

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, November 19, 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 October 22, 2024, be approved as circulated)	6:35 pm
A.4.	Public Questions/Comments *	6:40 pm
A.5.	Educational Presentation: Compassionate Systems Leadership	6:50 pm
B.	Action Items	
B.1.	Proposed Revised Policy 101: Board of Education – Role and Function – Administrative Procedures	7:00 pm
B.2.	Election of a Board Chair	7:10 pm
B.3.	Election of a Board Vice Chair	7:20 pm
B.4.	Election to Provincial Associations: <ul style="list-style-type: none"> • BC School Trustees Association (BCSTA) • BC Public School Employers’ Association (BCPSEA) 	7:30 pm
B.5.	Board/Authority Authorized (BAA) Courses	7:40 pm
B.6.	2025/26 Budget Development Consultation Process	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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C.	Information and Proposals	
C.1.	North Vancouver Parent Advisory Council Annual Report 2023/24	8:05 pm
C.2.	Artificial Intelligence Working Group Update	8:10 pm
C.3.	Committee Reports – Written Update <ul style="list-style-type: none"> • Audit Committee • Policy Review Committee 	8:15 pm
C.4.	Land Management - Written Update	8:20 pm
C.5.	Tuesday, November 5, 2024, Standing Committee Meeting	8:25 pm
C.6.	Superintendent’s Report	8:40 pm
C.7.	Report Out – British Columbia School Trustees Association and BC Public School Employers’ Association	8:45 pm
C.8.	Trustees’ Reports/Highlights	8:55 pm
D.	Future Meetings	8:55 pm
E.	Public Question & Comment Period	9:00 pm
F.	Adjournment	9:00 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 6:37 p.m.

A.1. Acknowledgments

Board Chair Munro acknowledged the traditional territorial lands of the Sk̓wx̓wú7mesh (Squamish) Nation and səliłwətaʔt (Tsleil-Waututh) Nation.

A.2. Approval of Agenda

Moved by D. Anderson

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

Seconded by K. Mann

Carried

A.3. Approval of Minutes

Moved by A. Wilson

that the minutes of the public board meeting of September 24, 2024, be approved as circulated.

Seconded by G. Tsiakos

Carried

A.4. Public Question/Comment Period

There were no public questions or comments received by the Board.

A.5. Educational Presentation: Feeding Futures

Dr. Pius Ryan, Superintendent, welcomed Tine Parker, District Vice Principal, Healthy Schools, to provide an update on the Feeding Futures program that provides fresh, locally produced food to all students.

The presenter responded to Trustees' questions.

B.1. Statutory Right of Way – Cheakamus Centre

Secretary Treasurer Jacqui Stewart advised that Telus proposes to place fibre optic lines along 8 parcels of land in the Cheakamus Centre and attach the new service lines to existing utility poles. To allow this project to proceed, Telus will require their own statutory right of way to access the lands for placement and maintenance of the fibre optic lines. The Board must adopt a bylaw to approve access for Telus.

Moved by K. Mann

That The Board of Education of School District No. 44 (North Vancouver) Cheakamus Data Transmission Right of Way Bylaw, 2024 be read a first time;

Seconded by A. Wilson

Carried

Moved by A. Wilson

That The Board of Education of School District No. 44 (North Vancouver) Cheakamus Data Transmission Right of Way Bylaw, 2024 be read a second time;

Seconded by C. Gerlach

Carried

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

Moved by D. Anderson

That The Board of Education of School District No. 44 (North Vancouver) Cheakamus Data Transmission Right of Way Bylaw, 2024 be read a third time, passed and adopted.

Seconded by K. Mann

Carried

B.2. Revised Policy 108: Board of Education – Trustee Code of Conduct

Board Chair Munro advised that the revised policy was approved at the Public Board Meeting on April 16, 2024. Two further enhancements to the policy are now being brought forward, these include Section 6 – Conflict of Interest, and a new Section 7 - Use of Position.

Board Chair Munro responded to Trustees' questions.

Moved by A. Wilson

that the Board of Education approve the Proposed Revised Policy 108: Trustee Code of Conduct, as attached to this Administrative Memorandum of October 22, 2024.

Seconded by G. Tsiakos

Carried

B.3. Revised Policy 108: Board of Education – Trustee Code of Conduct - Administrative Procedures

Board Chair Munro advised that it is the responsibility of the Board of Education to provide the administrative procedures by which the policy would be implemented. The revised procedures have two processes available for addressing complaints under the code: an informal resolution process, and an official complaint process.

Board Chair Munro responded to Trustees' questions.

Moved by A. Wilson

that the Board of Education approve the Proposed Revised Administrative Procedures for Policy 108: Trustee Code of Conduct, as attached to this Administrative Memorandum of October 22, 2024.

Seconded by K. Mann

Carried

B.4. Notice of Motion – Elected Trustee Positions

Board Chair Munro advised that this Notice of Motion was brought forward at the September Public Board Meeting as an information item and introduced Trustee George Tsiakos to speak to this motion.

Trustee Tsiakos moved the motion and then invited discussion and questions related to the motion.

Moved by G. Tsiakos

that the Board of Education adopt the recommended consecutive terms limitation for elected Trustee positions, as outlined in Appendix A, and direct the Superintendent to update the related Policy (or Policies) and Administrative Procedures to reflect these changes.

Seconded by C. Gerlach

Carried

An amendment of the motion made the following change:

Moved by D. Anderson

That the two thirds majority vote is changed to a majority vote.

Seconded by K. Mann

Carried

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

Approved Motion:

that the Board of Education adopt the recommended consecutive terms limitation for elected Trustee positions, as outlined in Appendix A which requires a motion approved by majority vote, and direct the Superintendent to update the related Policy (or Policies) and Administrative Procedures to reflect these changes.

Carried

C.1. Enrolment Update

Superintendent Ryan introduced Assistant Superintendent Adam Baumann, who provided the enrolment updated for Fall 2024.

Assistant Superintendent Baumann responded to Trustees' questions.

