ideas that are better moving and towards excellence. Students are encouraged to "plus" their work and see its future growth and potential.
- **Learning requires exploration of one's identity** – Reflective learning logs have the ultimate learning goal of having students determine how and what they have experienced is relevant and can be valuable to them going forward.
- **Learning is embedded in memory, history, and story** – Personally driven stories drive all student work and are vital for student motivations and success.
- **The power of story** – At the core of all good art and design is the power and strength of the story.
- **Flexibility** – students are allowed to direct their own learning and develop personally meaningful projects. Assessments are relevant to the student and their work, and after reflection, can be reviewed to evolve towards relevance and excellence
- When creating artwork, we are **influenced by past designers** and their contributions.
- Developing as an artist involves **recognizing strengths and persevering** through difficult moments.

Graphic Design 11

BIG IDEAS

The design cycle is an ongoing reflective process.	Design choices require self-exploration, collaboration, and evaluation and refinement of skills.	Refining creative expression requires perseverance, resilience, and risk taking.	Purposeful design choices enhance the depth and impact of a design work.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following:	*Students are expected to know the following:*
Explore and Create	- the history of Graphic Design and its influence on modern design - basic software skills to leverage the Elements and Principles of Graphic Design using software such as Illustrator, Photoshop and InDesign. - awareness of Graphic Design in the areas of: Motion Graphics, Environmental Design; Film and TV, book covers; Logos, Product Packaging and Branding; Marketing and Advertising; UI/UX; Sport Equipment, Video Games; Web Design; and Events - development, maintenance, and evolution of voice in storytelling - use of Empathy to communicate to and identify the intended audience for specific design goals. - explore AI mediated research - identify and explore different Graphic Design styles and strategies - graphic Design **production** skills: - Ideation and Innovation - Sprinting and rough product assessment - Refining final product - use of the following Elements of Design to solve a design problem by creating an emotional response and convey ideas: - Point, Line and Plane - Texture - Shapes/Forms - Color - Typography - use of the following Principles of Design to solve a design problem by creating an emotional response and convey ideas:
- create and use **sensory inspiration**, imagination, and inquiry - examine creative possibilities and **take creative risks**, using various **sources of inspiration** - refine skills and techniques from various styles and genres - examine established, new, and emerging technologies used in graphic design - create innovative designs for a specific audience with an audience - refine skills and techniques in creating design pieces - demonstrate innovation in creating design and resolving creative challenges	
Reason and Reflect	
- recognize and engage in the reciprocal process of a **critique and meta-cognition** and connect it with personal learning and growth - interpret and evaluate, using design-specific language, how designers use materials, technologies, processes, and environments in designing - recognize and evaluate creative choices in the planning, making, interpreting, and analyzing of designs - refine personal answers to aesthetic questions - examine the influences of a variety of contexts on design	
Communicate and Document	
document, **share**, and appreciate graphic design in a variety of contexts	

Graphic Design 11

- communicate ideas and express emotions through designing
- demonstrate awareness of self, others, and place through designing
- communicate about and respond to social and environmental issues through graphic design

Connect and Expand

- demonstrate personal and social responsibility associated with creating, perceiving, and responding in graphic design.
- explore First Peoples perspectives, knowledge, and protocols; other **ways of knowing**, and local cultural knowledge through media arts
- create design to reflect audience and **personal voice**, story, and values
- explore the relationships between graphic design, culture, and society
- explore personal, educational, and professional opportunities in graphic design and related fields
- engage in digital citizenship throughout the creative process
- demonstrate safe and responsible use of materials, tools, and workspace

- o Hierarchy and Contrast
- o Positive and Negative space
- o Emphasis and Focal Point
- o Unity
- how to develop a project pitch for a novel design idea with supporting research evidence and a design plan with a timeline
- reflect on the learning process and its value going forward with future projects or experiences with a focus on synthesis and personal relevance.
- take creative risks
- appropriate use of technology, including digital citizenship, etiquette, and literacy
- ways in which content and form influence and are influenced by historical, social, and cultural contexts
- intellectual property use and its ethical, moral, and legal considerations including cultural appropriation
- ways that innovative technologies reflect the complexity of social, environmental, and ethical concerns of the 21st century

Curricular Competencies - Elaborations

- **sensory inspiration:** ideas inspired by sensory experiences, such as the scent of pine needles or the sound of tires screeching
- **take creative risks:** make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **sources of inspiration:** may include aesthetic experiences; exploration of First Peoples perspectives and knowledge; the natural environment and places, including the land, its natural resources, and analogous settings; people, including users, experts, and thought leaders
- **critique:** may include feedback from peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals
- **document:** using a Learning Log
- **share:** may include showing to others, use by others, giving away, or marketing and selling
- **ways of knowing:** First Nations, Métis, Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive
- **personal voice**: a style of expression that conveys an individual's personality, perspective, or worldview

Graphic Design 11

Content – Elaborations

• **production**: includes project management, pre-production, production and post-production
    ○ **project management:** setting goals, planning, organizing, constructing, monitoring, and leading during execution
    ○ **pre-production:** the phase before a production begins; involves planning (e.g., developing treatments, writing and fine-tuning scripts or storyboards, designing costumes)
    ○ **production:** the phase during which a product is actively created and developed; involves, for example, shooting video or film, developing negatives and making enlargements, setting up lights, programming a website
    ○ **post-production:** the phase after most of the production stage is complete; involves fine-tuning and manipulating the production, resulting in a complete and coherent product (e.g., editing video footage, touching up and mounting photos, conducting multimedia tests)

Recommended Instructional Components:
- Self-directed learning
- Direct-instruction and workshops
- Demonstrations
- Modeling
- Peer guidance and teaching
- Reflective Learning log design and writing
- Project-based learning

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment
- Reflective journaling/Learning Log
- Self-assessment
- Project submission both self-assessed and summative assessment by teacher
- Oral presentations
- Project pitches and proposals
- Client work when possible

Learning Resources:
- Teacher created instructional videos and PowerPoints with assignments for elements and principles of design
- Learn Adobe Illustrator
- Learn Adobe Photoshop
- Learn Adobe InDesign

Graphic Design 11

Board / Authority Authorized Course

Graphic Design 12

School District/Independent School Authority Name: North Vancouver School District #44	**School District/Independent School Authority Number:** SD44
Developed by: Murray Bulger	**Date Developed:** July 10, 2024
School Name: Argyle Secondary	**Principal's Name:** Laura Ames
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School District only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Graphic Design 12	**Grade Level of Course:** 12
Number of Course Credits: 4	**Number of Hours of Instruction:** 120

Board/Authority prerequisite(s): None

Special Training, Facilities or Equipment Required:
1. Computer lab with the Adobe Suite installed.
2. Color printer
3. Laser cutter
4. Garment printer

Course Synopsis:
This course allows students to explore, at a more sophisticate level, the elements and principles of Graphic Design that are needed to give form to strong visual ideas and concepts. Students will use design concepts such as space and its nature; balance and rhythm; scale; gestalt; and grid. Grade 12 students will learn to leverage form as an active element in design. Students learn advanced techniques to leverage software tools to build versions of good ideas in an iterative design process using the method of "Sprints." Students will learn to empathize with their audience or client to create products that serve their needs. Learning the pipeline and the design process cycle will help students generate a variety of potential good designs that will lead to the best overall creation. Finally, students will develop the skills to pitch and propose meaningful and viable projects that are both novel and creative solutions.

Graphic Design 12

Goals and Rationale:

Graphic Design skills and knowledge are integral to motion graphics, environmental design; film and TV; logos, product packaging and branding; marketing and advertising; UI/UX; sport equipment, video games; web design; and events management. There are many career paths and opportunities for designers in Vancouver and many career areas that require strong design skills and knowledge. The following are some well-known design companies in BC:

- R&G Strategic,
- Kanopi Studios,
- Steady Studio,
- Aeqdigital,
- Rare Design Group,
- Polyform Studio, and
- York & Chapel.

Designers are especially in demand for emerging areas such as motion graphics, environmental design; film and TV; UI/UX; video games; and AI mediated design.

A course in Graphic Design allows students to develop a possible career path that they can connect with by hands-on experiences and gain skills and understanding necessary to pursue a career or even a hobby in graphic design and art. The freedom to connect their personal and cultural stories to their designs will motivate students to leverage the skills, knowledge and processes of Graphic Design. Therefore, the goals of this course are to:

- explore and create,
- reason and reflect,
- communicate and document
- connect and expand,
- learn advanced software skills,
- apply the principles and elements of design
- apply the design cycle, and
- explore career opportunities.

The Graphic Design course allows students the freedom to explore at their own pace of learning and create novel designs based around their own personal or cultural stories. Risk-taking will be encouraged and will be framed in the iteration of the design cycle such that students can evolve their works through reflective cycles towards excellence. Students will gain perseverance and resilience driven by personal motivation and the right to re-visit their design on an ongoing basis. Reflective learning is another goal of this course.

In this course students will learn how to use the Gibb's Reflective Cycle to reflect on "what they did", "so what" and the "what next" of their learning. Designing, such as branding and motion graphics, is a process that needs to be practiced; it can only be improved using a reflective process. Students will be encouraged with their peers and by themselves to reflect on and analyze their own work through the lens of their learning skills and project goals. The Graphic Design course has the goal of communicating learning by keeping a learning log.

A learning log is a reflective document where the student keeps a record of the stages of their learning by keeping images of the steps of their learning and annotating this in a digital online document. A final learning summary will reflect on their learning experience and growth by following the Gibb's Reflective Cycle. This allows the students to become more self-directed and engaged in their own assessments and growth. Students

Graphic Design 12

become more self-aware of how they learn and think in the context of being a designer and storyteller. A designer in the working world must be able to do this to be successful. Students are expected to learn to empathise and connect with their audience and community.

Empathy is the root of connecting with others in designing what they need or want. Students will be expected to consider their audiences' experiences and points of view such that they can create something that they would appreciate or be emotionally connected to. Students will learn that Graphic Design is an integral way in which societies tell their stories and has the potential to tell many more stories that are relevant. To be a designer you must have command of the software skills, elements, and principles of design.

Graphic Design 12 students must be able to leverage, at an intermediate level, the industry standard software to be able to give form to their creative ideas or stories. This software is Adobe Illustrator, Photoshop, InDesign and Aftereffects. As well, the principles that guide these tools must be learned and practiced in a meaningful way, such as application of hierarchy, unity and typography. Grade 12 students will learn more advanced Graphic Design methods to create a more sophisticated product, such as using space and its nature, balance and rhythm, scale, and grid. To make a successful design, students must learn the design cycle.

A student will learn how to step through the pre-production, production, and post-production stages of design using the Learning log as a reflective tool to be able to collect evidence, pause, and ask key question of what? So what? What next? This reflective pause is when students learn to connect with personal and cultural values and perspectives with their learning goals and projects. Graphic Design 12 focusses heavily on project-based learning; students pitch and propose personal projects on an ongoing basis. A final practical and relevant goal is to have students explore career opportunities in Graphic Design.

Vancouver's strong Graphic Design industry affords the opportunity to bring guest speakers in from industry and postsecondary organizations. Experts in the Graphic Design field can give students a "feel" for the job in terms of skills and knowledge and more importantly the culture and human experience of working in Graphic Design companies. Students will learn about the different design companies, subsector jobs, and skill sets by doing an in-class presentation on at least five organizations from Vancouver.

Indigenous Worldviews and Perspectives:

Following the First Peoples Principles of Learning, this course supports learning as:

- **Learning is holistic and experiential** – This is an experience-based course with students learning how to use the tools/programs by self-directing and reflecting on their own learning as it relates to themselves. Synthesis is valued over analysis.
- **Learning ultimately supports the wellbeing of the self and the community** – Projects are often client and community centered, and students use their new skills to collaborate on projects
- **Positive learner-centred approach** – Students learn concepts to develop their own ideas and delve into their own creativity.
- **Peer mentorship is encouraged** through verbal communication and dialogue, often with senior students and community specialists
- **Learning involves patience and time** – Students are encouraged to develop in stages and reflect and become used to identifying mediocre results and reaching for ideas that are better moving and towards excellence. Students are encouraged to "plus" their work and see its future growth and potential.
- **Learning requires exploration of one's identity** – Reflective learning logs have the ultimate learning goal of having students determine how and what they have experienced is relevant and can be valuable to them going forward.

Graphic Design 12

- **Learning is embedded in memory, history, and story** – Personally driven stories drive all student work and are vital for student motivations and success.
- **The power of story** – At the core of all good art and design is the power and strength of the story.
- **Flexibility** – students are allowed to direct their own learning and develop personally meaningful projects. Assessments are relevant to the student and their work, and after reflection, can be reviewed to evolve towards relevance and excellence
- When creating artwork, we are **influenced by past designers** and their contributions.
- Developing as an artist involves **recognizing strengths and persevering** through difficult moments.

BIG IDEAS

The design cycle is an ongoing reflective process.	Design choices require self-exploration, collaboration, and evaluation and refinement of skills.	Refining creative expression requires perseverance, resilience, and risk taking.	Purposeful design choices enhance the depth and impact of a design work.

