

## **North Vancouver School District – Community Advisory Working Group**

### **January 30, 2012 – Meeting Summary Notes**

**Facilitator** Dorli Duffy

#### **Working Group Members**

Attending:

Cooper Heibloem, Student, Keith Lynn  
Anna Simmons, Student, Youth Learning Centre  
Krista Tulloch, Parent, Braemar Elementary  
Myles Aikenhead, PAC Chair, Carson North Campus  
Laura Mack, Keith Lynn PAC  
Kelly Skuse, Youth Learning Centre PAC  
Heather McTaggart, Principal, Braemar Elementary School  
Jeremy Church, District Administrator  
Maureen Stanger, District Administrator  
Carolyn Berg, Community Representative  
Brian Wilson, Community Representative  
Keith Collyer, Community Representative (Alternate)  
Troy Vassos, Community Representative  
Lynne Charbonneau, Community Representative  
Bernie Blake, North Vancouver Recreation Commission  
Mark Jefferson, Assistant Superintendent  
Monty Bell, Director of Instruction, Learning Services  
Ian Abercrombie, Director Facilities and Planning  
Irene Young, Secretary Treasurer  
Trustee Cyndi Gerlach

Absent:

Kevin Macauley, Community Representative [Keith Collyer attended]  
Trustee Susan Skinner

#### **1.0 Objectives**

On January 30, 2012, the North Vancouver School District Community Advisory Working Group (CAWG) held their first meeting at the Leo Marshall Curriculum Centre. The meeting objectives were to:

- To provide an overview of the background, context and scope of work for the Community Advisory Working Group
- To confirm Community Advisory Working Group mandate, roles, responsibilities, expected outcomes and process timeline
- To solicit working group member perspectives regarding operational considerations, needs and concerns associated with the North Vancouver School District Learning Centre at Balmoral
- To clarify next steps including additional information needs, homework and subsequent meetings

This document provides a brief summary of discussions held during the meeting.

#### **2.0 Introductions**

The meeting began with introductions of working group members. The Working Group is comprised of a diverse group of parents, teachers, administrators, community members, Trustees, and partner organizations. Mark Jefferson welcomed working group members and offered an overview of the

background and context for the CAWG. The facilitator reviewed the Working Group mandate, roles and responsibilities, expected outcomes and timelines. Mark then provided an overview of the programs and services being considered for location at the North Vancouver School District Learning Centre at Balmoral, including:

- Community Learning Program (CLP) (Board decision)
- Other candidate programs & services
  - Distributed Learning
  - Continuing Education
  - District Services
  - Community Use

A copy of the PowerPoint presentation is posted on the North Vancouver School District's website [\[link\]](#)

### 3.0 Overview of Programs

During the overview of programs being considered for location at the North Vancouver School District Learning Centre at Balmoral, questions and requests for information emerged.

A request was made to circulate the following documents:

1. NVSD 10-year Strategic Plan [\[link\]](#)
2. NVSD 3-year Operating Plan [\[link\]](#)
3. Report of the Community Learning Program Working Group to the February 2011 Board meeting [\[link\]](#)
4. Architectural summary report providing criteria that rated the candidate facilities
  - a. **Action:** Ian Abercrombie to identify graphic information to be circulated as well.

Summary of points of clarification, questions and requests for information made during the program overview:

1. Request that comparative, "incremental" information be provided: e.g., How many staff work at Balmoral now, and how many would work there under with the Community Learning Program (CLP)?
2. Request to use "plain speak" to help lay people understand terms (e.g., define YEWs, SEAs, etc.)
3. Correction on presentation Slide #20 – Students attending CLP may be aged 14-19 (not 18) and in grades 9-12
4. Clarification re: staff on site – CLP support services staff may number 3-4 people per day, and that the community services partners may number 3-4 people per day. It was also noted that community services partners retain their main centres of operation, and visit CLP on an as-needed basis.
5. Clarification re: Choices program and CLP – these are not programs of choice. Students are placed, or assigned, to these programs.
6. Clarification re: Distance Learning program – numbers of students attending the Distributed Learning (DL) program at Balmoral are being reviewed. Conservative estimate of 40-50 per day. Request made to factor in future projections – do we expect these numbers to increase or decrease? Clarification that the goal is to have stronger DL centres at each of the secondary schools.