C.2. Organization of Classes Update

Board Chair Munro introduced Assistant Superintendent Baumann and District Principal, Administrative Services Justin Wong who presented the organization of classes update for Fall 2024.

The presenters responded to Trustees' questions.

C.3. Committee Reports – Written Update

A written update on the District Screening Committee was included in the Board Package, staff responded to Trustees' questions.

C.4. Land Management – Written Update

A written update on current land management projects was included in the Board Package, staff responded to Trustees' questions.

C.5. Tuesday, October 8, 2024, Standing Committee Meeting

Trustee Mann reported on highlights of the Mental Health and Well-Being Standing Committee Meeting of Tuesday, October 8, 2024. A written update on Standing Committee Meeting was included in the Board Agenda Package for information.

C.6. 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.6. Report Out – British Columbia School Trustees Association and BC Public School Employers’ Association

Trustee Anderson provided an update regarding the BC School Trustees Association.

Trustee Mann and Trustee Wilson provided an update on the BCSTA Metro Meeting.

Trustee Gerlach had no updates regarding the BC Public School Employers’ Association.

C.7. Trustees’ Reports/Highlights

Trustees shared their recent highlights, for activities from September 25 to October 22, 2024, with an emphasis on their roles as school liaisons.

- Meetings attended by Trustees included:
 - Public Board Meeting
 - Standing Committee Meeting
 - Trustee Seminars
 - District Student Leadership Council Committee Meeting
 - BCSTA Legislative Committee Meeting
 - BCSTA Metro Branch Meeting
 - North Shore Standing Committee on Substance Use Meeting
 - School Calendar Committee Meeting

- Events attended by Trustees included:
 - Art Education, For Life – Artists for Kids Speaker Series at the Gordon Smith Gallery
 - City of North Vancouver Mayor’s Gala
 - Dinner with the Executive for the North Vancouver Teachers’ Association
 - Kindergarten Information Session for 2025/26 School Year
 - National Day for Truth & Reconciliation events across the school district
 - Moving to Adulthood – Support for Youth with Diverse Abilities Transition Fair
 - Various Parent Advisory Council Meetings
 - Various school visits or events including Braemar Elementary, Blueridge Elementary, Carson Graham Secondary, Cleveland Elementary, Lynnmour Elementary, Mountainside Secondary, Seymour Heights Elementary, Windsor Secondary

D. Future Meetings

Date and Time	Event	Location
Tuesday, November 5, 2024 at 7:00 p.m.	Standing Committee Meeting	Education Services Centre 2121 Lonsdale Avenue North Vancouver
Tuesday, November 19, 2024 at 6:30 p.m.	Public Board Meeting	Education Services Centre 2121 Lonsdale Avenue North Vancouver
Tuesday, December 17, 2024 at 6:30 p.m.	Public Board Meeting	Education Services Centre 2121 Lonsdale Avenue North Vancouver

E. Public Question/Comment Period

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

No questions or comments were brought forward.

F. Adjournment

The established agenda being completed, Board Chair Munro adjourned the meeting at 8:38 p.m. and thanked those who attended.

Certified Correct:

Jacqui Stewart
Secretary Treasurer

Linda Munro
Chair, Board of Education

Date

Date

Schedule .A.A..
of the
Administrative Memorandum

Meeting Date: November 19, 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.

Schedule .A.5..
of the
Administrative Memorandum

Meeting Date: November 19, 2024 **Board** **Board, in camera**

Topic (as per the Memorandum): **Educational Presentation – Compassionate Systems Leadership**

Narration:

Compassionate Systems Leadership is one of three core elements of the Ministry of Education and Child Care Mental Health in Schools Strategy. Compassionate Systems Leadership is supported through the Human Early Learning Partnership and anchored in the work of Peter Senge.

Compassionate Systems Leadership is:

1. A method for creating change in the way a system is working to address complex challenges.
2. An integrated framework for development of skills and knowledge to effectively progress systems change initiatives.

Compassionate Systems Leadership defines the Core Leadership Capacities as:

- Self Leadership – cultivating compassion, self-awareness and mindfulness practices
- Relational Leadership – building authentic connections within generative spaces
- Systems Leadership – understanding and fostering connections between self, others, and the broader system.

Jeremy Church, Director of Instruction, and Kim Jonat, Principal of Carson Graham Secondary, will offer a synopsis of leadership development in this area over the past year, briefly explain some of the most impactful mental models and frameworks from the Compassionate System Leadership toolkit, and share how Compassionate Systems Leadership is being implemented in, and having an impact on, schools in the North Vancouver School District.

Schedule B.1..
of the
Administrative Memorandum

Meeting Date: November 19, 2024 **Board** **Board, in camera**

Topic (as per the Memorandum): **Proposed Revised Policy 101: Board of Education – Role and Function – Administrative Procedures**

Narration:

At the October 2024 Public Board meeting, the Board of Education approved a motion to add term limits to elected Trustee positions, including Board Chair and Vice-Chair, representative and alternate for the British Columbia School Trustees Association (BCSTA) Provincial Council and the British Columbia Public School Employers' Association (BCPSEA). The Superintendent was directed to update the related policy or administrative procedures to reflect these changes.

Policy 101: Board of Education – Role and Function - Administrative Procedures has been amended to include the term limits for elected positions, including a provision for suspension of term limits in certain circumstances. An additional section has been included outlining the Board's requirement to elect representatives to the two provincial associations.

Attachments:

- Proposed Revised Policy 101: Board of Education – Role and Function - Administrative Procedures (with highlighted changes)
- Proposed Revised Policy 101: Board of Education – Role and Function – Administrative Procedures (no changes highlighted)

RECOMMENDED MOTION:

that the Board of Education approve the Proposed Revised Policy 101: Board of Education – Role and Function - Administrative Procedures, as attached to this Administrative Memorandum of November 19, 2024.