Learning Standards

Curricular Competencies	Content

Students are expected to be able to do the following:
 	
 Explore and Create
 	
 • create and use **sensory inspiration**, imagination, and inquiry
 • examine creative possibilities and **take creative risks**, using various **sources of inspiration**
 • refine skills and techniques from various styles and genres
 • examine established, new, and emerging technologies used in graphic design
 • create innovative designs for a specific audience with an audience
 • refine skills and techniques in creating design pieces
 • demonstrate innovation in creating design and resolving creative challenges
 	
 Reason and Reflect
 	
 • recognize and engage in the reciprocal process of a **critique and meta-cognition** and connect it with personal learning and growth
 • interpret and evaluate, using design-specific language, how designers use
	Students are expected to know the following:
	
	 • The history of Graphic Design and its influence on modern design
	 • Intermediate to advanced **software skills** to leverage the Elements and Principles of Graphic Design with using software such as Illustrator, Photoshop and InDesign.
	 • Application of **Motion Graphics** designs using After Effects.
	 • Develop a self-directed project in one of Graphic Design areas of: Motion Graphics, Environmental Design; Film and TV, book covers; Logos, Product Packaging and Branding; Marketing and Advertising; UI/UX; Sport Equipment, Video Games; Web Design; and Events
	 • Explore AI mediated research
	 • development, maintenance, and evolution of voice in storytelling
	 • Use of Empathy to communicate to and identify the intended audience for specific design goals.
	 • Effectively use the idea development method of SCAMPER:
	     ○ Substitute
	     ○ Combine
	     ○ Adjust
	     ○ Modify
	     ○ Put to other uses

Graphic Design 12

materials, technologies, processes, and environments in designing

- recognize and evaluate creative choices in the planning, making, interpreting, and analyzing of designs
- refine personal answers to aesthetic questions
- examine the influences of a variety of contexts on design

Communicate and Document

- **document**, **share**, and appreciate graphic design in a variety of contexts
- communicate ideas and express emotions through designing
- demonstrate awareness of self, others, and place through designing
- communicate about and respond to social and environmental issues through graphic design

Connect and Expand

- demonstrate personal and social responsibility associated with creating, perceiving, and responding in graphic design.
- explore First Peoples perspectives, knowledge, and protocols; other **ways of knowing**, and local cultural knowledge through media arts
- create design to reflect audience and **personal voice**, story, and values
- explore the relationships between graphic design, culture, and society
- explore personal, educational, and professional opportunities in graphic design and related fields
- engage in digital citizenship throughout the creative process
- demonstrate safe and responsible use of materials, tools, and workspace

o Eliminate
o Reverse

- identify and explore different Graphic Design styles and strategies
- Graphic Design production skills:
  o Ideation and Innovation
  o Sprinting and rough produce assessment
  o Refining final product
- Advanced use of the following Elements of Design to solve a design problem by creating an emotional response and convey ideas:
  o Point, Line and Plane
  o Texture
  o Shapes/Forms
  o Color
  o Typography
- Advanced use of the following Principles of Design to solve a design problem by creating an emotional response and convey ideas:
  o Hierarchy and Contrast
  o Positive and Negative space
  o Emphasis and Focal Point
  o Unity
- use of the following Principles of Design to solve a design problem by creating an emotional response and convey ideas:
  o Space and its Nature
  o Balance and Rhythm
  o Scale
  o Grid
  o Movement
- How to draw from:
  o Cultural symbols and motifs
  o Humour
  o Gestalt
  o Image manipulation
  o Synthesis
  o The unexpected
  o Juxtaposition
  o Borrowing from language
  o Abstraction
- Leveraging Form as an active element in design, such as laser cut leather and acrylic designs and printing on t-shirts and paper.
- pipeline workflow management through production processes
- hierarchy and delegation of roles in the design process
- take creative risks

Graphic Design 12

	- Do meaningful research and utilize sources of inspiration - Pitch and propose projects based around strong research, novelty, audience, key ideas and a timeline - career opportunities in Graphic Design - develop their own design style by examining the work of other designers - interpersonal and consultation skills to interact with clients - appropriate use of technology, including digital citizenship, etiquette, and literacy - intellectual property use and its ethical, moral, and legal considerations including cultural appropriation

Curricular Competencies - Elaborations

- **sensory inspiration:** ideas inspired by sensory experiences, such as the scent of pine needles or the sound of tires screeching
- **take creative risks:** make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
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- **critique:** may include feedback from peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals
- **document:** using a Learning Log
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- **personal voice**: a style of expression that conveys an individual's personality, perspective, or worldview

Content – Elaborations

- **software skills:** applied to desktop video production, including pre-production (e.g., storyboarding, script writing), production (e.g., lighting, green screen techniques, videography), and post-production (e.g., compositing, sound editing and video editing, titling, special effects, over-dubbing)
- **Motion graphics** – using Aftereffects and motion graphics principles to design titles and dynamic text.

Recommended Instructional Components:
- Self-directed learning
- Direct-instruction and workshops
- Demonstrations
- Modeling
- Peer guidance and teaching
- Reflective Learning log design and writing
- Project-based learning

Graphic Design 12

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- Reflective journaling/Learning Log
- Self-assessment
- Project submission both self-assessed and summative assessment by teacher
- Oral presentations
- Project pitches and proposals
- Client work when possible

Learning Resources:

- Teacher created instructional videos and PowerPoints with assignments for elements and principles of design
- Learn Adobe Illustrator
- Learn Adobe Photoshop
- Learn Adobe InDesign
- Learn Adobe Aftereffects

Graphic Design 12

Schedule C.1.

of the

Administrative Memorandum

Meeting Date: December 17, 2024   ☒ **Board**   ☐ **Board, in camera**

Topic (as per the Memorandum):   **Artists for Kids Annual Report**

Narration:

In accordance with reporting requirements set out in *Policy 105: Artists for Kids*, the Management Committee is required to submit its Annual Report to the Board of Education in the fall of each year.

The *Artists for Kids 2023/24 Annual Report* covers the preceding financial year (July 1, 2023, to June 30, 2024) and includes:

1. Summary of programs and services provided to students and the community 2023/24
2. Curatorial activities; acquisitions and editions published
3. Sales, marketing and promotion activities
4. Statement of Financial Position as of June 30, 2024
5. Forward Vision, 2024/25

Allison Kerr, Director of the Artists for Kids and District Principal of Fine Arts, and Daylen Luchsinger, Vice Principal of Arts Education, will introduce and summarize the *Annual Report* and respond to questions from Trustees.

Attachment:
Artists for Kids 2023/24 Annual Report

**North Vancouver
School District**
the natural place to learn®

Gordon Smith Gallery

Artists For Kids

2023/24 ANNUAL REPORT

Photo Credit: Amelia Epp

Director's Message

DIRECTOR'S MESSAGE

Allison Kerr
Director, Artists for Kids and the Gordon Smith Gallery of Canadian Art

Artists for Kids has learned that connection is essential in all that we do. Designing welcoming places of learning that place connection at the center of our practice through an ethic of care, we are committed to building capacity for intercultural understanding, empathy, and mutual respect within our programming. Placing positive and supportive relationships as the priority in all that we do, the Gordon Smith Gallery and satellite learning spaces offer time and space through the visual arts, to nurture belonging and to share and learn from the stories that each of us hold.

This past year, our summer and spring break camps were a resounding success, with over 180 young artists exploring their story through various mediums and techniques. The After School Art program continued to thrive, engaging 447 students across multiple school sites, fostering a love for art and innovation.

The Gallery Program, a cornerstone of our educational outreach, welcomed K to 12 students, providing enriching experiences that combined gallery tours and hands-on artmaking activities. Throughout the year, our professional development workshops empowered educators with new skills, resources and connection, ensuring that art education remains vibrant and impactful in our schools.

This year, we were honored to host several distinguished artists-in-residence, whose contributions have left a lasting impact on our students. From exploring the natural world through ceramics to delving into the relationship between photography and place, these programs have provided invaluable learning opportunities for our young artists.

Our exhibitions, "The Art of Conversation" and "Prevailing Landscapes," showcased the diverse talents of Canadian artists and sparked meaningful dialogues within our community. We are proud to continue this dialogue by adding significant works to our permanent collection, enriching our cultural heritage and inspiring future generations.

Artists for Kids would like to acknowledge the continued support of the NVSD Board of Education, our donors and artists patrons, our outstanding volunteers, and the commitment of the Gordon and Marion Smith Foundation and its staff. Truly, Artists for Kids exists because of the commitment and support of our community.

On behalf of Artists for Kids, we are incredibly grateful for our community's continued trust and support of our programs. Together, we will continue to inspire and nurture the next generation of artists.

ARTISTS FOR KIDS' TEAM

Photo credit: Arlene Martin

Front row left to right:
Sophia Boutsakis, Communications Assistant
Daylen Luchsinger, Vice-Principal, Arts Education
Amelia Epp, District Visual Arts Teacher

Back row left to right:
Chantal Pinard, Administrative Assistant
Emily Neufeld, Studio Technician
Allison Kerr, Director, Artists for Kids and the Gordon Smith Gallery of Canadian Art

Missing from photo: Meredith Preuss, Director, Gordon & Marion Smith Foundation for Young Artists

ARTISTS FOR KIDS' PROGRAM STATISTICS

Summer Day Camps
July & August 2023

Campers from grades K-12 enjoyed 3 weeks of summer day camps, at the Gordon Smith Gallery, the Shadbolt Studio and at Carson Graham Secondary.

Number of camps: 5
Number of campers: 100

Carson Graham Secondary hosted 30 campers for Woodworking & Engineering Camp.

Young artists experimented with new materials and different artmaking techniques.

Spring Break Day Camps
March 2023

Eighty-four campers participated in our Spring break Day Camps held in both the Shadbolt Studio and the Reid Studio.

Full day and half day options were available to support families with different needs.

Number of camps: 6
Number of campers: 84
Number of bursaries: 6

After School Art
October 2023 - June 2024

AFK After School Art classes were held at a number of school sites in North Vancouver throughout the fall, winter and spring terms.

Number of classes offered: 30
Number of students enrolled: 447
Number of bursaries: 27

Campers enjoyed a full week of creativity, friendship & fun.

Outdoor artmaking under the beautiful summer sun!

ARTISTS FOR KIDS' PROGRAM STATISTICS

Gallery Program
September 2023 - March 2024
The highly sought-after full-day AFK Grade 5 Gallery Program was a success once again this year.

The program consisted of a gallery tour of the *Art of Conversation* exhibition and an art-making activity in the studio.
• 40 grade 5 classes participated in the program, including 2 out-of-district classes.
• Over 1,100 grade 5 students from over 20 different elementary schools visited the gallery

Grade 5 students visiting the Gordon Smith Gallery and experiencing the Art of Conversation exhibition.

Students were asked to consider:

• What is a conversation? What are examples?
• How do we communicate without words?
• How do you think hairstyles, clothing choices, or accessories might convey a person's identity, feelings, or what they want to communicate without words?

Number of classes visiting the gallery: 40
Number of educators mentored: 48
Number of elementary schools visiting: 22
Number of students visiting the gallery: 1,152

Spring Gallery Program
April 2024 - June 2024

K-12 classes were invited to visit the Gallery where Artists for Kids art educators led classes in a half-day interactive tour of the spring exhibition, *Prevailing Landscapes*, and a hands-on artmaking activity. Through the artmaking activity, students created collaged landscapes inspired by the work of artist Krystle Silverfox.

Example of artmaking activity

Number of primary classes: 22
Number of intermediate classes: 14
Educators supported and mentored: 41
Number of students visiting the gallery: 800

Students in grades K-12 visited the Prevailing Landscapes exhibition during the Spring Gallery Program

ARTISTS FOR KIDS' PROGRAM STATISTICS

Professional Development

Amelia Butcher – Bringing Clay into your Classroom (Launch of AFK Clay Kit)
October 26 & November 16, 2023
Educators from across the district learned strategies and techniques to successfully incorporate clay into their teaching practice.
Educators mentored: 19

Introduction to AFK Printmaking Kit for Elementary Educators with Paul Best
October 20, 2023
In this workshop, Art Specialist Teacher Paul Best walked teachers through printmaking lessons designed specifically for elementary grades.
Educators mentored: 22

Artist Talk & Sculpture Workshop for Secondary Teachers with Parvin Peivandi
October 20, 2023
Parvin Peivandi gave an artist talk, discussing her processes, techniques, and artistic influences. She also provided a hands-on workshop, leading a mixed media sculpture lesson inspired by her art practice and designed for secondary and intermediate classrooms.
Educators mentored: 13

Mini Monsters with Lexy Ho-Tai
February 16, 2024
Lexy Ho-Tai worked with educators to build sculptural creatures using found recycled materials and provided a lesson plan for designed with cross-curricular teaching in mind.
Educators mentored: 20

Secondary Teachers' Lesson Swap
May 3, 2024
Secondary art teachers from 7 different secondary schools in North Vancouver and West Vancouver came together to share successful teaching practices and lessons.
Educators mentored: 12

The Clay Kit was launched providing educators with the tools to bring clay into their classrooms.

Young Artist of the Week
November 2023 - June 2024

Young artists in dance, drama, music and art, were profiled and acknowledged by Artists for Kids and the North Vancouver School District via social media, a personal letter and certificate.

Number of your artists celebrated: 20

Young Artist of the Week Dylan from Queensbury Elementary

ARTISTS FOR KIDS' PROGRAM STATISTICS

Over 375 students exhibited their work at the Art from 44 District Art Show

Art from 44 District Visual Art Show
April 2024

Students K-12 at the North Vancouver School District, participated in the annual Art from 44 School Art Exhibit! This student exhibition provided a window into student voice and creativity.

Schools participating: 23
Number of students exhibiting their work: over 375

Artists for Kids Studio Art Academy
September 2023 to January 2024

Twenty-four grade 10-12 students from North Vancouver secondary schools were enrolled in the Artists for Kids Studio Art Academy hosted at Sutherland Secondary School and taught by Daylen Luchsinger. In-person field trips to art galleries and artists' studios, master classes with local artists were held throughout the term.

Reid Cultural Grant
January 2024

This grant provides schools an opportunity to enhance Indigenous Education at their school site. This $1000 grant was awarded to Blueridge Elementary.

Scholarships
April 2024

Two of the School District's visual and performing arts graduates were honored with a $1,000 scholarship to support their post-secondary pursuits.

Number of students receiving scholarships: 2
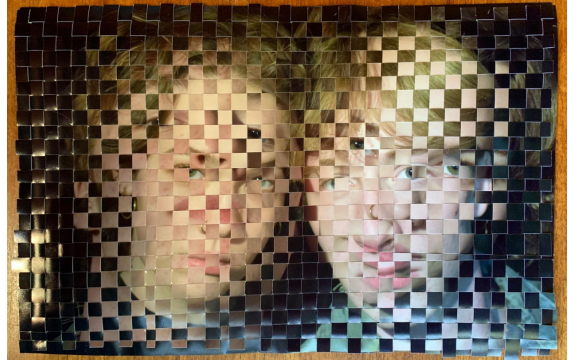
Artwork created by Scholarship recipient Kate Purdy

Volunteers
September 2023 – June 2024

Artists for Kids depends on our volunteers for so many of the little tasks that create pressure points at various times of the year. From gathering data, following up with donors, preparing mail outs, supporting set-up, take down and hosting of exhibitions and special events and being extra hands during inventory time, we couldn't do it without them.

This year, 23 volunteers contributed 758 volunteer hours.