### 4.0 Breakout Group Discussions

Working Group members participated in one of four breakout groups to discuss the following questions in relation to the five candidate programs or services:

**Question #1** – What operational considerations are important to support a successful program?

**Question #2** – What needs or concerns have been raised in relation to these operational considerations? Are there others?

The findings of their discussions in response to the above questions are summarized below by program or service. Questions or requests for information specific to programs or services have been included as well.

Although participants were not asked to identify measures to address these issues, needs or concerns, some measures and strategies were offered. These measures have been included below in relation to the specific issue, by program, but are only a partial list of options. Meeting #2 on February 27 will provide for a more fulsome discussion of measures and strategies once all the issues, needs and concerns have been identified and understood.

#### 4.1 Community Learning Program (Board decision to locate at Balmoral)

The Board of Education decided on November 15, 2011 to locate the newly formed Community Learning Program at Balmoral. Working Group members identified the following operational considerations, issues, needs and concerns:

<b>CLP – Operational Considerations</b>	<b>CLP – Issues, Needs and Concerns</b>
Hours of operation	<ul style="list-style-type: none"> <li>• Request that earlier start time be considered (e.g., 7:30 am)</li> <li>• Flexibility of programming – (e.g., some students take 10 of 20 blocks per week, thereby leading to variable attendance (and timing of attendance) at school)</li> </ul>
Number of students	
Physical facilities to meet program needs <ul style="list-style-type: none"> <li>• Classes, multi-use areas, labs, etc.</li> <li>• Foods program, larger gym, science labs, workshop, kitchen</li> </ul>	
Program elements and design to meet student needs <ul style="list-style-type: none"> <li>• Access to electives</li> <li>• Access to sports teams (e.g., go to Carson Graham for football)</li> <li>• Self-paced</li> <li>• Life skills course</li> </ul>	
Access to staff, community agencies and support services	<ul style="list-style-type: none"> <li>• Wrap-around services for CLP students – would group have to be there for only 175 students?               <ul style="list-style-type: none"> <li>○ Certain hours CLP only</li> <li>○ Certain hours community too</li> </ul> </li> </ul>
Ease and safety of access for students	<ul style="list-style-type: none"> <li>• Student drivers (number of new drivers (L's, N's))</li> <li>• Noise along the Mahon/ Queens corridor from foot traffic</li> <li>• Continuous steam/ trickle of students rather than 3 rushes (beginning, middle, end)</li> </ul>

CLP – Operational Considerations	CLP – Issues, Needs and Concerns
(continued) Ease and safety of access for students	<ul style="list-style-type: none"> <li>• Sidewalk on only one side of Mahon</li> <li>• Lack of sidewalk along West Kings, Osborne, West Windsor</li> <li>• Littering</li> <li>• Trail leading to Red Fern – concern re: access and supervision</li> </ul>
Ease of access and parking for staff and community partners	<ul style="list-style-type: none"> <li>• Traffic and parking – concentration of traffic at peak times and limited parking spaces <ul style="list-style-type: none"> <li>◦ Traffic is a key concern</li> </ul> </li> <li>• Translink – Bus #232 – opportunity to increase frequency of this route and other relevant routes? (e.g., Phibbs to Grouse along Queens)</li> </ul>
Transportation management	<ul style="list-style-type: none"> <li>• Pedestrian safety <ul style="list-style-type: none"> <li>◦ Sidewalk on only one side of Mahon</li> <li>◦ Lack of sidewalk along West Kings, Osborne, West Windsor</li> </ul> </li> <li>• Noise and littering from foot traffic</li> </ul>
Transit scheduling to meet needs	<ul style="list-style-type: none"> <li>• Transit access</li> </ul>
<p>Community awareness of the value and need for CLP, and an understanding of how the program is coordinated</p> <ul style="list-style-type: none"> <li>• Destigmatization of alternate student profile</li> <li>• Education of community regarding CLP codes of conduct, safety management, entrance and exit process, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Desire for communications mechanism to assist with community questions and concerns (e.g., Ambassadorship function)</li> <li>• Means of addressing issues that occur at CLP</li> <li>• Communication with community and other partners</li> <li>• Transparency of discussion with respect to safety (e.g., care taken when taking in students to programs)</li> <li>• Opportunity for connections and relationships with other schools and the neighbourhood, (e.g., Welcome breakfast)</li> <li>• Commitment of the Board to a positive environment for students in alternative programs; e.g., no graffiti, bars on windows, aesthetically pleasing.</li> </ul>
Appropriate coordination and supervision	<ul style="list-style-type: none"> <li>• Student supervision – at school, to and from school</li> <li>• Neighbourhood safety - proximity to other schools</li> <li>• Proximity of two other schools</li> <li>• Fear of elementary school student walking by Balmoral</li> <li>• Low number of disciplinary issues – more student/ teacher relationships</li> <li>• Supervision of students - higher level of supervision than typical high school.</li> </ul>