101: Board of Education – Role and Function

Draft Revised: November 22, 2024

Administrative Procedures

*Statement of Education Policy Order
Mandate for the School System
Province of British Columbia*

School Boards have a duty to govern districts and their schools in accordance with specified powers in a fiscally responsible and cost effective manner. They have a responsibility to ensure that:

- Schools provide students with opportunities for a quality education
- To set education policies that reflect the aspirations of the community and that are consistent with overall provincial guidelines
- To provide leadership and encouragement to schools and the community
- To cooperate with the community and social service agencies in the delivery of non- educational support services to students, and
- To focus on the following areas of district concern:
 1. Implementation of provincial and local education programs
 2. School finance and facilities
 3. Student access and achievement
 4. Teaching performance
 5. Accountability to parents, taxpayers, the community, and to the Province.

Role of Trustees

Trustees shall:

- Become familiar with District policies and procedures, meeting agendas, and reports in order to participate in Board business
- Refer queries, issues, or problems raised by a parent or community member about a school or school policy to the appropriate staff and, where appropriate, inform the Superintendent or designate
- Keep the Board and the Superintendent informed in a timely manner of all matters coming to his/her attention that might affect the School District
- Support the decisions of the Board and monitor progress to ensure decisions are implemented
- Share the materials and ideas gained from a trustee development activity with fellow trustees at the next available opportunity
- Stay current with respect to provincial, national, and international educational issues and trends
- Attend school and District functions when invited and when possible
- Act as a liaison to assigned schools. Advise the assigned Trustee if they plan to visit a school, in an official capacity, to which they are not assigned
- Fulfill ad hoc committee and representational assignments as appointed by the Board

- Attend all scheduled meetings of the Board; in the event of an unavoidable absence, trustees shall inform the Board Chair

Roles of the Board Chair and Vice-Chair

The Chair and Vice-Chair of the Board shall be elected at the inaugural meeting of the Board and annually thereafter.

The Chair shall preside at all meetings of the Board and consequently the Chair:

- Ensures that such meetings are conducted in accordance with the School Act and the Board's policies and procedures, and where silent, Robert's Rules of Order.
- Manages meeting agenda and discussions to those issues which, according to Board policy, are clearly within the Board's jurisdiction
- May vote at the same time as other Trustees on all motions placed before the Board for action
- Chairs Board meetings with all commonly accepted powers
- Upholds decisions on behalf of the Board.

The Chair represents the Board in deliberations with other boards of education or agencies unless another Trustee is so designated.

The Chair will act as spokesperson for the Board and shall be assisted in this task by the Superintendent or designate as needed.

The Vice-Chair of the Board shall, in the absence of the Chair, perform all duties of the Chair while acting in that capacity.

In the absence of both the Chair and Vice-Chair, the Trustees present at a Board meeting shall elect a temporary Chair for that meeting.

Election to Provincial Associations

The Board is required to elect two (2) 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.

The Board is required to elect two (2) Trustees to the British Columbia Public School Employers' Association (BCPSEA). One Trustee is to serve as the Board's representative and one Trustee is required to serve as an alternate.

Term Limits for Elected Positions

A Trustee elected to the position of Chair, Vice Chair, BCSTA Representative, BCSTA Representative (Alternate), BCPSEA Representative, or BCPSEA Representative (Alternate) is eligible to serve a maximum of two (2) consecutive one (1) year terms in each position.

Upon completion of two (2) consecutive and one (1) year terms in any of these elected positions, a Trustee is ineligible to stand for re-election to the same position for a period of one (1) year.

Suspension of Term Limits

The Board may suspend the application of two (2) consecutive one (1) year terms limitation. Suspension requires a motion approved by majority vote of Trustees present and entitled to vote on the motion to suspend.

Board of Education specific areas of responsibility include:

1. Accountability

The Board shall:

- Act in accordance with all statutory requirements of federal and provincial legislation to implement educational standards and policies
- Be responsible for the improvement of student achievement in the school district
- Establish policies governing the provision of education services in the school district
- Manage the school district's resources on behalf of the public and strive to improve its capacity to serve the public interest
- Make fiscally responsible decisions on educational and budget matters
- Conduct itself and its business in an environment that is free of prejudice, bias, and conflict of interest
- Act as a body of final appeal regarding decisions that significantly affect the education, health, or safety of a student.

2. Community Engagement

The Board shall:

- Make decisions that address the needs and demands of the entire school district
- Establish processes and provide opportunities for community input
- Strive to ensure stakeholders, the public and employees have access to full, accurate and clear information on Board decisions and actions
- Report the strategic plans and achievement of students and staff to the community, at least annually
- Promote two-way communication between the Board's partner and community groups, municipal, provincial, and federal governments, and business governing authorities.

3. Planning

The Board shall:

- Provide overall direction for the school district by establishing a vision, values and strategic priorities
- Develop and approve the school district's long-term strategic plans
- Monitor progress toward the achievement of student outcomes and other desired results
- Annually evaluate the effectiveness of the school district in achieving

established goals and objectives

4. Policy

The Board shall:

- Make the final decision for the approval of all policy statements in accordance with *Board Policy 103 – Board of Education Policy Development*.

5. Board/Superintendent Relations

In accordance with the *School Act* and subject to *Board Policy 602:*

Superintendent of Schools, the Board shall:

- Select the Superintendent
- Provide the Superintendent with clear corporate direction
- Delegate administrative authority in accordance with specified powers and duties
- Respect and support the authority of the Superintendent to exercise professional judgment and leadership and to carry out executive actions within the delegated discretionary powers of the position
- Evaluate the Superintendent and review compensation in accordance with the Superintendent's contract.

6. Board Development

On an annual basis, the Board shall:

- Evaluate the Board's effectiveness in fulfilling its role and function
- Prepare a plan for Board development, aligned with its priorities.

Resources

[Policy 103: Board of Education – Policy Development](#)

[Policy 104: Board of Education – Meetings](#)

[Policy 108: Board of Education – Code of Ethics](#)

[Policy 602: Superintendent of Schools](#)

101: Board of Education – Role and Function

Draft Revised: November 22, 2024

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The Board shall:

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In accordance with the *School Act* and subject to *Board Policy 602:*

Superintendent of Schools, the Board shall:

- Select the Superintendent
- Provide the Superintendent with clear corporate direction
- Delegate administrative authority in accordance with specified powers and duties
- Respect and support the authority of the Superintendent to exercise professional judgment and leadership and to carry out executive actions within the delegated discretionary powers of the position
- Evaluate the Superintendent and review compensation in accordance with the Superintendent's contract.

