**EDUCATION AND PROGRAMS STANDING COMMITTEE**

**NORTH VANCOUVER SCHOOL DISTRICT**

**Meeting Notes: Tuesday, January 15, 2008**

**Meeting Attendance:**
Trustees and representatives of NVPAC, Canadian Parents for French, Elementary Administrators, and Secondary Administrators attended the meeting, as did members of District Staff and Senior Administration. This meeting was held in the Multipurpose Room at Windsor Secondary School. A number of interested members of the public attended, including a group of French Immersion parents whose children are currently in grade 6 at French Immersion Schools in the eastern part of the District.

**Meeting Notes:**
***First Nations Support Program at Windsor Secondary***
Program Teacher, Nancy Deminger, who is also the English Department Head at Windsor Secondary School, presented an overview of the support program offered for First Nations and Aboriginal students who attend Windsor Secondary School. The program features support for completion of assignments, events and field trips of cultural relevance, and specific tutoring in the areas of English and Mathematics. Two students spoke sincerely of the value of the program in supporting their progress toward graduation and increasing their sense of belonging in the school.

***The Structure of the French Immersion Program K-12***
Lyse Guay, District Facilitator for French Programs, gave an overview of the Ministry of Education requirements for French Immersion programs in the Province of British Columbia. Many individuals are not fully aware of the fact that numbers of courses taught in French at the high school level diminish from 3 or 4 in grades 8-10 to a single course in grade 12. A bilingual graduation diploma is issued upon successful completion of the French Immersion Program.

***History of the French Immersion Program in North Vancouver***
The Implementation of the French Immersion program has been very successful in North Vancouver School District. The District currently has both early immersion (starting in Kindergarten or grade 1) and late immersion (starting in grade 6) programs. Early Immersion is offered at Dorothy Lynas, Sherwood Park, Ross Road, Larson, Braemar, and Cleveland Elementary Schools. The single late immersion program currently offered is situated at Braemar Elementary School. One or two additional late immersion sites will open in September 2008, if there is sufficient enrollment. One site will be at Boundary Elementary School and the second site will be in the eastern part of the School District, subject to enrollment.

***Plans for the Introduction of a Third Secondary French Immersion Site at Windsor Secondary School***
The School District plans to go ahead with the opening of a third site for Secondary French Immersion in September 2009 at Windsor Secondary School. A number of parents of children who would be in the initial grade 8 class at Windsor sought assurances on a number of issues, including critical numbers of students, class sizes, teacher recruitment, suitable elective course taught in French, textbooks, and library resources. An additional meeting with parents of students currently in grade 6 French Immersion at Sherwood Park and Dorothy Lynas Schools will be held specifically for the purpose of planning appropriate resources and supports for grade 7-8 transition. This meeting will be held at Windsor Secondary School within the next six weeks.

***Progress Report on the First Nations and Aboriginal Education Enhancement Agreement***
Mark Lefroy, District Principal for School and Program Services, presented information on the Goals of the First Nations/Aboriginal Education Enhancement Agreement, which has been in effect since June 2006. The agreement features goals in the areas of academic success, completion rates, and increasing the sense of belonging in our schools for students of First Nations and Aboriginal ancestry. The committee that advises on the implementation of the agreement has concentrated this year on addressing the sense of belonging. Mr. Lefroy gave evidence of a large number of successes in this area, including improved attendance rates at many grade levels. Further attention will need to be paid to the enhancement of academic success and the improvement of graduation rates.