Paradise Valley Summer School of Visual Art

Artist-in-Residence: Charlene Vickers

Charlene Vickers is an Anishinaabe artist based in Vancouver. Born in Kenora, Ontario and raised in Toronto, Vickers' painting, sculpture, and performance works explore memory, healing, and embodied connections to ancestral lands.

Vickers is the recipient of the VIVA Award in 2018, and recent exhibitions include a solo exhibition at the University of Saskatchewan in 2022 and Contemporary Art Gallery in Vancouver in 2021. The artist graduated Emily Carr University of Art and Design in 1994, Simon Fraser University in Critical Studies of the Arts in 1998 and earned her MFA from Simon Fraser University in 2013.

July 10-14, 2023
Ages 8-15
Number of campers: 97
Number of educators mentored: 6
Number of bursaries: 17
Number of scholarships: 1

Ninety-seven young artists enjoyed outdoor studio adventures with teams of experienced art teachers and one of Canada's finest artists. Campers received in-depth instruction in sculpture, collage, drawing, painting and printmaking, and took part in canoeing, hiking, cave exploration, campfire singalongs and a variety of fun filled outdoor games.

Bringing the studio outdoors at Paradise Valley Camp!

Art break! Campers enjoying the beautiful outdoors!

Creating art and memories at summer camp.

Artists-in-Residence

Number of students in attendance: 14
Number of secondary schools: 7

ARTIST BIO

Michael Love was born in Chilliwack, British Columbia and is an artist and curator based in Vancouver BC. He attended both the University of the Fraser Valley and Emily Carr University of Art + Design to complete his BFA, and received his MFA in photography from Concordia University in 2009.

He has been the recipient of numerous awards and fellowships, including the Roloff Beny Travel Fellowship (2009), a Canada Council for the Arts Research and Creation Grant (2010), and the BC Arts Council Project Grant (2015, 2018). His photography has been published in Next Level, Prefix Photo and Blackflash magazines.

Love has exhibited his work both nationally and internationally. Solo exhibitions have included: Shadow Architecture, Franc Gallery (2019); Between Ideology and Ruin, Franc Gallery (2016); Three Wrongs Don't Make a Right w/ The Everything Co., Access Gallery (2013); Artek, CAFCA, North Vancouver (2013); The Long Wait, Fofa Gallery and Galerie Les Territoires, Montreal (2009), CAFCA, North Vancouver (2013); I'm With Them, UFV Gallery, Abbotsford (2006); Limitations of Use: A Spatial Metaphor, Lobby Project Gallery (2005).

Michael Love
Fall 2023

Over the course of 3 days, senior students considered how photography impacts our relationship to place. With the North Vancouver waterways as the central location of inquiry, students engaged with the rich resources at the Museum of North Vancouver Archives to inform their approaches to the site. From working with scans of historical photographs, maps, and plans from the archive, to photographing on location, students combined historical documents with their location-based photographs.

Students learned:

- Photographing in natural light
- Researching within the archives
- Rephotographing images
- Photoshop skills including converting RAW images and levels
- Thinking through concepts of place
- Reworking images and combining them in Photoshop
- Printing photographs
- Crafting artist statements
- Exhibiting artwork

Senior students exploring the relationship between photography and place.

Artists-in-Residence

Number of students: 45
Number of elementary schools: 23

ARTIST BIO
Amelia Butcher is a visual artist based in British Columbia with a sculptural and drawing practice centered in clay. She graduated from Emily Carr University in 2013 and is a founding member of the Dusty Babes Collective. From 2015-2021 she lived and worked out of their communal studio, built by the late great Don Hutchinson, in Surrey, BC. She has exhibited widely and instructs classes and workshops in ceramics, sculpture and comic-making for all ages. She is a board member of the BC Potters Guild and currently works out of a studio in Vancouver, the unceded, ancestral territories of the Musqueam, Squamish, and Tsleil-Waututh Nations.

Amelia Butcher
Spring 2024

During two school days, grade 7 students got the opportunity to work with a professional artist Amelia Butcher. Students created their own ceramic relief tiles exploring the natural world and the theme of pathways. They learned ceramics techniques including hand building and glazing.

Students learned:

- Botanical drawing
- Observational drawings of natural objects
- Hand building techniques
- Use of the slab roller
- Sculpting with clay
- Joining clay
- Glazing objects
- Press molds
- Planning and design process
- Color theory
- Principles of design

Artwork in progress from the grade 7 Artist-in-Residence program with Amelia Butcher.

Artists-in-Residence

Number of students: 19
Number of secondary schools: 6

ARTIST BIO
Mark Johnsen (he/him) is an American visual artist living and working in Vancouver, British Columbia. His print-based practice examines the possibilities of the unique, hand-pulled impression in an era of digital reproduction. Through studies of material exploration, traditional and non-traditional printing techniques: he works to capture gestural and representational time stamps. He is the co-founder of Patio Press, a hybrid printmaking residency run alongside artist, Sara-Jeanne Bourget. He holds a BFA in Photography from California College of the Arts (2012) and an MFA from Emily Carr University of Art + Design (2020). He has exhibited throughout The United States, Canada, The United Kingdom, Turkey, Bosnia, Japan, Switzerland, and New Zealand and is currently an Assistant Professor in Print Media at Emily Carr University of Art + Design.

Mark Johnsen
Winter 2024

In March, AFK offered an Artist-in-Residence program for senior art students, providing an opportunity to work for two school days at the AFK studios with artist Mark Johnsen. The AFK Artist-in-Residence programs provides vital skills training and the necessary dedicated time and focus that gives young artists the rare opportunity to immerse themselves in creativity and art making. During two school days, senior art students worked with professional printmaker, Mark Johnsen.

Students learned:
• Photography in natural light
• Researching within the archives
• Rephotographing images
• Photoshop skills including converting RAW concepts of place
• Thinking through concepts of place
• Reworking images and combining them in Photoshop
• Printing photographs
• Crafting artist statements
• Exhibiting work

Student artwork from the senior Artist-in-Residence workshop with Mark Johnsen.

Artists-in-Residence

Number of students: 44
Number of secondary schools: 23

ARTIST BIO
Sandeep Johal is a Canadian visual artist whose practice engages drawing, collage, textiles, and large-scale murals. Through her Indo-folk feminine aesthetic, she confronts themes of bleakness, despair and ugliness with their dissonant opposites: brightness, hope and beauty. Johal's work typically centers around the stories of women and while she highlights female suffering in its many forms, these are ultimately stories of resistance and resilience.

Johal has worked on a number of notable site-specific commissions including a recent mural for the Vancouver Art Gallery's inaugural #SpotlightVanArtRental project (2021), a digital projection mapping for Facade Festival produced by Burrard Arts Foundation (2019), and a 4,000 sf collaborative mural project for Vancouver Mural Festival, which centered around the Komagata Maru Episode and involved the denaming of the federal building it was painted on (2019). Her work was part of the group exhibition In/Visible: Body as Reflective Site through the McClure Gallery and Visual Arts Centre in Montreal in partnership with the IMPACTS Project (2019).

Sandeep Johal
Spring 2024

In May, grade 3 students had the opportunity to work for two school days at the Artists for Kids studios with artist Sandeep Johal. Students learned techniques for drawing and painting animals and foliage. They learned about colour theory and contributed to a collaborative large scale mural.

Grade 3 students learned techniques for drawing and painting animals and foliage.

Individual artworks were combined to create a mural that was displayed in the lobby of the Gordon Smith Gallery.

CURATORIAL ACTIVITIES

Fall Exhibition: The Art of Conversation
September 23, 2023 to February 29, 2024

The Art of Conversation featured artwork from over 20 Canadian artists, exploring the role of art as a platform for communication. *The Art of Conversation* drew conversational threads between the various work in the gallery, highlighting art's potential to facilitate and provoke dialogue.

Digital engagement has greatly impacted our representations of self and identity; similarly, artistic works are read through the filters of medium, material and composition. Commonalities between social media and artistic works were used as a framework for the exhibition, including thematic sections on message threads, portraiture, and representation, tagging, search histories, and conversations across cultural and generational divides.

Contemporary Canadian artists Clare Yow, Manual Axel Strain, Parvin Peivandi, Lexy Ho-Tai, and Karin Jones were invited to show their work alongside art from the AFK collection, including Graham Gillmore, Angela Grossman, Bill Reid, Kenojuak Ashevak and Atila Richard Lukacs.

Curated by Amelia Epp and Janet Wang

Fall Teaching Exhibition, *The Art of Conversation*

Prevailing Landscapes curated by Jackie Wong.

Spring Exhibition: Prevailing Landscapes
April12 - June 22, 2024

Prevailing Landscapes addressed the ways in which the Canadian landscape prevails in contemporary conceptual artistic practices. The exhibition features diverse works in painting, collage, sculpture, video, and photography by the following artists: Kim Dorland, Stan Douglas, Tim Gardner, Cameron Kerr, Krystle Silverfox, Ian Wallace, Jin-Me Yoon and Karen Zalamea.

The iconic Canadian Landscape has historically been a dominant theme in our country's visual artworks, and it remains a current area of inquiry for contemporary artists. As a subject, it is physically vast and offers a visual backdrop for art throughout different periods and genres. Historically, we have engaged with the Canadian landscape through the male gaze – a romanticised colonial perspective of the great Canadian wilderness. Prevailing Landscapes considers how contemporary conceptual artworks have challenged the colonial, male gaze that has shaped the discourse in the genre.

Curated by Jackie Wong with the support of The Gordon and Marion Smith Foundation.

NEW TO THE COLLECTION

Artists for Kids and the Gordon Smith Gallery Permanent Collection

Anna Binta Diallo, *A forecast of pastures, bluffs and bones*, 2023 digital collage on multilayered plexiglass, 5 ft x 5 ft, 5 panels
Photo: courtesy of the artist and Towards Gallery. Photography by LF Documentation
Acquired with the Artists for Kids' Acquisition Fund

Geoffrey Farmer, *Bouquet*, 2023 paper, wire, found bottle from the 1940's, 61 x 38.1 x 25.4 cm
Photo: Khim Mata Hipol
Gift of the artist

Sara Khan, *Renegade Mothers: Crocodile Breath*, 2023, Textile: buttons, fabric, thread and fabric glue, 96″ x 36″
Photo: Khim Mata Hipol
Acquired with the Artists for Kids' Acquisition Fund

NEW TO THE COLLECTION

Artists for Kids and the Gordon Smith Gallery Permanent Collection

Parvin Peivandi, *Utopian Rug*, 2023
ceramic figures, glaze and acrylic paint
121.92 x 91.44 cm
Photo: Khim Mata Hipol
Acquired with the Artists for Kids' Acquisition Fund

T & T (Tony Romano & Tyler Brett), *Carchitecture #1, 2002*,
C-print, 8" x10"
Photo: Khim Mata Hipol
Donated by Patrik Andersson
& Judith Steedman

Sandeep Johal, *Horns of Power (Uterus Woman)*, 202, Textile 84" x 56"
Photo: Khim Mata Hipol
Acquired with the Artists for Kids' Acquisition Fund
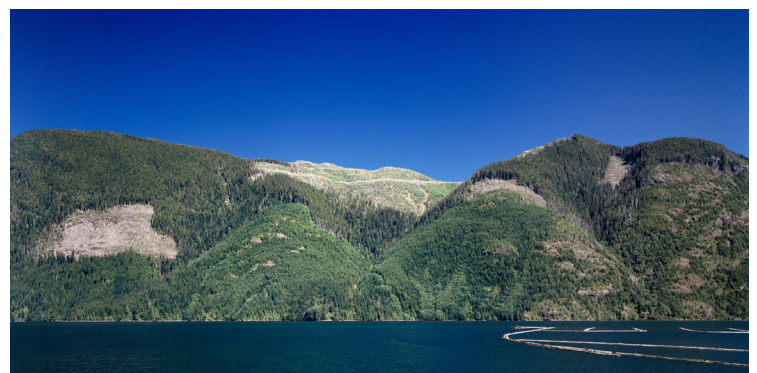
Stan Douglas, *View of Clearcuts from Blowhole Bay (25 of 30), 1996, chromogenic print, 18 x 36 inches*
Gift of the artist

ARTISTS FOR KIDS' EDITIONS

Print Sales
The total gross print sales during 2023-2024: $35,412

Print Publications
There were no print publications as recorded by Finance.

SPONSORSHIP & DONATIONS

Artists for Kids is grateful for the individual donors who have supported us for over thirty years.

The Gordon and Marion Smith Foundation for Young Artists
The Tuey Charitable Foundation
The Christopher Foundation for the Arts
The Idea Partner Marketing Inc.
The Edwina and Paul Heller Memorial Fund
The North Vancouver School District
The Beech Foundation
OPUS
ArtStarts
CUPE 389
Heffel Fine Art

We acknowledge the support of the Canada Council for the Arts.

Total financial donations: $188,784.

PROMOTIONS & ADVERTISING

Artists for Kids and the Gordon Smith Gallery of Canadian Art along with the Gordon and Marion Smith Foundation for Young Artists provided a social media calendar via Instagram, Facebook and Twitter that strategically shared programming, events and fundraising.

The support of communication specialists DSIGN DEPT was brought in to re-brand Artists for Kids, the Gordon Smith Gallery and the Gordon and Marion Smith Foundation for Young Artists.

The Gordon Smith Gallery Program Guide was published to support the 2024-2025 school year.

FORWARD VISION, OUR GOALS

As a District resource, Artists for Kids will be examining and acting upon the following goals, supporting the overarching North Vancouver School District 2021-31 Strategic Plan for the 2023-2024 school year.

Student Centered Education

Provide supports to art educators and students to build courage to teach and learn from diverse perspectives.

Innovative Instruction

Implement and model adaptable teaching strategies that embrace diverse personal journeys.

Welcoming and Inclusive Culture

Address systemic inequalities by designing welcoming, engaging and accessible learning systems and practices.

Mental Health and Well-Being

Place connection with self, others and environment at the center of our practice.

Truth, Healing and Reconciliation

"Build student capacity for inter-cultural understanding, empathy, and mutual respect. Identify teacher training needs in relation to above."

Truth & Reconciliation Call to Action: #63

Environmental Stewardship

Place connection with self, others and environment at the center of our practice through an ethic of care.

Submitted to the Artists for Kids Management Committee October 28, 2024.