6. Board Development

On an annual basis, the Board shall:

- Evaluate the Board's effectiveness in fulfilling its role and function
- Prepare a plan for Board development, aligned with its priorities.

Resources

[Policy 103: Board of Education – Policy Development](#)

[Policy 104: Board of Education – Meetings](#)

[Policy 108: Board of Education – Code of Ethics](#)

[Policy 602: Superintendent of Schools](#)

Schedule .B.2..
of the
Administrative Memorandum

Meeting Date: November 19, 2024 **Board** **Board, in camera**

Topic (as per the Memorandum): **Election of a Board Chair**

Narration:

The Board is required by its [Policy 104: Board of Education - Meetings](#) to elect one of its members to be Chair of the Board. Under the authority of [Policy 101: Board of Education - Role and Function](#) and Section 67 (4) of the *School Act*, the election of a Chair shall generally adhere to the following standard format:

- (i) call for nominations for the position of Chair of the Board for the term commencing December 1, 2024 and ending November 30, 2025, or until a successor has been elected;
- (ii) declare the Chair elected if there is only one nomination;
- (iii) if there is more than one nomination, appoint two scrutineers and conduct an election by ballot;
- (iv) announce the successful candidate; and,
- (v) if necessary, call for a Board resolution authorizing the destruction of the ballots.

Secretary Treasurer Jacqui Stewart will call for nominations for the position of Chair of the Board for the term commencing December 1, 2024, and ending November 30, 2025, or until a successor has been elected.

Schedule .B.3..
of the
Administrative Memorandum

Meeting Date: November 19, 2024 **Board** **Board, in camera**

Topic (as per the Memorandum): **Election of a Board Vice Chair**

Narration:

In keeping with Section 67 (4) of the *School Act* and as required by Board [Policy 101: Board of Education - Role and Function](#), the Board Chair will conduct the election for a Vice Chair for the term commencing December 1, 2024, and ending November 30, 2025, or until a successor has been elected. The Board Chair will adhere to the format used to elect the Chair.

Schedule ..B.4..
of the
Administrative Memorandum

Meeting Date: November 19, 2024 **Board** **Board, in camera**

Topic (as per the Memorandum):

Election to Provincial Associations:

- **BC School Trustees Association (BCSTA)**
- **BC Public School Employers' Association (BCPSEA)**

Narration:

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

[BCSTA](#) is a non-profit, voluntary organization dedicated to assisting boards of education in their key work: improving student achievement through community engagement. The key work concept, which BCSTA introduced in 1998, explains in straightforward terms what it is that school trustees are elected to do, and how they do it.

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

[BCPSEA](#) is the accredited bargaining agent for the province's 60 public boards of education, for unionized teaching and support staff in the British Columbia K-12 public education system.

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

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

Procedure:

1. the Chair will call for nominations for the Board's representative to each of the respective organizations for the term of January 1, 2025 to December 31, 2025 or until a successor has been elected.
2. declare the representative elected if there is only one nomination.
3. if there is more than one nomination, appoint two scrutineers and conduct an election by ballot.
4. the Chair will announce the successful candidate.
5. repeat steps 1 to 4 for the Board's alternate representative to the organization.

Schedule ..B.5..
of the
Administrative Memorandum

Meeting Date: November 19, 2024 **Board** **Board, in camera**

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

The following courses have been reviewed and revised by school district staff and the North Vancouver Teachers’ Association (as per Article F.23 of the Collective Agreement). Following the review, Dr. Pius Ryan, Superintendent of Schools, reviewed and approved the Board Authorized Courses (BAA), as attached to this Administrative Memorandum of November 19, 2024.

The following locally developed courses are recommended to the Board of Education for approval:

New Courses:

- 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 November 19, 2024.



Board / Authority Authorized Course Leadership 10

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: 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.
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Learning Standards

Curricular Competencies (Do)	Content (Know)
<p><i>Students are expected to do the following:</i></p> <p>Leadership</p> <ul style="list-style-type: none"> • 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 <p>Collaboration:</p> <ul style="list-style-type: none"> • 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 	<p><i>Students are expected to know the following:</i></p> <p>Leadership</p> <ul style="list-style-type: none"> • different leadership styles and their strengths and weaknesses • ethical principles and how to apply them to decision-making • historical and contemporary examples of leaders <p>Collaboration:</p> <ul style="list-style-type: none"> • team dynamics and how to work effectively with others • how to listen actively and communicate clearly • conflict resolution strategies <p>Communication:</p> <ul style="list-style-type: none"> • 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 <p>Critical Thinking:</p> <ul style="list-style-type: none"> • critical thinking strategies to analyze problems and develop solutions • goal setting and decision-making frameworks to evaluate options and make sound choice

<p>Communication:</p> <ul style="list-style-type: none"> • 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. <p>Critical Thinking:</p> <ul style="list-style-type: none"> • 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. 	
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<p>Big Idea – Elaborations</p>
<p>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:</p> <ul style="list-style-type: none"> • <i>Physical self:</i> How we perceive our physical appearance and health. • <i>Social Self:</i> How we see ourselves in relations to others and our social roles. • <i>Academic Self:</i> How we evaluate our intellectual ability and academic performance. • <i>Emotional Self:</i> How we understand and manage our emotions.

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

<p>Content – Elaborations</p>
<p>goal-setting frameworks: can include developing SMART goals</p>

Recommended Instructional Components:

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

- 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



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:

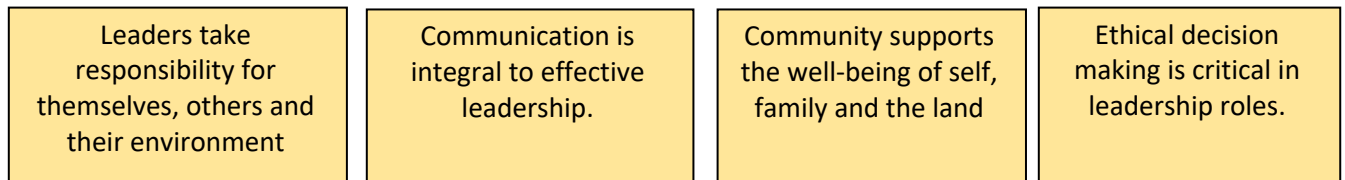
Declaration of First Peoples Principles of Learning:

- 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



Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Leadership</p> <ul style="list-style-type: none"> • Define leadership in terms of common leadership models. • Recognize personal values through leadership inventory exercises. • Analyze leadership styles through self-reflection, journaling, and collaboration. • Differentiate leadership models through class • conversation, brainstorming, and other activities. <p>Communication</p> <ul style="list-style-type: none"> • Synthesize and apply information communicated through workshops, presentations and guest speaking. • Apply communication strategies through cooperative learning strategies. <p>Community and Collaboration</p> <ul style="list-style-type: none"> • Work toward planning and managing a school or community event both independently and in a group • Utilize strategies to build trust and work effectively in small groups • Use interactive leadership games to promote inclusion throughout the school community. <p>Action</p> <ul style="list-style-type: none"> • Investigate leadership opportunities inside school and local community. • Carry out a leadership initiative using the leadership cycle and reflect on service. 	<p><i>Students are expected to know the following:</i></p> <p>Leadership</p> <ul style="list-style-type: none"> • leadership is a skill and can be learned • good leadership is ethical and inclusive • leadership includes vision, empowerment, reflection and challenge. • leadership is often not easy. <p>Communication</p> <ul style="list-style-type: none"> • effective communication is vital for all leadership roles • positive communication can be empowering • collaboration requires effective communication. <p>Community</p> <ul style="list-style-type: none"> • healthy communities lead to healthy individuals • leaders play an integral role in the health of their communities • communities incorporate the voices and talents of many • collaboration in strong communities occurs on a regular basis. <p>Action</p> <ul style="list-style-type: none"> • small incremental changes can lead to powerful results. • action needs to be sustainable and ethical • 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	
<p>good leadership: can include detailed studies of leadership traits and their application in various contexts.</p> <p>ethical theories: Overview of ethical frameworks and their application to real-world scenarios.</p>	

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:

- 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.
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Learning Standards

Curricular Competencies	Content (Know)
<p><i>Students are expected to do the following:</i></p> <p>Understanding Leadership</p> <ul style="list-style-type: none"> • 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. 	<p><i>Students are expected to know the following:</i></p> <p>Leadership</p> <ul style="list-style-type: none"> • principles and history of leadership • key characteristics leaders use to empower others (e.g., empathy, listening, stewardship) • good leadership is ethical and inclusive <p>Communication and Team Building</p> <ul style="list-style-type: none"> • effective communication techniques (listening, empathy, clarity, cultural

<p>Communication and Team Building</p> <ul style="list-style-type: none"> • demonstrate effective listening and communication skills. • build trust and foster collaboration within teams. <p>Community Service</p> <ul style="list-style-type: none"> • plan and manage community service events with a service-oriented approach. • engage and mobilize community resources for events. • supporting others in effective goalsetting. <p>Coaching and Mentorship</p> <ul style="list-style-type: none"> • apply coaching techniques that support peer and mentee development and well-being. • serve as a mentor and role model through various contexts. <p>Ethical Decision Making</p> <ul style="list-style-type: none"> • analyze and address ethical dilemmas. • develop a personal code of ethics grounded in servant leadership. 	<p>awareness, providing and receiving feedback)</p> <ul style="list-style-type: none"> • conflict resolution strategies (being respectful, active listening, accepting responsibility, collaboration, celebrate improvement, open-mindedness) <p>Community Service</p> <ul style="list-style-type: none"> • collaboration and understanding perspectives • event planning principles (people, place, time) • goalsetting strategies <p>Coaching and Mentorship</p> <ul style="list-style-type: none"> • 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 <p>Ethical Decision Making</p> <ul style="list-style-type: none"> • how to make ethical decisions based on personal and team values • how to Identify personal values
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Content – Elaborations
<p>event planning principles: can include budgeting, scheduling, risk management, and community involvement in event planning.</p> <p>goal setting strategies: can include developing SMART goals</p>

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.

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.

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

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

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

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Communication Skills</p> <ul style="list-style-type: none"> • apply effective strategies for communicating clearly with students in the classroom • model cooperation and respect in the learning process • utilize active listening skills and effective questioning skills • demonstrate effective interpersonal and intrapersonal skills • recognize, understand and appropriately respond to verbal and non-verbal communication • self-monitor understanding of instructions and ask for clarification when necessary <p>Learning Support in the Classroom</p> <ul style="list-style-type: none"> • apply strategies to reinforce concepts introduced by the teacher • provide support and encouragement to help the student: <ul style="list-style-type: none"> • develop a positive self-image 	<p><i>Students are expected to know the following:</i></p> <p>Communication</p> <ul style="list-style-type: none"> • Conflict management techniques • Techniques for clear and effective communication with students of varying abilities • Approaches for effective communication with other educators in the classroom. <p>Learning Support in the Classroom</p> <ul style="list-style-type: none"> • 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. • Awareness of intervention techniques for assisting students who may need additional help. • First Peoples' perspectives on learning

- 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.**

<p>Personal and Social Responsibility</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • (ex) confidentiality • Use self-assessment and reflection to develop an awareness of own strengths, preferences, and skills <p>Inquiry Based Learning</p> <ul style="list-style-type: none"> • 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 	<p>Personal and Social Responsibility</p> <ul style="list-style-type: none"> • 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.
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Curricular Competencies - Elaborations
<ul style="list-style-type: none"> - 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
<ul style="list-style-type: none"> - 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).

- **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.

- 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.