Chair
Chris Atkinson

Director
Allison Kerr

Secretary
Helena Drury / Rain Hou

Management Committee Members
Gamelle Fitzgibbon
Rick Chan
Daylen Luchsinger / Jackie Wong
Cyndi Gerlach
John Crowley
Ian Wallace
Deb Wanner
Madelyn Hambly
Michelle Didier

SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER)
- ARTISTS FOR KIDS PROGRAM
Statement of Operations - Unrestricted

Year ended June 30, 2024, with comparative information for 2023

	2024 Budget	2024 Actual	2023 Actual
	(note 5)		
Revenue:			
Sale of prints	$ 24,500	$ 31,900	$ 25,005
Less:			
Sales discounts	5,000	5,568	3,230
Sales commissions	1,500	2,777	565
	18,000	23,555	21,210
Cost of sales	9,500	6,664	6,879
	8,500	16,891	14,331
Donations	125,000	188,784	134,047
Grants - Exhibition	-	17,771	-
After school program fees	75,000	80,895	80,240
Summer program fees	85,920	78,041	59,303
Daycamp	53,150	62,308	71,883
Academy	9,000	9,744	9,428
Gallery rentals	500	-	500
Miscellaneous	3,500	6,475	8,525
	360,570	460,909	378,257
Expenses:			
Salaries and benefits	204,254	220,698	241,889
After school program	63,119	60,020	72,125
Enrichment program:			
Pullout	10,000	9,152	10,152
Exhibition	2,000	19,771	1,067
Gallery program	23,643	21,877	18,910
Day Camp	29,843	23,841	26,472
Art Academy	8,100	9,884	7,783
Printmaking	-	5,151	7,783
Summer program	47,364	74,109	53,846
Outreach	1,500	622	277
Scholarships	4,000	4,000	4,000
Professional fees	4,000	6,598	6,227
Promotion	7,000	881	5,560
Insurance	12,000	12,500	11,962
Credit card fees	1,500	1,203	1,160
Travel	3,700	3,343	2,830
Furniture and equipment	2,000	1,375	1,574
Supplies	3,500	3,724	3,428
Software	1,200	1,920	1,684
	429,223	480,669	470,946
Deficiency of revenue over expenses	$ (68,653)	$ (19,760)	$ (92,689)

2023/24 ANNUAL REPORT

Schedule ..C.2..

of the

Administrative Memorandum

Meeting Date: December 17, 2024   ☒ **Board**   ☐ **Board, in camera**

Topic (as per the Memorandum):   **Secondary School and Academy Fees**

Narration:

In accordance with the *School Act* s. 82 (3), Boards of Education may charge supplementary fees to students and parents for goods and services provided by the Board. Such goods and services are defined within the School Regulation 265/89, and may include: materials that are "of a nature, or of a quality or quantity, beyond that which is necessary to meet the required learning outcomes or assessment requirements of an educational program provided by a board"; school supplies and equipment for a student's personal use; or payment of expenses for optional field trips and/or special events.

As well, the *School Act* s. 82.1(4) affirms the authority of Boards of Education to charge fees to those students enrolled in specialty academies. These fees must be established to cover only the "direct costs incurred by the board in providing the specialty academy that are in addition to the costs of providing a standard educational program".

North Vancouver School District Board of Education *Policy 706: School Fees* details the School District's requirements and processes for establishment of School Fees, including Specialty Academy Fees. The policy is reviewed on an ongoing basis to ensure consistency with changes in legislation, to reduce ambiguity in interpretation, and to support appropriate implementation.

School administrators are required to consult with appropriate staff, students, and the school Parent Advisory Council (PAC), and to establish supplementary fees at the minimum level necessary to recover the cost of the activity/material. With respect to Specialty Academies, the PAC must also provide its approval for the proposed fee amounts. These requisite consultations, as well as the PAC approvals for Academy Fees, have been completed at each secondary school for the fee amounts to be charged in the 2025/26 school year.

Annually, the Superintendent of Schools reviews all fee schedules for consistency across the School District. Additionally, as indicated by policy, the Superintendent is required to provide a *Schedule of School Fees* for each secondary school to Trustees for their information by December 31st of each year. For Specialty Academies, this deadline is identified in Policy 706 as July 1st of the year for which the fees will apply. However, in order to meet the schedule for promotion of academy program opportunities and as well as the publication of secondary course selection materials, both which occur in January, these fees are established and provided in concert with the secondary school fees.

The Schedules of Fees for 2025/26 for North Vancouver School District secondary schools and for Specialty Academies are attached for the Board's information.

Attachments:
    2025/26 Schedules of School Fees for North Vancouver Secondary Schools
    2025/26 Schedule of Specialty Academy Fees for North Vancouver Secondary Schools

North Vancouver School District
the natural place to learn®

ARGYLE SECONDARY SCHOOL
Schedule of School Fees for 2025-2026

The following school fees for Argyle Secondary have been developed through consultation at department meetings, teacher to teacher, and staff to principal. At our PAC meetings, school fees were discussed and our school PAC have reviewed the following schedule of school fees for the 2025/2026 school year.

ORIGINAL SIGNED BY SCHOOL PRINCIPAL		22-Nov-24
Principal's Signature	Laura Ames	Date

Student Activity Fee	$	47.05
Graduation Activity Fee	$	67.95

DEPT	COURSE CODE	COURSE NAME	FEE	
ART/DRAMA	MVA--08	ART 08	$	5.25
	MVA--09 / MVAST-10	ART STUDIO 9/10	$	26.15
	MVAST11	ART STUDIO 11	$	26.15
	MVAST12	ART STUDIO 12	$	26.15
	MVAC-10	STUDIO ART 3D 10	$	36.60
	MVAC-11	STUDIO ART 3D 11	$	36.60
	MVAC-12	STUDIO ART 3D 11	$	36.60
	MVAD11	STUDIO ARTS 2D 11	$	26.15
	MVAD12	STUDIO ARTS 2D 12	$	26.15
	MVAPH11	PHOTOGRAPHY 11	$	31.35
	MVAPH12	PHOTOGRAPHY 12	$	31.35
DIGITAL MEDIA	MADDL08	ADST DIGITAL LITERACY 8	$	-
	YCCT-1A	3D ANIMATION 11	$	31.35
	YCCT-2A	3D ANIMATION 12	$	31.35
	YVPA-1B	DIGITAL GRAPHIC DESIGN 11	$	31.35
	YVPA-2B	DIGITAL GRAPHIC DESIGN 12	$	31.35
	YCCT-1E	VISUAL EFFECTS 11	$	31.35
	YCCT2D	VISUAL EFFECTS 12	$	31.35
	MMEDD10/11/12	MEDIA DESIGN 10/11/12	$	31.35
	YCCT-0A	MEDIA JOURNALISM 10	$	-
	TCCT-1D	MEDIA JOURNALISM 11	$	-
	YCCT-2E	YEARBOOK 12	$	-
BUS ED	MMAP-11	MARKETING AND PROMOTIONS 11	$	-
	MECOM12	E-COMMERCE 12	$	-
H EC	MADGE08	HOME EC 8 (FOODS & TEXTILES)	$	29.25
	MADFS09 / MFOOD10	FOODS 9/10	$	83.60
	MFDN-11	FOOD STUDIES 11	$	88.85
	MFDN-12	FOOD STUDIES 12	$	88.85
	XLDCH08-12	Home Ec (Locally Developed)	$	83.60
	MTXT-10 / MADT-09	TEXTILES 9/10	$	36.60
	MTXT-11	TEXTILES 11	$	36.60
	MTXT-12	TEXTILES 12	$	36.60
MUSIC	MMU--08-CB	BAND 8	$	31.35
	MMU--09-CB	CONCERT BAND 9	$	31.35
	MMUCB10	CONCERT BAND 10	$	31.35
	MIMCB11	CONCERT BAND 11	$	31.35
	MIMCB12	CONCERT BAND 12	$	31.35
	MMU--08-CC	CONCERT CHOIR 8	$	31.35
	MMU--09-CC	CONCERT CHOIR 9	$	31.35
	MMUCC10	CONCERT CHOIR 10	$	31.35
	MCMCC11	CONCERT CHOIR 11	$	31.35
	MCMCC12	CONCERT CHOIR 12	$	31.35

DEPT	COURSE CODE	COURSE NAME	FEE
	MMU--08-VJ	VOCAL JAZZ 8	$ 31.35
	MMU--09-VJ	VOCAL JAZZ 9	$ 31.35
	MMUVJ10	VOCAL JAZZ 10	$ 31.35
	MCMJV11	VOCAL ENSEMBLE 11 - Vocal Jazz	$ 31.35
	MCMJV12	VOCAL ENSEMBLE 12 - Vocal Jazz	$ 31.35
	MMU--09ACC	CHAMBER CHOIR 9	$ 31.35
	MMUCH10	CHAMBER CHOIR 10	$ 31.35
	YVPA-1F	CHAMBER CHOIR 11	$ 31.35
	YVPA-2F	CHAMBER CHOIR 12	$ 31.35
	MMU--08-ST	STRINGS 8	$ 31.35
	MMU--09-ST	STRINGS 9	$ 31.35
	MMUOR10AST	STRINGS 10	$ 31.35
	MMUOR11	STRINGS 11	$ 31.35
	MMUOR12	STRINGS 12	$ 31.35
PHYS ED	MPHE--08 / FEPSF08	PHE 08 / EDUCATION PHYSIQUE ET SANTE 8	$ 20.90
	MPHE--09 / FEPSF09	PHE 09 / EDUCATION PHYSIQUE ET SANTE 9	$ 20.90
	MPHED-10	PHE 10	$ 31.35
	MPHED-10-CB	PHE 10 CONDITIONING BOYS	$ 41.80
	MPHED-10-CG	PHE 10 CONDITIONING GIRLS	$ 41.80
	MACLV11	ACTIVE LIVING 11	$ 67.95
	MFTCD-11B	FITNESS & CONDITIONING 11B	$ 41.80
	MFTCD11-G	FITNESS & CONDITIONING 11G	$ 41.80
	MACLV12	ACTIVE LIVING 12	$ 67.95
	MFTCD-12B	FITNESS & CONDITIONING 12B	$ 41.80
	MFTCD12-G	FITNESS & CONDITIONING 12G	$ 41.80
	MODED 11/12	OUTDOOR EDUCATION 11/12	$ 182.85
	YED--1B	LEADERSHIP 11	$ 15.70
TECH	YIA--0ARM	ART METAL 9/10	$ 62.70
	YIA--1A	ART METAL 11	$ 62.70
	MTAMJ12 / YIA-2ARM	ART METAL 12	$ 62.70
	MWWK-11	Woodwork 11	$ 62.70
	MWWK-12	Woodwork 12	$ 62.70
	MTDRF10	Drafting 10	$ 15.70
	MTDRF11	Drafting 11	$ 15.70
	MTDRF12	Drafting 12	$ 15.70
	MADGE09ENG/MTEXP10ENG	ENGINEERING TECH 9/10	$ 56.45
	MENR-11	ENGINEERING TECH 11	$ 56.45
	MENR-12	ENGINEERING TECH 12	$ 56.45
	MTMET11	Metalwork 11	$ 62.70
	MTMET12	Metalwork 12	$ 62.70
	MMFMM12	METAL FAB & MACH 12	$ 62.70
	MADM-09 / MTMET10	METALWORK 9/10	$ 62.70
	MADW-09 / MWWK-10	WOODWORK 9/10	$ 62.70
AP COURSES	APCAL-12	CALCULUS 12 - AP (EXAM COST ONLY)	$ 156.75
	APHH-11	AP PHYSICS 1 (EXAM COST ONLY)	$ 156.75
	APHH-12	AP PHYSICS 2 (EXAM COST ONLY)	$ 156.75

The following school fees for Carson Graham Secondary have been developed through consultation at department meetings, teacher to teacher, and staff to principal. At our PAC meetings, school fees were discussed and our school PAC have reviewed the following schedule of school fees for the 2025/2026 school year.

ORIGINAL SIGNED BY SCHOOL PRINCIPAL		21-Nov-24
Principal's Signature	Kim Jonat	Date

Student Activity Fee	$ -
Graduation Activity Fee	$ -

DEPT	COURSE CODE	COURSE NAME	FEE
ART	MVA--08IB	ARTS YEAR 3 - VISUAL ARTS	$ 20.90
	MVA--09DIB	ARTS YEAR 4 - ART DESIGN	$ 26.15
	MVAC-10-IB	ARTS YEAR 5: VISUAL ARTS: SCULPTURE	$ 36.60
	MVAD-10IB	ARTS YEAR 5 - DRAWING AND PAINTING	$ 26.15
	MVAPH10-IB	ARTS YEAR 5: VISUAL ARTS: PHOTOGRAPHY	$ 31.35
	MVAST11	ART STUDIO 11	$ 31.35
	MVAST12	ART STUDIO 12	$ 31.35
	MVAC-11	STUDIO ARTS 3D 11	$ 41.80
	MVAC-12	STUDIO ARTS 3D 12	$ 41.80
	MVAD-11	STUDIO ARTS 2D 11	$ 31.35
	MVAD-12	STUDIO ARTS 2D 12	$ 31.35
	MVAPH11	PHOTOGRAPHY 11	$ 41.80
	MVAPH12	PHOTOGRAPHY 12	$ 41.80
H EC	MADT--08-IB	DESIGN YEAR 3 - TEXTILES IB	$ 15.70
	MADFS09-IB	DESIGN YEAR 4 - FOOD STUDIES IB	$ 36.60
	MFOOD10-IB	DESIGN YEAR 5: ADST – FOOD STUDIES	$ 36.60
	MFOOD11	FOOD STUDIES 11	$ 62.70
	MFOOD12	FOOD STUDIES 12	$ 62.70
	MADT-09-IB	DESIGN YEAR 4 - TEXTILES IB	$ 26.15
	MTXT-10IB2	DESIGN YEAR 5 - TEXTILES	$ 26.15
	MTXT-11	TEXTILES 11	$ 36.60
	MTXT-12	TEXTILES 12	$ 36.60
MUSIC	MMU--08-GIB	ARTS YEAR 3 - MUSIC	$ 10.00
	MMU--09-GI	ARTS YEAR 4: INSTUMENTAL MUSIC: GUITAR	$ 35.00
	MMUGT10IB	ARTS YEAR 5: INSTRUMENTAL MUSIC: GUITAR	$ 35.00
	MIMG-11	GUITAR 11	$ 35.00
	MIMG-12	GUITAR 12	$ 35.00
	MMU--08BBI	ARTS YEAR 3 - BEGINNERS CONCERT BAND	$ 20.00
	MMU--09BBI	ARTS YEAR 4 - BEGINNERS CONCERT BAND	$ 20.00
	MMUCB10IBB	ARTS YEAR 5: INSTRUMENTAL MUSIC: BEG CONCERT BAN	$ 20.00
	MIMCB11--B	INSTRUMENTAL MUSIC: CONCERT BAND 11 BEGINNER	$ 20.00
	MIMCB12--B	INSTRUMENTAL MUSIC: CONCERT BAND 12 BEGINNER	$ 20.00
	MMU--08CBI	ARTS YEAR 3 - CONCERT BAND	$ 35.00
	MMU--09CBI	ARTS YEAR 4 - CONCERT BAND	$ 35.00
	MMUCB10-IB	ARTS YEAR 5: INSTRUMENTAL MUSIC: CONCERT BAND	$ 35.00
	MIMCB11	INSTRUMENTAL MUSIC: CONCERT BAND 11	$ 35.00
	MIMCB12	INSTRUMENTAL MUSIC: CONCERT BAND 12	$ 35.00
	MMU--08CCI	ARTS YEAR 3 - CONCERT CHOIR	$ 35.00
	MMU--09CCI	ARTS YEAR 4 - CONCERT CHOIR	$ 35.00
	MMUCC10-IB	ARTS YEAR 5: CHORAL MUSIC: CONCERT CHOIR	$ 35.00
	MCMCC11	CHORAL MUSIC: CONCERT CHOIR 11	$ 35.00
	MCMCC12	CHORAL MUSIC: CONCERT CHOIR 12	$ 35.00