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

First People's Principles of Learning

- 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
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Planning</p> <ul style="list-style-type: none"> • 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 <p>Applying Skills</p> <ul style="list-style-type: none"> • 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • 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 measurable 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

<p>Reflecting</p> <ul style="list-style-type: none"> • 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 	
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Curricular Competencies – Elaborations
<p>Prior learning: relevant skills and knowledge from previous experiences in formal and informal learning contexts.</p> <p>Subject specific: discipline-specific skills and knowledge</p> <p>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.</p>

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

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

- **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, 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

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

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Explore and create</p> <ul style="list-style-type: none"> • 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 <p>Reason and reflect</p> <ul style="list-style-type: none"> • 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 <p>Communicate and document</p> <ul style="list-style-type: none"> • 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. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ pre-production ○ production ○ post-production ○ design for lifecycle • use of animation principles to create emotional response and convey ideas, including: <ul style="list-style-type: none"> ○ 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

<p>Connect and expand</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • various forms of 2D animation and 3D animation • 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
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Content – Elaborations
<ul style="list-style-type: none"> • 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)

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](#)

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 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 allows students the freedom to explore at their own pace of learning and create novel animations 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.

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 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 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

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
<p><i>Students are expected to be able to do the following:</i></p> <p>Explore and create</p> <ul style="list-style-type: none"> • 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 <p>Reason and reflect</p> <ul style="list-style-type: none"> • 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ pre-production ○ production ○ post-production • methods of digital animation • use of animation principles to create emotional response and convey ideas, including: <ul style="list-style-type: none"> ○ 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

<p>Communicate and document</p> <ul style="list-style-type: none"> • 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. <p>Connect and expand</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
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Curricular Competencies - Elaborations
<ul style="list-style-type: none"> • 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

- **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](#)

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,

- 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 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 design you must

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.

BIG IDEAS

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

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Explore and Create</p> <ul style="list-style-type: none"> • 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 <p>Reason and Reflect</p> <ul style="list-style-type: none"> • 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 <p>Communicate and Document</p> <ul style="list-style-type: none"> • document, share, and appreciate graphic design in a variety of contexts 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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:

<ul style="list-style-type: none"> • 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 <p>Connect and Expand</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> ○ Hierarchy and Contrast ○ Positive and Negative space ○ Emphasis and Focal Point ○ Unity <ul style="list-style-type: none"> • 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
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Curricular Competencies - Elaborations
<ul style="list-style-type: none"> • 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

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](#)

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 sophisticated 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.

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

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.

- **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.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Explore and Create</p> <ul style="list-style-type: none"> • 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 <p>Reason and Reflect</p> <ul style="list-style-type: none"> • 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Substitute ○ Combine ○ Adjust ○ Modify ○ Put to other uses

<p>materials, technologies, processes, and environments in designing</p> <ul style="list-style-type: none"> • 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 <p>Communicate and Document</p> <ul style="list-style-type: none"> • 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 <p>Connect and Expand</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> ○ Eliminate ○ Reverse <ul style="list-style-type: none"> • identify and explore different Graphic Design styles and strategies • Graphic Design production skills: <ul style="list-style-type: none"> ○ Ideation and Innovation ○ Sprinting and rough produce assessment ○ Refining final product • Advanced use of the following Elements of Design to solve a design problem by creating an emotional response and convey ideas: <ul style="list-style-type: none"> ○ Point, Line and Plane ○ Texture ○ Shapes/Forms ○ Color ○ Typography • Advanced use of the following Principles of Design to solve a design problem by creating an emotional response and convey ideas: <ul style="list-style-type: none"> ○ Hierarchy and Contrast ○ Positive and Negative space ○ Emphasis and Focal Point ○ Unity • use of the following Principles of Design to solve a design problem by creating an emotional response and convey ideas: <ul style="list-style-type: none"> ○ Space and its Nature ○ Balance and Rhythm ○ Scale ○ Grid ○ Movement • How to draw from: <ul style="list-style-type: none"> ○ Cultural symbols and motifs ○ Humour ○ Gestalt ○ Image manipulation ○ Synthesis ○ The unexpected ○ Juxtaposition ○ Borrowing from language ○ 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
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	<ul style="list-style-type: none"> • 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
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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

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

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](#)

Schedule .B.6..
of the
Administrative Memorandum

Meeting Date: November 19, 2024 **Board** **Board, in camera**

Topic (as per the Memorandum): **2025/26 Budget Development Consultation Process**

Narration:

The North Vancouver Board of Education will be undertaking a public consultation process for the development of the 2025/26 annual budget. The proposed plan for the process affords opportunities for education partners and the public to discuss their budget priorities through meetings, as well as submit written comments.

The proposed process involves the Board inviting education partners: the North Vancouver Parent Advisory Council (NVPAC); District Student Leadership Council (DSLCC), North Vancouver Teachers' Association (NVTAA), Canadian Union of Public Employees (CUPE Local 389), and North Vancouver Administrators' Association (NoVA), both local First Nations and the public, to attend budget information and discussion sessions that provide opportunities for their input. Consultation with the local First Nations will also occur through the Indigenous Education Council which includes representation from the Squamish, Tsiel-Waututh Nation and Metis Nation of BC.

Presentations in February and March, by school district staff, will inform attendees of the financial status and the provincial government requirements used to develop the annual budget. This information will provide opportunities for informed dialogue regarding budget priorities. At the March 4, 2025 Standing Committee Meeting, education partners will be provided an opportunity to make a presentation about their top three priorities or provide written submissions.

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 following process and timelines are proposed for the 2025/26 budget development:

- 1. February 4, 2025 – Public Standing Committee Meeting**
 - Staff presentation and discussion of issues and opportunities related to the development of the 2025/26 Preliminary Budget include:
 - a) Amended operating grant 2024/25 (for the current fiscal year);
 - b) Three-year forecast, financial risks, assumptions, and future considerations;
 - c) Review of the 2024/25 budget priorities and themes (from the current fiscal year) and how that will support budget planning for the 2025/26 budget (for the next fiscal year).
- 2. February 4 – March 4, 2025 – Input on Budget Development**
 - Email comments may be submitted at budgetcomments@sd44.ca or written submission to the Secretary Treasurer.
- 3. March 4, 2025 - Public Standing Committee Meeting – Finance and Facilities**
 - Partner group presentations or submission of top three priorities. Participation in this activity will be at the discretion of each Partner group;
 - Staff presentation and discussion of issues and opportunities related to the:
 - a) Enrolment analysis;

- b) Revenue analysis;
- c) Expense analysis;
- d) Financial risks and assumptions; and,
- e) Budget priorities in alignment with the Strategic Plan 2021-2031.

4. April 15, 2025 – Public Board Meeting

- Presentation of recommended priorities, adjustments and improvements, as proposed by the education partners, the public and staff, for consideration and inclusion by the Board of Education in the 2025/26 Annual Budget.

5. May 20, 2025 – Public Board Meeting

- 2025/26 Annual Budget Bylaw presented for approval and adoption by the Board of Education; and,
- Motion to approve the Use of Operating Surplus (if needed).

This timeline allows approval of the Annual Budget Bylaw at the June 17, 2025 Public Board meeting if additional time is required.

Information will be posted on the school district website about the budget development process. In addition, the budget development process will be highlighted in various communications to the school district community, including social media with intent to draw public interest and engage stakeholders.

RECOMMENDED MOTION:

that the Board of Education approve the proposed consultation process and timelines identified within Board Schedule B.6. for the development of the 2025/26 annual budget.

Schedule C.1.1
of the
Administrative Memorandum

Meeting Date: November 19, 2024 **Board** **Board, in camera**

Topic (as per the Memorandum): **North Vancouver Parent Advisory Council Annual Report 2023/24**

Narration:

The North Vancouver Parent Advisory Council (NVPAC) provides a collective voice for parents in the North Vancouver School District (NVSD). The NVPAC liaises with Parents' Advisory Councils (PACs) at all schools across the NVSD and provides valuable feedback to the Board of Education, senior executive staff, and the BC Council of Parent Advisory Councils (BCCPAC), its provincial affiliate.

The North Vancouver Board of Education provides an annual grant of \$7,500 to the NVPAC to support activities. As a condition of receiving the annual grant, the NVPAC provides a summary report to the Board on its major activities during the school year.

The North Vancouver Parent Advisory Council will present the NVPAC's Annual Report for the 2023/24 school year.

Schedule .C.2..
of the
Administrative Memorandum

Meeting Date: November 19, 2024 **Board** **Board, in camera**

Topic (as per the Memorandum): **Artificial Intelligence Working Group Update**

Narration:

The North Vancouver School District established an Artificial Intelligence Working Group consisting of educators and administrators dedicated to exploring the potential and challenges of Artificial Intelligence in education. Members include:

- Assistant Superintendent, Adam Baumann
- Director of Information & Communication Technology, Teodora Dotzeva
- Director of Instruction – Learning Services, Suzette Dohm
- District Principals, Jeeniece Chand, Greg Hockley and Janis Mann
- Secondary School Principal, Mark Barrett
- Elementary School Principals, Joe Campbell, Brigette Gerandol, Jillian Gordon and Dean Yeo
- Secondary School Teachers, Alysia Francis and Simon Worley

The working group is collaborating with a Metro Vancouver Artificial Intelligence consortium, which brings together representatives from multiple school districts across the region to learn together and consult with experts in the field. The objective is to strengthen the North Vancouver School District’s approach to Artificial Intelligence in education.

The main areas of focus for the working group include exploring how Artificial Intelligence can enhance creative and critical thinking among learners, assessing the educational benefits of Artificial Intelligence tools, addressing ethical considerations, and determining the support and resources needed for successful integration. The working group is also working to finalize the North Vancouver School District’s guiding beliefs regarding the role and use of Artificial Intelligence in schools, which will serve as a foundational framework for how and when Artificial Intelligence tools are integrated into classroom learning.

The working group presented at the October Principals’ Meeting, to provide an overview of the technology, introduce tools and discuss its potential impact on learning. Additionally, the working group recently surveyed school administrators to collect insights into their experiences with Artificial Intelligence, its impact on learners’ skills, and any additional support they might require. The helping teachers are also working directly with staff and learners through meetings, professional development sessions, and classroom visits to support Artificial Intelligence learning.

Looking ahead, the working group will analyze the survey responses, which are due November 30, 2024. These insights will guide the working group in developing additional resources, expanding professional development, and crafting a strategic roadmap for Artificial Intelligence integration across the school district.

Schedule .C.3..
of the
Administrative Memorandum

Meeting Date: November 19, 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:

Audit Committee
Policy Review Committee

Audit Committee – November 2024

The North Vancouver School District Audit Committee was first introduced in 2016 to assist the Board of Education in fulfilling its oversight responsibilities for the financial reporting process, the system of internal control, the audit process, the Board of Education's process for monitoring compliance with laws and regulations and the codes of conduct, and the budget process.

The Audit Committee convened on November 14, 2024, and was attended by Audit Committee Members, Trustees Daniel Anderson, Trustee Kulvir Mann, Trustee Antje Wilson and Independent Financial Expert Roy Uyeno. Staff in attendance were Arlene Martin, Assistant Superintendent, Jacqui Stewart, Secretary Treasurer, Helena Drury, Director of Financial Services, and Rain Hou, Manager, Budgets and Forecasting.

The primary purpose of the November meeting was to review the draft budget consultation process for 2025/26. The Committee provided recommendations on additional information that should be included in the timelines, and approved a recommendation that the Board adopt the schedule as revised. Additional items discussed included:

- 1701 enrolment update;
- financial results to October 31, 2024;
- update on major capital spending; and
- statement of financial information.

The next Committee meeting is scheduled on February 13, 2025.