DEPT	COURSE CODE	COURSE NAME	FEE
	MMU--08JBI	ARTS YEAR 3 - JAZZ BAND	$ 35.00
	MMU--09JBI	ARTS YEAR 4 - JAZZ BAND	$ 35.00
	MMUJB10-IB	ARTS YEAR 5: INSTRUMENTAL MUSIC: JAZZ BAND	$ 35.00
	MIMJB11	INSTRUMENTAL MUSIC: JAZZ BAND 11	$ 35.00
	MIMJB12	INSTRUMENTAL MUSIC: JAZZ BAND 12	$ 35.00
	MMU--08VJI	ARTS YEAR 3 - VOCAL JAZZ	$ 35.00
	MMU--09VJI	ARTS YEAR 4 - VOCAL JAZZ	$ 35.00
	MMUVJ10-IB	ARTS YEAR 5: CHORAL MUSIC: VOCAL JAZZ	$ 35.00
PHYS ED	MPHE-09DF	PHYSICAL AND HEALTH EDUCATION YEAR 4 - DANCE FOUN	$ 36.60
	MPHE-09ICO	PHYSICAL AND HEALTH EDUCATION YEAR 4-DANCE COMP	$ 52.25
	MPHED10IDF	PHYSICAL AND HEALTH EDUCATION YEAR 5: DANCE FOUN	$ 36.60
	MPHED10IDC	PHYSICAL AND HEALTH EDUCATION YEAR 5: DANCE CREW	$ 36.60
	MPHED10ICO	PHYSICAL AND HEALTH EDUCATION YEAR 5: DANCE COMP	$ 52.25
	MDNTP11FO	DANCE TECHNIQUE AND PERFORMANCE 11 FOUNDATION	$ 36.60
	MDNTP11-DC	DANCE TECHNIQUE AND PERFORMANCE 11 DANCE CREW	$ 36.60
	MDNTP11CO	DANCE TECHNIQUE AND PERFORMANCE 11 COMPANY	$ 52.25
	MDNTP12FO	DANCE TECHNIQUE AND PERFORMANCE 12- FOUNDATION	$ 36.60
	MDNTP12DC	DANCE TECHNIQUE AND PERFORMANCE 12- DANCE CREW	$ 36.60
	MDNTP12CO	DANCE TECHNIQUE AND PERFORMANCE 12- COMPANY	$ 52.25
	MPHED10CIB	PHYSICAL AND HEALTH EDUCATION YEAR 5: CONDITIONIN	$ 36.60
	MFTCD11	FITNESS AND CONDITIONING 11	$ 36.60
	MFTCD12	FITNESS AND CONDITIONING 12	$ 36.60
	MACLV11	ACTIVE LIVING 11	$ 125.40
	MACLV11	ACTIVE LIVING 12	$ 125.40
TECH	MADW-08-IB	DESIGN YEAR 3 - WOODWORK IB	$ 15.70
	MADER09-IB	DESIGN YEAR 4 - ELECTRONICS & ROBOTICS IB	$ 67.95
	MTEAR10-IB	ADST – ELECTRONICS AND ROBOTICS 10 IB	$ 67.95
	MADW-09-IB	DESIGN YEAR 4 - WOODWORK IB	$ 47.05
	MWWK-10-IB	DESIGN YEAR 5: ADST – WOODWORK	$ 47.05
	MTDRF-11	DRAFTING 11	$ 31.35
	MTDRF-12	DRAFTING 12	$ 31.35
	MWWK-11	WOODWORK 11	$ 67.95
	MWWK-12	WOODWORK 12	$ 67.95
	MENR-11	ENGINEERING 11	$ 67.95
	MENR-12	ENGINEERING 12	$ 67.95

HANDSWORTH SECONDARY SCHOOL
Schedule of School Fees for 2025-2026

The following school fees for Handsworth Secondary have been developed through consultation at department meetings, teacher to teacher, and staff to principal. At our PAC meetings, school fees were discussed and our school PAC have reviewed the following schedule of school fees for the 2025/2026 school year.

ORIGINAL SIGNED BY SCHOOL PRINCIPAL		22-Nov-24
Principal's Signature	Cary Hungle	Date

Student Activity Fee	$	45.00
Graduation Activity Fee	$	70.00
Graduation Gown (Fee only required if Student needs a Gown)	$	-

DEPT	COURSE CODE	COURSE NAME	FEE	
ADST	All Grade 8's	APPLIED SKILLS 8	$	10.00
ADST	MADFS09	ADST-FOOD STUDIES 9	$	80.00
ADST	MFOOD10	ADST-FOOD STUDIES 10	$	80.00
ADST	MADT-09	ADST-TEXTILES 9	$	40.00
ADST	MTXT-10	ADST-TEXTILES 10	$	40.00
ADST	MADER09	ADST-ELECTRONICS & ROBOTICS 9	$	30.00
ADST	MTEAR10	ADST-ELECTRONICS & ROBOTICS 10	$	30.00
ADST	MADPT09	ADST-POWER TECHNOLOGY 9 (Mechanics)	$	30.00
ADST	MTPOW10	ADST-POWER TECHNOLOGY 10 (Mechanics)	$	30.00
ADST	MADW-09	ADST-WOODWORK 9	$	50.00
ADST	MWWK-10	ADST-WOODWORK 10	$	60.00
ADST	MADD-09	ADST-DRAFTING 9	$	20.00
ADST	MTDRF10	ADST-DRAFTING 10	$	20.00
ART	A2DP-12	AP 2-D DESIGN PORTFOLIO 12 MATERIALS FEE	$	100.00
ART	A3DP-12	AP 3-D DESIGN PORTFOLIO 12 MATERIALS FEE	$	100.00
ART	ASAD-12	AP STUDIO ART: DRAWING 12 MATERIALS FEE	$	100.00
ART	MVAST10	VISUAL ARTS: ART STUDIO 10	$	30.00
ART	MVAST11	ART STUDIO 11	$	40.00
ART	MVAST12	ART STUDIO 12	$	40.00
ART	MVAD-10	STUDIO ARTS 2D 10	$	40.00
ART	MVAD-11	STUDIO ARTS 2D 11	$	40.00
ART	MVAD-12	STUDIO ARTS 2D 12	$	40.00
ART	MVAC-10	STUDIO ARTS 3D 10	$	40.00
ART	MVAC-11	STUDIO ARTS 3D 11	$	40.00
ART	MVAC-12	STUDIO ARTS 3D 12	$	40.00
ART	MVAGA11	GRAPHIC ARTS 11	$	35.00
ART	MVAGA12	GRAPHIC ARTS 12	$	35.00
ART	MVA--08	VISUAL ARTS 8	$	20.00
ART	MVA--09	VISUAL ARTS 9	$	30.00
ART	MDFT-11	FILM & TELEVISION 11	$	75.00
ART	MDFT-12	FILM & TELEVISION 12	$	75.00
ART	MMEDD11	MEDIA DESIGN 11	$	35.00
ART	MMEDD12	MEDIA DESIGN 12	$	35.00
ART	MVAPH10	VISUAL ARTS: PHOTOGRAPHY 10	$	55.00
ART	MVAPH11	PHOTOGRAPHY 11	$	55.00
ART	MVAPH12	PHOTOGRAPHY 12	$	55.00
ENGLISH	MENST-12TP	ENGLISH 12 TP: THEATRE AND PERFORMANCE	$	30.00
HOME EC	MFOOD11	FOOD STUDIES 11	$	85.00
HOME EC	MFOOD12	FOOD STUDIES 12	$	85.00
HOME EC	MTXT-11	TEXTILES 11	$	40.00
HOME EC	MTXT-12	TEXTILES 12	$	40.00

DEPT	COURSE CODE	COURSE NAME	FEE
MUSIC-BAND	MIMCB11	INSTRUMENTAL MUSIC: CONCERT BAND 11	$ 40.00
MUSIC-BAND	MIMCB12	INSTRUMENTAL MUSIC: CONCERT BAND 12	$ 40.00
MUSIC-BAND	MIMJB11	INSTRUMENTAL MUSIC: JAZZ BAND 11	$ 40.00
MUSIC-BAND	MIMJB12	INSTRUMENTAL MUSIC: JAZZ BAND 12	$ 40.00
MUSIC-BAND	MMU--08ACB	MUSIC 8 CONCERT BAND AUDITIONED	$ 40.00
MUSIC-BAND	MMU--08-CB	MUSIC 8 CONCERT BAND	$ 40.00
MUSIC-BAND	MMU--08-JB	MUSIC 8 JAZZ BAND	$ 40.00
MUSIC-BAND	MMU--09ACB	MUSIC 9 CONCERT BAND AUDITIONED	$ 40.00
MUSIC-BAND	MMU--09-CB	MUSIC 9 CONCERT BAND	$ 40.00
MUSIC-BAND	MMU--09-JB	MUSIC 9 JAZZ BAND	$ 40.00
MUSIC-BAND	MMUCB10	INSTRUMENTAL MUSIC: CONCERT BAND 10	$ 40.00
MUSIC-BAND	MMUJB10	INSTRUMENTAL MUSIC: JAZZ BAND 10	$ 40.00
MUSIC-CHORAL	MCMCC11	CHORAL MUSIC: CONCERT CHOIR 11	$ 40.00
MUSIC-CHORAL	MCMCC12	CHORAL MUSIC: CONCERT CHOIR 12	$ 40.00
MUSIC-CHORAL	MMUCC10	CHORAL MUSIC: CONCERT CHOIR 10	$ 40.00
MUSIC-CHORAL	MMUCH10	CHORAL MUSIC: CHAMBER CHOIR 10	$ 40.00
MUSIC-CHORAL	MMUCH11	CHORAL MUSIC: CHAMBER CHOIR 11	$ 40.00
MUSIC-CHORAL	MMUCH12	CHORAL MUSIC: CHAMBER CHOIR 12	$ 40.00
MUSIC-CHORAL	MMU--08-CC	MUSIC 8 CONCERT CHOIR	$ 40.00
MUSIC-CHORAL	MMU--09-CC	MUSIC 9 CONCERT CHOIR	$ 40.00
MUSIC-STRINGS	MMU--08CST	MUSIC 8 STRINGS CONCERT	$ 20.00
MUSIC-STRINGS	MMU--08-ST	MUSIC 8 STRINGS	$ 20.00
MUSIC-STRINGS	MMU--08TST	MUSIC 8 STRINGS TOCCATI	$ 20.00
MUSIC-STRINGS	MMU--09AST	MUSIC 9 STRINGS CHAMBER	$ 20.00
MUSIC-STRINGS	MMU--09CST	MUSIC 9 STRINGS CONCERT	$ 20.00
MUSIC-STRINGS	MMU--09-ST	MUSIC 9 STRINGS	$ 20.00
MUSIC-STRINGS	MMU--09TST	MUSIC 9 STRINGS TOCCATI	$ 20.00
MUSIC-STRINGS	MMUOR10AST	INSTRUMENTAL MUSIC: ORCHESTRA 10 CHAMBERS	$ 20.00
MUSIC-STRINGS	MMUOR10CST	INSTRUMENTAL MUSIC: ORCHESTRA 10 CONCERTI	$ 20.00
MUSIC-STRINGS	MMUOR11AST	INSTRUMENTAL MUSIC: ORCHESTRA 11 CHAMBERS	$ 20.00
MUSIC-STRINGS	MMUOR11CST	INSTRUMENTAL MUSIC: ORCHESTRA 11 CONCERTI	$ 20.00
MUSIC-STRINGS	MMUOR12AST	INSTRUMENTAL MUSIC: ORCHESTRA 12 CHAMBERS	$ 20.00
MUSIC-STRINGS	MMUOR12CST	INSTRUMENTAL MUSIC: ORCHESTRA 12 CONCERTI	$ 20.00
PHE	MPHED10STC	PHYSICAL AND HEALTH EDUCATION 10: STRENGTH AND C	$ 10.00
PHE	MFTCD11	FITNESS AND CONDITIONING 11	$ 10.00
PHE	MFTCD12	FITNESS AND CONDITIONING 12	$ 10.00
TECH ED	MENR-11	ENGINEERING 11	$ 30.00
TECH ED	MWWK-11	WOODWORK 11	$ 60.00
TECH ED	MWWK-12	WOODWORK 12	$ 60.00
TECH ED	MTDRF11	DRAFTING 11	$ 25.00
TECH ED	MTDRF12	DRAFTING 12	$ 25.00
AP	A2DP-12	AP 2-D DESIGN PORTFOLIO 12 EXAM FEE	$ 160.00
AP	A3DP-12	AP 3-D DESIGN PORTFOLIO 12 EXAM FEE	$ 160.00
AP	ACAL-12	AP CALCULUS 12 AB EXAM FEE	$ 160.00
AP		AP CALCULUS 12 BC EXAM FEE	$ 160.00
AP	ACHE-12	AP CHEMISTRY 12 EXAM FEE	$ 160.00
AP	ACSC-2A	AP COMPUTER SCIENCE A 12 EXAM FEE	$ 160.00
AP	ACSP-12	AP COMPUTER SCIENCE PRINCIPLES 12 EXAM FEE	$ 160.00
AP	AELC-12	AP ENGLISH LITERATURE 12 EXAM FEE	$ 160.00
AP	AEN-12	AP ENGLISH 12 EXAM FEE	$ 160.00
AP	AFRL-12	AP FRANCAIS LANGUE SECONDE-IMMERSION 12 EXAM FEE	$ 160.00
AP	AMI--12	AP MICROECONOMICS 12 EXAM FEE	$ 160.00

DEPT	COURSE CODE	COURSE NAME	FEE	
AP	APHH-12	AP PHYSICS 2 HONOURS 12 EXAM FEE	$	160.00
AP	APPH-11	AP PHYSICS 1 HONOURS 11 EXAM FEE	$	160.00
AP	ASAD-12	AP STUDIO ART: DRAWING 12 EXAM FEE	$	160.00
AP	ABIO-12	AP BIOLOGY 12 EXAM FEE	$	160.00

The following school fees for Mountainside Secondary have been developed through consultation at department meetings, teacher to teacher, and staff to principal. At our PAC meetings, school fees were discussed and our school PAC have reviewed the following schedule of school fees for the 2025/2026 school year.

ORIGINAL SIGNED BY SCHOOL PRINCIPAL		25-Nov-24
Principal's Signature	Lucas King	Date

Student Activity Fee	$	100.00
Graduation Activity Fee	$	50.00

DEPT	COURSE CODE	COURSE NAME	FEE

No course/program-aligned Fees for 2025/26 school year

The following school fees for Seycove Secondary have been developed through consultation at department meetings, teacher to teacher, and staff to principal. At our PAC meetings, school fees were discussed and our school PAC have reviewed the following schedule of school fees for the 2025/2026 school year.

ORIGINAL SIGNED BY SCHOOL PRINCIPAL		18-Nov-24
Principal's Signature	Meghan Downie	Date
Student Activity Fee Grades 9-12	$	36.60
Student Activity Fee Grade 8 (inclused an Agenda Book)	$	47.05
Graduation Activity Fee	$	57.50

DEPT	COURSE CODE	COURSE NAME	FEE
ART/DRAMA	MVA--08	ART 08	$ 5.25
	MVA--09 / MVAST-10	ART STUDIO 9/10	$ 36.75
	MVAST11	ART FOUNDATIONS 11	$ 36.75
	MVAST12	ART FOUNDATIONS 12	$ 36.75
	MVAC-10	CERAMICS & SCULPTURE 10	$ 42.00
	MVAD10/11/12	DRAWING AND PAINTING 10/11/12	$ 42.00
	MVAPH10/11/12	PHOTOGRAPHY 10/11/12	$ 63.00
	MDRTP10-12	THEATRE PRODUCTION 10-12	$ 31.35
	MDRM 9 - 12	DRAMA 9-12	$ 31.35
	MVAPH11/12	MEDIA ARTS 11/12	$ 63.00
DIGITAL MEDIA	MDFT11	FILM/TV 11	$ 31.35
	MDFT12	FILM/TV12	$ 31.35
H EC	MADFS08	FOODS STUDIES 8 (ROTATION)	$ 21.00
	MADFS09	FOODS STUDIES 9	$ 57.75
	MFOOD10	FOODS STUDIES 10	$ 57.75
	MFOOD11	FOODS STUDIES 11	$ 63.00
	MFOOD12	FOODS STUDIES 12	$ 63.00
	MADT-08	TEXTILES 08 (ROTATION)	$ 10.50
	MADT-09	TEXTILES 9	$ 42.00
	MTXT10	TEXTILES 10	$ 42.00
	MTXT11	TEXTILE STUDIES 11	$ 42.00
	MTXT12	TEXTILES STUDIES 12	$ 42.00
MUSIC	MMU--08-CC	CHORAL MUSIC 8	$ 42.00
	MMU--09-CC	CHORAL MUSIC 9	$ 42.00
	MMUCC10	CHORAL MUSIC 10	$ 42.00
	MCMCC11	CONCERT CHOIR 11	$ 42.00
	MCMCC12	CONCERT CHOIR 12	$ 42.00
	MMU--08-JV	VOCAL JAZZ 8	$ 31.50
	MMU--09-JV	VOCAL JAZZ 9	$ 31.50
	MMUVJ10	VOCAL JAZZ 10	$ 31.50
	MCMJV11	VOCAL JAZZ11	$ 31.50
	MCMJV12	VOCAL JAZZ12	$ 31.50
	MMU--08-CB	INSTRUMENTAL MUSIC 8	$ 42.00
	MMU--09-CB	INSTRUMENTAL MUSIC 9	$ 42.00
	MMUCB10	INSTRUMENTAL MUSIC 10	$ 42.00
	MIMCB11	CONCERT BAND 11	$ 42.00
	MIMCB12	CONCERT BAND 12	$ 42.00
	MMU--08-JB	JAZZ BAND 8	$ 31.50
	MMU--09-JB	JAZZ BAND 9	$ 31.50
	MMUJB10	JAZZ BAND 10	$ 31.50
	MIMJB11	JAZZ BAND 11	$ 31.50
	MIMJB12	JAZZ BAND 12	$ 31.50

DEPT	COURSE CODE	COURSE NAME	FEE
	MMUCH10	CHAMBER CHOIR 10	$ 31.50
	MMUCH11	CHAMBER CHOIR 11	$ 31.50
	MMUCH12	CHAMBER CHOIR 12	$ 31.50
	INSTRUMENTAL MUSIC	CONCERT BAND INSTRUMENT USER FEE	$ 157.50
PLP	MADDL08PLP	ADST - DIGITAL LITERACY PLP	$ 5.25
	MADIT09PLP	ADST - INFORMATION AND COMMUNICATIONS TECH 9 PLP	$ 5.25
	MDCOM11PLP (GR 10)	DIGITAL COMMUNICATIONS 11 PLP	$ 5.25
AP	APSY-12	AP PSYCHOLOGY 12 (EXAM FEE)	$ 200.00
PHYS ED	MPHE-08	PHYSICAL AND HEALTH EDUCATION 8	$ 21.00
	MPHE-09	PHYSICAL AND HEALTH EDUCATION 9	$ 21.00
	MPHE--10	PHYSICAL AND HEALTH EDUCATION 10	$ 21.00
	MACLV-11/12	ACTIVE LIVING 11/12 COMMUNITY & SCHOOL RECREATION	$ 40.00
TECH	MADW-08	WOODWORKING 08 (ROTATION)	$ 10.50
	MADW-09	WOODWORK 9	$ 75.00
	MWWK 10/11/12	WOODWORK 10/11/12	$ 75.00
	MADGE08ENG	ENGINEERING 8 (ROTATION)	$ 10.50
	MADGE09ENG	ENGINEERING 9	$ 68.00
	MENR-11	BA ENGINEERING 11	$ 68.00
	MENR-12	BA ENGINEERING 12	$ 68.00
ACADEMIES	BASKETBALL	BASKETBALL ACADEMY - ADVANCED STREAM	$ 1,500.00
	BASKETBALL	BASKETBALL ACADEMY - ACADEMY STREAM	$ 1,500.00
	ROWING	ROWING ACADEMY - DEEP COVE ROWING CLUB	$ 2,052.00

The following school fees for Sutherland Secondary have been developed through consultation at department meetings, teacher to teacher, and staff to principal. At our PAC meetings, school fees were discussed and our school PAC have reviewed the following schedule of school fees for the 2025/2026 school year.

ORIGINAL SIGNED BY SCHOOL PRINCIPAL		22-Nov-24
Principal's Signature	Mark Barrett	Date

Student Activity Fee	$	35.00
Graduation Activity Fee	$	75.00

DEPT	COURSE CODE	COURSE NAME	FEE	
ADST	MADFS09	Food Studies 9	$	65.00
	MFOOD10	Food Studies 10	$	65.00
	MFOOD11	Food Studies 11	$	75.00
	MFOOD12	Food Studies 12	$	75.00
	MADM-08	Metalwork 8	$	30.00
	MADW-09	Metalwork 9	$	90.00
	MTMET10	Metalwork 10	$	90.00
	MTMET11	Metalwork 11	$	90.00
	MTMET12	Metalwork 12	$	90.00
	MADER09	Electronics and Robotics 9	$	75.00
	MTEAR10	Electronics and Robotics 10	$	75.00
	MTELE11	Electronics 11	$	75.00
	MTELE12	Electronics 12	$	75.00
	MADW-08	Woodwork 8	$	30.00
	MADW-09	Woodwork 9	$	90.00
	MWWK-10	Woodwork 10	$	90.00
	MWWK-11	Woodwork 11	$	90.00
	MWWK-12	Woodwork 12	$	90.00
	MADD-09	Drafting 9	$	30.00
	MTDRF10	Drafting 10	$	30.00
	MTDRF11	Drafting 11	$	30.00
	MTDRF12	Drafting 12	$	30.00
	MDMD-12	Digital Media Development	$	20.00
Visual Arts	MVA--08	Visual Arts 8	$	28.00
	MVA--09	Visual Arts 9	$	50.00
	MVAST10	Visual Arts: Art Studio 10	$	50.00
	MVAST11	Art Studio 11	$	65.00
	MVAST12	Art Studio 12	$	65.00
	MVAD-11	Studio Arts 2D 11	$	65.00
	MVAD-12	Studio Arts 2D 12	$	65.00
	MVAP11	Photography 11	$	45.00
	MVAP12	Photography 12	$	45.00
Music	MMU--08-CC	Music 8:Concert Choir	$	20.00
	MMU--09-CC	Music 9: Concert Choir	$	20.00
	MMUCC10	Choral Music 10: Concert Choir	$	20.00
	MCMCC11	Choral Music 11:Concert Choir	$	20.00
	MCMCC12	Choral Music 12: Concert Choir	$	20.00
	MMU--09-VJ	Music 9: Vocal Jazz	$	20.00
	MMUVJ10	Choral Music 10: Vocal Jazz	$	20.00
	MCMJV11	Choral Music 11: Vocal Jazz	$	20.00
	MCMJV12	Choral Music 12: Vocal Jazz	$	20.00
	MMU--08-CB	Music 8: Concert Band	$	20.00

DEPT	COURSE CODE	COURSE NAME	FEE
	MMU--09-CB	Music 9: Concert Band	$ 20.00
	MMUCB10	Instrumental Music 10: Concert Band	$ 20.00
	MIMCB11	Instrumental Music 11: Concert Band	$ 20.00
	MIMCB12	Instrumental Music 12: Concert Band	$ 20.00
	MMU--08-JB	Music 8: Jazz Band	$ 20.00
	MMU--09-JB	Music 9: Jazz Band	$ 20.00
	MMUJB10	Instrumental Music 10: Jazz Band	$ 20.00
	MIMJB11	Instrumental Music 11; Jazz Band	$ 20.00
	MIMJB12	Instrumental Music 12: Jazz Band	$ 20.00
PHE	MPHE-08	Physical Health and Education 8	$ 20.00
	MPHE-09	Physical Health and Education 9	$ 20.00
	MPHED10	Physical Health and Education 10	$ 35.00
	MACLV11	Active Living 11	$ 95.00
	MACLV12	Active Living 12	$ 95.00
	MFTCD11	Fitness and Conditioning 11	$ 35.00
	MFTCD12	Fitness and Conditoning 12	$ 35.00
ACADEMY		Volleyball Academy	$ 2,195.51

The following school fees for Windsor Secondary have been developed through consultation at department meetings, teacher to teacher, and staff to principal. At our PAC meetings, school fees were discussed and our school PAC have reviewed the following schedule of school fees for the 2025/2026 school year.