Policy Review Committee – November 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 members for 2024/25 include:

- Dr. Pius Ryan, Chair, Superintendent
- Linda Munro, Trustee Representative, North Vancouver Board of Education
- Antje Wilson, Trustee Representative, North Vancouver Board of Education
- Tony Volpe, President, CUPE Local 389
- Jennifer Branston, Chair, North Vancouver Parent Advisory Council
- George Dusenberry, Member at Large, North Vancouver Parent Advisory Council
- Tristan Crowther, Principal, Dorothy Lynas Elementary, Representative, North Vancouver Administrators' Association
- Sanjeet Johal, Principal, Queensbury Elementary, Representative, North Vancouver Administrators' Association
- Courtney Johnstone, Vice Principal, Blueridge Elementary, Representative, North Vancouver Administrators' Association
- Katrina Russell, President, North Vancouver Teachers' Association
- Vicky Vinaric, Vice President, North Vancouver Teachers' Association
- Zeyus Spenta, Student, District Student Leadership Council
- Aaron Porter, Student, District Student Leadership Council

The Committee is supported by Chloe Scott, Executive Assistant to the Superintendent.

The Policy Review Committee held its first meeting of the 2024/25 school year on October 17, 2024. Committee Chair, Dr. Pius Ryan, introduced new and returning Committee members and presented a brief overview of Policy Development in the North Vancouver School District. The Committee review the Terms of Reference and were introduced to the Policy Manual and the workplan for the school year ahead. The Committee was provided updates on the following policies under review:

- Policy 205: Outdoor Education;
- Policy 206: Continuing Education;
- Policy 207: Field Trips; and,
- Policy 212: Animals in the Classroom

Policy 205 and Policy 206 are expected to be reviewed at the next Policy Review Committee meeting.

The next meeting is scheduled on Monday, November 25, 2024.

**Schedule .C.A..
of the
Administrative Memorandum**

Meeting Date: November 19, 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 – November 2024

Land Management Update – November 2024

Carson Graham Secondary School – Heat Pump Renewal

- Project is underway with completion expected for late fall 2024.

Cheakamus Centre’s Environmental Learning Centre – Envelope Rehabilitation

- Roof deficiency – leak being addressed under new roof warranty.

Cloverley Elementary School

- Contract has been issued to general contractor, Pomerleau Inc.
- The City of North Vancouver issued a Manager’s Approval to Proceed letter on November 6, 2024 allowing the contractor to proceed with:
 - Full site mobilization;
 - Excavation including site clearing, grubbing, stripping and some grading cut / fill; and
 - Select tree removal, pruning and canopy lifts.
- The Building Permit Application was submitted March 15, 2024. Full building permit is required by November 29, 2024 to avoid project delays.

Handsworth Secondary School – Artificial Turf Field

- The District of North Vancouver has completed 50% design development drawings for the new artificial turf field.

Lucas Centre

- Work is underway with a team of consultants to complete the City of North Vancouver requirements for a Building Alteration Permit. The partial demolition will remove the failed sections of the building.
- The building permit is expected to be issued in November.
- The contractor will mobilize immediately thereafter with completion expected by February 2025.

Lynn Valley Elementary School - Expansion Project

- Construction of the addition is in progress.

Mountainside Secondary School – Seismic Upgrade

- Upper portion of the main entry stairs from Mahon Ave have been replaced and new handrails have been installed. Architectural deficiency review to be scheduled to close out the project.

Portables

- New portables at Westview Elementary and Queensbury Elementary Schools are now occupied with some minor work remaining to be completed.

Westview Elementary School – Modular Classroom Addition

- Initial design discussions are underway. Committee design input sessions will follow shortly.

School Enhancement Projects

- Seycove Secondary School – Woodshop Dust Collection System – final deficiencies being resolved.
- Windsor Secondary School – Envelope Project
 - The contractor commenced work in late September, with removal of exterior wall finishes at the south side of the two existing gyms.
 - Contractor will work counter-clockwise around the building, with wall and window replacement work during the course of the coming months.

**Schedule .C.5.
of the
Administrative Memorandum**

Meeting Date: November 19, 2024 **Board** **Board, in camera**

Topic (as per the Memorandum): **Tuesday, November 5, 2024 Standing Committee Meeting**

Narration:

The Board of Education will find attached the meeting summary from the November 5, 2024 Truth, Healing and Reconciliation Standing Committee Meeting.

Trustee George Tsiakos will report on highlights of the meeting.

Attachment:

Meeting Summary – Board of Education Standing Committee, November 5, 2024

**BOARD OF EDUCATION STANDING COMMITTEE
Education and Programs**

NORTH VANCOUVER SCHOOL DISTRICT

Meeting Summary of November 5, 2024

Meeting Summary of the Board of Education's Standing Committee Meeting held at the Education Services Centre, 2121 Lonsdale Avenue, North Vancouver, British Columbia on Tuesday, November 5, 2024.

Call to Order

Trustee George Tsiakos called the Truth, Healing and Reconciliation Standing Committee meeting to order at 7:00 p.m., thanking those in attendance for participating with the School District. The traditional territorial lands of the Skwxwú7mesh (Squamish) Nation and səliłwətaʔt (Tsleil-Waututh) Nation were acknowledged.

Truth, Healing and Reconciliation:

Rose Greene Siyameythel, District Principal of Indigenous and Equity Education outlined the agenda focused on "Where have we been? Where are we now? and Where are we going?". The presentation highlighted documents that informed decision making for the school district including the Strategic Plan Goal. Additional context highlighted demographics and education outcomes for Indigenous students in the Framework for Enhancing Student Learning.

Rose Greene facilitated story sharing from the students, staff and Elders about their Truth, Healing and Reconciliation journey.

In closing the meeting, Trustee Tsiakos acknowledged thanked the participants for sharing their stories and attendees for their participation.

The presentation can be found online: [2024/25 Public Meetings](#)

Next Meeting

February 25, 2025

Schedule .C.6..
of the
Administrative Memorandum

Meeting Date: November 19, 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.

**Schedule ..C.7..
of the
Administrative Memorandum**

Meeting Date: November 19, 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.

**Schedule ..C.8..
of the
Administrative Memorandum**

Meeting Date: November 19, 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.

**Schedule ..D.....
of the
Administrative Memorandum**

Meeting Date: November 19, 2024 **Board** **Board, in camera**

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

Narration:

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 – 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.

**Schedule ...E....
of the
Administrative Memorandum**

Meeting Date: November 19, 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.