ORIGINAL SIGNED BY SCHOOL PRINCIPAL		22-Nov-24
Principal's Signature	Caren Hall	Date

Student Activity Fee	$	45.00
Graduation Activity Fee	$	90.00

DEPT	COURSE CODE	COURSE NAME	FEE	
ART	MVA--08	VISUAL ARTS 8	$	10.00
	MVA--09	VISUAL ARTS 9	$	30.00
	MVAST10	VISUAL ARTS 10: ART STUDIO	$	45.00
	MVAST11	VISUAL ARTS 11: ART STUDIO	$	45.00
	MVAST12	VISUAL ARTS 12: ART STUDIO	$	45.00
	YVPA-2E	SENIOR ART PORTFOLIO 12	$	45.00
	MVAPH11	VISUAL ARTS 11: PHOTOGRAPHY	$	60.00
	MVAPH12	VISUAL ARTS 12: PHOTOGRAPHY	$	60.00
DRAMA	MDR--08	DRAMA 8	$	5.00
	MDR--09	DRAMA 9	$	18.00
	MDRTC-10	DRAMA 10	$	18.00
	MDRTC-11	DRAMA 11	$	18.00
	MDRTC-12	DRAMA 12	$	18.00
ADST	MADFS09	FOOD STUDIES 9	$	55.00
	MFOOD10	FOOD STUDIES 10	$	55.00
	MFOOD11	FOOD STUDIES 11	$	65.00
	MFOOD12	FOOD STUDIES 12	$	65.00
	XAT--00-LS	FOODS STUDIES: RESOURCE ROOM	$	30.00
	MADT-08	TEXTILES 8	$	3.00
	MADT-09	TEXTILES 9	$	40.00
	MTXT-10	TEXTILES 10	$	40.00
	MTXT-11	TEXTILES 11	$	40.00
	MTXT-12	TEXTILES 12	$	40.00
	MFIND12	FASHION DESIGN	$	40.00
MUSIC	MMU--08-CC	MUSIC 8: CHOIR	$	20.00
	MMU--09-CC	MUSIC 9: CONCERT CHOIR	$	20.00
	MMCC-10	CHORAL MUSIC 10: CONCERT CHOIR	$	20.00
	MCMCC11	CHORAL MUSIC 11: CONCERT CHOIR	$	20.00
	MCMCC12	CHORAL MUSIC 12: CONCERT CHOIR	$	20.00
	MMU--09-VJ	Music 9: VOCAL JAZZ	$	20.00
	MMUVJ10	CHORAL MUSIC 10: VOCAL JAZZ	$	20.00
	MCMJV11	CHORAL MUSIC 11: VOCAL JAZZ	$	20.00
	MCMJV12	CHORAL MUSIC 12: VOCAL JAZZ	$	20.00
	MMU--09ACC	MUSIC 9: CHAMBER CHOIR	$	20.00
	MMUCH10	CHORAL MUSIC 10: CHAMBER CHOIR	$	20.00
	MMUCH11	CHORAL MUSIC 11: CHAMBER CHOIR	$	20.00
	MMUCH12	CHORAL MUSIC 12: CHAMBER CHOIR	$	20.00
	MMUCP12	COMPOSITION & PRODUCTION 12	$	20.00
	MMU--08-CB	MUSIC 8: CONCERT BAND	$	30.00
	MMU--09-CB	MUSIC 9: CONCERT BAND	$	30.00
	MMUCB10	INSTRUMENTAL MUSIC 10: CONCERT BAND	$	30.00
	MIMCB11	INSTRUMENTAL MUSIC 11: CONCERT BAND	$	30.00

DEPT	COURSE CODE	COURSE NAME	FEE
	MIMCB12	INSTRUMENTAL MUSIC 12: CONCERT BAND	$ 30.00
	MMU--08-JB	MUSIC 8: JAZZ BAND	$ 30.00
	MMU--09-JB	MUSIC 9: JAZZ BAND	$ 30.00
	MMUJB10	INSTRUMENTAL MUSIC 10: JAZZ BAND	$ 30.00
	MIMJB11	INSTRUMENTAL MUSIC 11: JAZZ BAND	$ 30.00
	MIMJB12	INSTRUMENTAL MUSIC 12: JAZZ BAND	$ 30.00
	MMU--08-ST	INSTRUMENTAL MUSIC 8: STRINGS	$ 30.00
	MMU--09-ST	INSTRUMENTAL MUSIC 9: STRINGS	$ 30.00
	MMUOR10	INSTRUMENTAL MUSIC 10: ORCHESTRA	$ 30.00
	MMUOR11	INSTRUMENTAL MUSIC 11: ORCHESTRA	$ 30.00
	MMUOR12	INSTRUMENTAL MUSIC 12: ORCHESTRA	$ 30.00
PHYS ED	MPHE-08	PHYSICAL & HEALTH EDUCATION 8	$ 15.00
	FEPSF08	EDUCATION PHYSIQUE EN PLIEN AIR 8	$ 15.00
	MPHE-09	PHYSICAL & HEALTH EDUCATION 9	$ 15.00
	MPHED-10	PHYSICAL & HEALTH EDUCATION 10	$ 15.00
	YHRA-1C	KINESIOLOGY 11	$ 10.00
ADST	MTAUT11	AUTOMOTIVE TECHNOLOGY 11	$ 10.00
	MTAUT12	AUTOMOTIVE TECHNOLOGY 12	$ 10.00
	MTEAD12	ENGINE AND DRIVE TRAIN 12	$ 10.00
	MADD-08	DRAFTING 8	$ 5.00
	MADD-09	DRAFTING 9	$ 10.00
	MTDRF10	DRAFTING 10	$ 10.00
	MTDRF11	DRAFTING 11	$ 10.00
	MTDRF12	DRAFTING 12	$ 10.00
	MADR-08	ROBOTICS 8	$ 8.00
	MADER09	ELECTRONICS & ROBOTICS 9	$ 40.00
	MTEAR10	ELECTRONICS & ROBOTICS 10	$ 40.00
	MTROB12	ROBOTICS 12	$ 40.00
	MTELE11	ELECTRONICS 11	$ 40.00
	MTELE12	ELECTRONICS 12	$ 40.00
	MADM-08	METALWORK 8	$ 8.00
	MADM-09	METALWORK 9	$ 30.00
	MTMET10	METALWORK 10	$ 30.00
	MTMET11	METALWORK 11	$ 30.00
	MTMET12	METALWORK 12	$ 30.00
	MADW-08	WOODWORK 8	$ 8.00
	MADW-09	WOODWORK 9	$ 55.00
	MWWK-10	WOODWORK 10	$ 55.00
	MWWK-11	WOODWORK 11	$ 55.00
	MWWK-12	WOODWORK 12	$ 55.00
	MTFAC12	FURNITURE & CABINETRY 12	$ 55.00
	YED-1B-01	LEADERSHIP 11	$ 25.00
ACADEMIES	SOCCER	SOCCER ACADEMY	$ 1,900.00
	DANCE	DANCE ACADEMY	$ 1,575.00
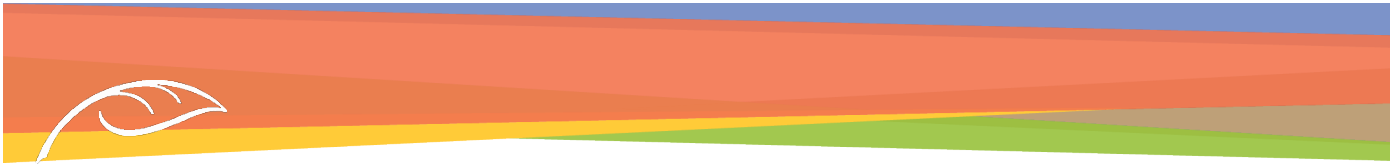
SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER)
SCHEDULE OF SPECIALTY ACADEMY FEES FOR 2025/2026

Policy 706: School Fees requires that the Superintendent of Schools review annually the Schedule of School Fees for all schools and Specialty Academies and that the schedules be provided to Trustees for their information. Listed below are the Specialty Academy Fees established for the 2025/2026 school year. In accordance with the School Act, these Specialty Academy Fees have received the approval of their respective Parent Advisory Councils (PACs).

		ANNUAL AMOUNT
Specialty Academies are offered subject to sufficient enrolment		
AFK STUDIO ARTS ACADEMY (*Sutherland Secondary*)		$ 475.00
BASKETBALL ACADEMY (*Argyle, Seycove, Sutherland*)	Academy Stream	$ 1,500.00
	Advanced Stream	$ 1,500.00
DANCE ACADEMY (*Windsor Secondary*)		$ 1,575.00
DIGITAL MEDIA ACADEMY (*Argyle Secondary*)	Full DMA	$ 1,312.50
	DMA Lite	$ 525.00
FIELD HOCKEY ACADEMY (*Argyle Secondary*)		$ 2,919.00
ROBOTICS ACADEMY (*Sutherland Secondary*)		$ 2,297.55
SOCCER ACADEMY (*Windsor Secondary*)		$ 1,900.00
VOLLEYBALL ACADEMY (*Sutherland Secondary*)		$ 2,195.51
ROWING ACADEMY (*Seycove Secondary*)		$ 2,052.00

Each NVSD school offering a Specialty Academy will post their Specialty Academy Fees for 2025/2026 on their individual school website and will publish the fees in their school newsletter. Fees are charged only for those direct costs incurred by the Board in providing the Specialty Academy that are in addition to the costs of providing a standard educational program. Please contact the school principal to discuss the availability of fee waivers in cases where financial hardship would otherwise preclude a student from participation in the academy.

Schedule C.3.

of the

Administrative Memorandum

Meeting Date: December 17, 2024   ☒ **Board**   ☐ **Board, in camera**

**Topic (as per the
Memorandum):**   **School Calendar Update - 2025/26**

Narration:

School districts in BC are required by the *School Act* to design and establish school calendars for their respective districts. The School Calendar Regulation 314/12 defines criteria and requirements such as the minimum instructional hours, timelines and processes. School calendars for the following school year must be submitted to the Ministry of Education and Child Care by March 31.

The North Vancouver Board of Education established a School Calendar Committee to develop its school calendar proposals. The Committee is chaired by Assistant Superintendent Adam Baumann and includes representatives from the Board of Education, North Vancouver Teachers' Association (NVTA), Canadian Union of Public Employees Local 389 (CUPE), North Vancouver Administrators' Association (NoVA), North Vancouver Parents Advisory Council (NVPAC) and District Student Leadership Council (DSLC).

The School Calendar Committee establishes an annual School Calendar for public comment and feedback prior to the Board of Education approval.

The Proposed 2025/26 School Calendar will be published on the school district website and internal staff portal. The community will be invited to provide comment from January 14 to February 11, 2025. Comments and feedback will be collected an online.

The following dates are included in the Proposed 2025/26 School Calendar:

- The first day of school would be September 2, 2025, the first day following Labour Day;
- A two-week Winter Break from December 22, 2025 to January 2, 2026 inclusive*;
- A two-week Spring Break from March 16 to March 27, 2026 inclusive*;
- Four Staff Collaboration dates on which students will attend school for a shortened day; and,
- The last day of attendance for students would be June 25, 2026.

  * Timing aligns with known dates for other Metro Vancouver school districts.

Comments and feedback will be summarized and shared with the Board of Education, who will consider approval of the 2025/26 School Calendar at the February 25, 2025 Public Board Meeting.

Assistant Superintendent Adam Baumann will provide the Board with an update on the Committee's discussions and a review of the timelines and steps required to complete and approve a school calendar for the 2025/26 school year.

Attachment:
Proposed 2025/26 School Calendar

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DRAFT 2025-26 SCHOOL CALENDAR - 180 Instr Days

AUGUST 2025

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

SEPTEMBER 2025

31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19 EXAMPLE	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER 2025

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24 EXAMPLE	25
26	27	28	29	30	31	

NOVEMBER 2025

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

DECEMBER 2025

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

JANUARY 2026

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

FEBRUARY 2026

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

MARCH 2026

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

APRIL 2026

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

MAY 2026

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

JUNE 2026

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

Legend

- **2*** 1ST DAY OF SCHOOL (PARTIAL DAY)
- STAT/WINTER/SPRING HOLIDAY
- NVSD CURRIC IMPL DAY (1)
- SCHOOL-BASED PRO D DAY (2) — EXAMPLE DATES ONLY - ACTUAL DATES NOT SET
- DISTRICT (NVTA) PRO D DAY (3) — EXAMPLE DATES ONLY - ACTUAL DATES NOT SET
- STAFF COLLABORATION (4) — shortened day for students
- ADMINISTRATIVE DAY
- **25*** LAST DAY FOR STUDENTS IS JUNE 25

1 Yellow highlighted dates are *EXAMPLE* dates only. Each school will select their own 2 school-based Pro D dates and will confirm and publish by May 31, 2026. **Please check with your school.**

2 Orange highlighted dates are *EXAMPLE* dates only. Actual dates to be selected by the NVTA and confirmed by May 2026. District calendars will be updated at that time.

Schedule ..C.4..

of the

Administrative Memorandum

Meeting Date: December 17, 2024   ☒ **Board**   ☐ **Board, in camera**

Topic (as per the Memorandum):   **Notice of Motion: Motions for BC School Trustees Association Annual General Meeting**

Narration:

Following British Columba School Trustee Asscoation (BCSTA) procedures, in order to put forward a motion to the BCSTA Annual General Meeting (AGM), Boards of Education must pass the final wording of the motion by a majority vote of the Board of Education. This year's AGM is scheduled April 24 - 26, 2025, and the deadline to submit substantive motions is February 21, 2025 and the deadline for extraordinary motions is February 12, 2025.

Two motions are being brought forward for the Board of Education for consideration as attached to this memorandum. Trustee motions that are presented at a Public Board Meeting and that are subject to a vote, should normally be introduced for discussion purposes at least one meeting prior to the meeting at which they are voted upon.

Attachments:
Accessibility Funding
Foundational Statement Mission and Foundational Statement Values

RECOMMENDED MOTIONS:

Motion 1:
  that the North Vancouver Board of Education approve the substantive motion relating to new funding to support school districts in addressing both physical and non-physical barriers in accessibility, as attached to this memorandum of December 17, 2024.

Motion 2:
  that the North Vancouver Board of Education approve the extraordinary motion to amend the wording of the Foundational Statement Mission and Foundational Statement Values as attached to this memorandum of December 17, 2024.

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Title: Accessibility Funding

Submitted by: North Vancouver

Submitted Motion for Consideration:

That BCSTA advocate to the Minister of Education and Child Care, the Parliamentary Secretary for Accessibility and the Minister of Finance, to provide new funding to support school districts in addressing both physical and non physical barriers in accessibility plans as required under the Accessible British Columbia Act.

Rationale:

With the new accessibility plans that school districts created, there are additional costs to achieve their committee's desired goals and objectives. Whether it is making changes to buildings, playground, technology, communication and practices or training in attitudinal barriers, school districts are requiring additional resources to remove accessibility barriers.

Title: 1.1 Foundational Statement Mission, 1.2 Foundational Statement Values

Submitted By: The North Vancouver School District

Submitted Motion for Consideration:

Be it resolved that the BCSTA append the following text to section 1.1 FS MISSION, and 1.2 FS VALUES of the Policy Book with the bolded statements appearing below:

1.1FS MISSION

The mission of the BC School Trustees Association (BCSTA) is to support and advocate for effective public Boards of Education in British Columbia.

The mission of BCSTA is driven by the following beliefs:

We believe that a high-quality public education system is the foundation of a democratic society.

We believe that improving student achievement is the key work of locally elected Boards of Education.

We believe that the interests of BC students are best met through local decision-making with an engaged community.

We believe that an important role of BCSTA is to provide a strong, representative voice for Boards of Education throughout the province.

We believe that an important role of BCSTA is to help build effective Boards of Education by providing development, communications, and support services.

We believe that an important role of BCSTA is to partner effectively with elected officials and governments by taking a nonpartisan approach to advocacy and the development of educational policy.

1.2 FS VALUES

In its advocacy, BCSTA will preserve and promote the following principles:

publicly-elected control of education in accordance with principles of co-governance;

appropriate local autonomy in decision-making and practice;

public influence and involvement in establishment of education policy;

nonpartisanship in establishment of educational policy.

Rationale:

- At BCSTA's 2024 Provincial Council, President Carolyn Broady stated that the organization is "nonpolitical." When asked for clarification, President Broady explained that by "nonpolitical," she meant "nonpartisan."
- Broady's statement aligns with the BCSTA Policy Handbook, which emphasizes that "The purpose of the British Columbia public school system is to enable all learners to develop their individual potential and to acquire knowledge, skills, and attitudes that will contribute to a healthy, democratic, *pluralistic*, and sustainable society." (emphasis added)
- As BCSTA works with the Ministry of Education and local MLAs across the political spectrum, and as it seeks to foster a pluralistic society that respects diverse views, a commitment to nonpartisanship should be explicitly reflected in its foundational statements

of the

Administrative Memorandum

Meeting Date: December 17, 2024   ☒ **Board**   ☐ **Board, in camera**

**Topic (as per the
Memorandum):**   **Notice of Motion - Strategic Plan**

Narration:

Strategic Plans focus the School District's efforts on top priorities, addressing emerging needs while maintaining attention on perennial challenges. Currently, the North Vancouver School District operates on a ten-year Strategic Planning cycle. By comparison, most districts, including Burnaby, New Westminster, West Vancouver, and Surrey, use shorter five-year cycles.

A ten-year Strategic Plan has some advantages: 1) it minimizes the time and resources required for senior staff and school leaders to adapt to new priorities, 2) it reduces the frequency of resource-intensive community consultations, preserving funding and staff time. However, it also has significant drawbacks:

1. **Risk of Obsolescence**
   A ten-year cycle may become outdated in the face of rapid cultural and technological changes, such as the growing impact of artificial intelligence on education.

2. **Limited Community Input**
   It reduces opportunities for parents and caregivers to provide meaningful input on strategic priorities during their child's time in the district.

3. **Trustee Term Misalignment**
   The current cycle does not align with the four-year trustee term, limiting trustees' ability to influence district priorities.

Transitioning to a four-year cycle would address these issues by:

- **Enhancing Adaptability**: Allowing the district to respond more quickly to changes and emerging needs.

- **Strengthening Alignment**: Aligning strategic planning with Trustee terms, enabling greater impact during their tenure.

- **Increasing Community Engagement**: Offering more frequent opportunities for parents, caregivers, and other stakeholders to shape district priorities.

RECOMMENDED MOTION:

Be it resolved that the North Vancouver School District transition to a four-year strategic planning cycle, commencing in January 2028.

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Schedule C.6.

of the

Administrative Memorandum

Meeting Date: December 17, 2024 ☒ **Board** ☐ **Board, in camera**

Topic (as per the Memorandum): **Committee Reports - Written Update**

Narration:

Updates on the Board of Education's Committees will be provided in writing at each of the monthly Public Board Meetings for information.

Attachments:

Accessibility Advisory Committee
Policy Review Committee
Safe & Healthy Schools Committee

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Accessibility Advisory Committee – December 2024

The Accessibility Advisory Committee was formed in 2023 to support the development of the North Vancouver School District 3 Year Accessibility Plan. In alignment with the requirements of the Accessible BC Act, this committee assists and provides guidance on identifying, preventing and eliminating barriers to accessibility and inclusion for people with disabilities. This committee met 4 times in the 2023/2024 school year.

The Committee is comprised of representatives from all education partner groups including:
- Janis Mann, Committee Co-Chair, District Principal of Inclusive Education
- Michael Chapman, Committee Co-Chair, Assistant Director of Facilities and Planning
- Rose Greene, District Principal of Indigenous Education and Equity
- Carly Roy, North Vancouver Administrators' Association
- Jennifer Branston, North Vancouver Parent Advisory Council
- Rita Vilensky, North Vancouver Parent Advisory Council
- Kevin Pokasuwan, Canadian Union of Public Employees Local 389
- Wendy Matsubuchi, North Vancouver Teachers' Association
- Azaan Javer, Student

The members of the Accessibility Advisory Committee were integral in the development of the Accessibility Plan which was updated in January 2024. The Committee met on November 19, 2024 to review progress made in the first year of implementation of the Accessibility Plan. Progress noted includes but is not limited to:
- School wide presentations for all staff to increase understanding of neurodivergence, disability and anti-ableism, developed from a presentation by Kim Clairy (occupational therapist and autistic adult) and Kelly Mahler (occupational therapist)
- Facilities and Planning completed a number of projects to improve universal access at schools including new automatic door openers at several sites and renewal of accessibility lifts at four elementary schools
- New photocopiers were installed across the school district that improved universal access to color print visual supports
- New technological tools have been implemented to increase accessibility with district communications including language translation tools
- Professional learning opportunities for staff focused on Universal Design for Learning, assessment supports and literacy instruction for all learners
- Human Resources reviewed and updated their communications and external job postings to ensure that any accessibility requirements are accommodated

The Accessibility Advisory Committee will be meeting again on January 21, 2025 to trial the new School Site Accessibility Assessment Tool developed by the BC Council of Administrators of Inclusive Support in Education (BC CAISE) in partnership with Untapped Accessibility, Disability Alliance BC and the Province of BC.

Policy Review Committee – December 17, 2024

The North Vancouver Board of Education develops and adopts policies as statements of intent to guide the operations of the school district. Board of Education policies reflect the *School Act* and regulations and align with the Board's mission, mandate and core values. Under the direction of the Superintendent, the North Vancouver School District Policy Review Committee evaluates, reviews, and proposes policies to the Board that reflect current legislative, regulatory, and public policy changes. The Policy Review Committee is a District Representative Committee comprised of representatives from the Board of Education, employee groups, North Vancouver Parent Advisory Council, and the District Student Leadership Council

Convening no fewer than four times per school year, the Policy Review Committee:
- Provides advice to the Superintendent respecting which policies require clarification and/or amendment;
- Provides advice to the Superintendent respecting which issues require policy development; and, Reviews and provides advice to the Superintendent respecting drafts of proposed new policies prior to their consideration by the Board.

The Policy Review Committee held its second meeting of the 2024/25 school year on December 9, 2024. The Superintendent and Committee Chair, Dr. Pius Ryan, welcomed members and thanked them for their active participation in the work of the Committee. The Committee was provided updates on the following policies under review:
- Policy 201: Learning Resources for Classroom Use; and,
- Policy 211: Special Education Services and Programs.

The Committee received the current proposed draft of Policy 205: Outdoor Learning. Feedback on the proposed draft was received and will be integrated before the proposed revised policy is presented to the Board for consideration at the January 2025 Public Board Meeting.

The Committee received information about Policy 206: Continuing Education. The proposed revised policy will also come before the Board in January 2025.

The Committee received an update from Dr. Vince White on Policy 416: Anti-Ableism, and the development of its Administrative Procedures.

The next Policy Review Committee meeting is scheduled on Monday, January 25, 2024.

1

Safe and Healthy Schools Committee – December 2024

The North Vancouver Board of Education acknowledges the vital connection between safety, health, and the myriad advantages for students, which extend to their journey of learning and personal development. North Vancouver schools hold significant responsibility within the broader community to foster safety, connectivity, health, and overall well-being.

In support of the well-being of school communities in the North Vancouver School District, it is important for students, parents/guardians and employees to work towards educational opportunities and initiatives, as well as school/district policies and processes, that promote feelings, experiences and development of safety, connection, and health.

The Safe and Healthy Schools Committee key roles include:
- Reviewing current process and initiatives in relation to various Safe and Healthy Schools topics, including; reporting of suspected child/youth abuse protocols, threat risk assessment, codes of conduct, substance use, sexual health, consent, healthy relationship education, social emotional learning and mental health education
- Reviewing and reflecting upon assessment data connected to Safe and Healthy Schools, including; Middle Years Development Instrument (MDI), Youth Development Instrument (YDI), McCreary Adolescent Health Survey (AHS), Mental Health Dashboard and Student Learning Survey (SLS)
- Recommending to the Board and Superintendent updates to policies relating to Safe and Healthy Schools
- Establishing task-driven Safe and Healthy Schools sub-committees, as necessary
- Supporting communication and promotion of Safe and Healthy Schools initiatives amongst North Vancouver School District partner and employee groups

The Committee is comprised of representatives from all education partner groups including:
- Sarah Best, Committee Chair, District Principal of Safe and Healthy Schools
- Cyndi Gerlach, Trustee representative for the Board of Education
- Tim Ireland, Carly Roy, Bridget O'Brien-Kopacek, Glenda Robertson, representatives for the North Vancouver Administrators' Association
- Vickie Vinaric, 1st Vice-President, North Vancouver Teachers' Association
- Joyce Griffiths, Carol Nordby, Canadian Union of Public Employees (CUPE 389)
- George Dusenberry and Vicky Sra, North Vancouver Parent Advisory Council
- Charlotte Davidson, Aadya Arora, and Andrei Scurtescu, District Student Leadership Council

The Safe and Healthy Schools Committee has met one time this year, with 3 more meeting scheduled (January, February, and May). The group adopted the Terms of Reference produced in the spring of 2023 to guide the work. Key discussion points at this year's meeting have been:
- Ministry Foundational Skills Assessment and YDI Data - closing gaps;
- Framework for Enhancing Student Learning and the Framework for Enhancing Student Learning goals that align with the work of the Committee:
  - Enhancing belonging, safety, and well-being for students and staff
  - Promoting health, wellness, and social-emotional learning
- Staff Initiatives such as the Employee Wellness Plan, Sexual Orientation and Gender Identity Network and Wellness Network
- Continued health curriculum development and partnership with Vancouver Coastal Health
- Creating a sense of belonging and connectedness for all
- Accessing and incorporating student voice
- District Code of Conduct review in Spring
- Personal Digital Devices – Upcoming survey about policy implementation and parent information evening

In the upcoming meetings, the Committee will further discuss strategies to create a sense of belonging for all, as well as suggest opportunities to include student voice. The Committee will also discuss safe learning environments and mental health concerning personal digital devices and Codes of Conduct.

Schedule C.7.

of the

Administrative Memorandum

Meeting Date: December 17, 2024   ☒ **Board**   ☐ **Board, in camera**

Topic (as per the
Memorandum):   **Land Management - Written Update**

Narration:

Updates on the Board of Education's Land Management will be provided in writing at each of the monthly Public Board Meetings for information.

Attachment:
Land Management Update – December 2024

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Land Management Update – December 2024

Carson Graham Secondary School – Heat Pump Renewal
- Project work continues with completion expected for end of January 2025..

Cheakamus Centre's Environmental Learning Centre – Envelope Rehabilitation
- Roof deficiency – leak being addressed under new roof warranty.

Cloverley Elementary School
- The City of North Vancouver issued a conditional building permit on November 28, 2024. Conditions include finalizing a Development Services Agreement and finalizing the City's engineering requirements for offsite civil infrastructure, landscaping and lighting. The contractor is continuing with site excavation and site grading. Preparations for foundations and form work will begin late December.

Handsworth Secondary School – Artificial Turf Field
- The District of North Vancouver has completed 50% design development drawings for the new artificial turf field (no change from November 2024.)

Lucas Centre Partial Demolition
- The building permit was issued on November 27, 2024.
- The contractor started work immediately following the permit issuance and completion is expected by the end of March 2025.

Lynn Valley Elementary School - Expansion Project
- Construction of the addition is in progress (no change from November 2024)

Mountainside Secondary School – Seismic Upgrade
- Deficiency review of the upper portion of the main entry stairs from Mahon Ave has been completed and the project can now be closed out.

Portables
- New portables at Westview Elementary and Queensbury Elementary Schools are now occupied with some minor work remaining to be completed (no change from November 2024).

Westview Elementary School – Modular Classroom Addition
- The Core Committee has convened and schematic floor plans have been developed for the addition.
- The consulting team will develop cost estimates to share with the Core Committee for December 20, 2024.

School Enhancement Projects
- Seycove Secondary School – Woodshop Dust Collection System – final deficiencies have been resolved and the project is complete
- Windsor Secondary School – Envelope Project
  - The contractor will begin installing new exterior cladding on the south side of the two existing gyms.
  - Window and cladding replacement has begun on the administration block and will progress counter-clockwise around the building during the coming months.

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<p align="center">**Schedule ..C.8...**</p>

<p align="center">**of the**</p>

<p align="center">**Administrative Memorandum**</p>

Meeting Date: December 17, 2024   ⊠ **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 of Education not otherwise covered in the agenda.

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Schedule ..C.9...

of the

Administrative Memorandum

Meeting Date: December 17, 2024   ☒ **Board**   ☐ **Board, in camera**

Topic (as per the Memorandum):   **Report Out – British Columbia School Trustees Association and BC Public School Employers' Association**

Narration:

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

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<p align="center">**Schedule C.10.**</p>

<p align="center">**of the**</p>

<p align="center">**Administrative Memorandum**</p>

Meeting Date: December 17, 2024   ☒ **Board**   ☐ **Board, in camera**

Topic (as per the Memorandum):   **Trustees' Reports/Highlights**

Narration:

The Board Chair will call for highlights from Trustees on their activities on behalf of the Board of Education.

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<p align="center">**Schedule** <u>D</u></p>

<p align="center">**of the**</p>

<p align="center">**Administrative Memorandum**</p>

Meeting Date: December 17, 2024   ☒ **Board**   ☐ **Board, in camera**

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

Narration:

Date and Time	Event	Location
Tuesday, January 21, 2025 at 6:30 p.m.	Public Board Meeting	Education Services Centre 2121 Lonsdale Avenue North Vancouver
Tuesday, February 4, 2025 at 7:00 p.m.	Standing Committee Meeting – Budget Development	Education Services Centre 2121 Lonsdale Avenue North Vancouver
Tuesday, February 25, 2025 at 6:30 p.m.	Public Board Meeting	Education Services Centre 2121 Lonsdale Avenue North 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.

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Administrative Memorandum

Meeting Date: December 17, 2024   ☒ **Board**   ☐ **Board, in camera**

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

Narration:

At the end of the Public Board Meeting, members of the public attending the meeting have an opportunity to obtain clarification concerning the meeting's proceedings. Those who are attending virtually can email publiccomments@sd44.ca or call 604-998-5100 and leave a voice mail. Questions and comments will be accepted until one hour after the adjournment of the meeting. Questions and comments submitted by email or phone will be circulated to the Board of Education.

The Board of Education can respond to comments, or ask staff to respond to comments, made during the Public Question & Comment Period.

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

During 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.

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