**Community Learning Program – Summary of Questions and Information Requests**

- Info request: Please provide YLC parking numbers
  - To be reviewed for February 27<sup>th</sup> mtg
- Question: Who takes care of vandalism and crime?

- In the North Vancouver School District, criminal behavior is handled by the RCMP and any connections to schools are worked in a collaborative effort between the RCMP and the specific school.
- Info request: Please continue to provide clarity on as much information as possible.
- It was confirmed that the Key Program is remaining at its current location near Ron Andrews Recreation Centre.

The following questions were received after Meeting #1 from the Braemar PAC:

- **Question:** Regarding the future need for secondary school sites, is there a plan for where students will go / how the Balmoral site will be used?
  - Answer: Yes, Balmoral will be retained for future school district needs.
- **Question:** How have different student behaviours been considered; e.g., the needs of the student populations at Braemar and the Community Learning Program as they relate to safety and healthy choices; e.g., smoking, youth involved with the justice system.
  - Answer: The School District has had an implementation team in place for nearly a year working on both the educational and transitional needs of the students to the Community Learning Program.
- **Question:** There is concern about how CLP youth may interact with younger students en-route to/from school; e.g., language and behaviour. How will a safe and positive climate be maintained?
  - Answer: All schools in our School District have a Code of Conduct. There is an expectation that all students comply with the Code of Conduct going to and from school and during school hours.
- **Question:** What is the business case for the program; i.e., the renovation costs versus the length of the program? How long is the CLP anticipated to run in this location?
  - Answer: The Community Learning Program will be operating out of the Balmoral site. The proposed renovation costs are designed to offer CLP students the same learning environment, opportunities, and services as are provided to all other students in the School District.
- **Question:** Will the costs for changes to the building be broken out to show costs for the CLP versus District Support Services and Recreation Commission use?
  - Answer: Yes.

#### **Community Learning Program – Other (including suggestions for measures or strategies)**

- Pedestrian safety
  - Need one consistent sidewalk from Balmoral to Queens
  - Need improved access for students taking transit from Lonsdale - no sidewalks from Osborne / Kings
- Discouraging Loitering
  - Clean up brambles on south side of campus - dark, currently a hang out spot after hours. The bushes could become a smoking area
- Community use of property
  - Suggestions of walking track, dog walking area, opportunities to increase community use of the site
  - There is a desire for safe access to fields and play spaces for younger children
- Promoting community relations
  - Welcome back lunch breakfast hosted by CLP for community to attend and see their programs
- Opportunity to make wrap-around services available to others

**4.2** The CLP at Balmoral Secondary School will have “wrap around” support services for our students. These services are already in place within our school district at the present location of KLASS, YLC, and TDP. These services are for the CLP students only and the support services will not be using the Balmoral site as a primary office space.

### 4.3 District Support Services (DSS)

DSS – Operational Considerations	DSS – Issues, Needs and Concerns
Physical warehousing space	<ul style="list-style-type: none"> <li>• Don't want to displace areas required for other programs</li> </ul>
Access and parking for staff	
Loading zones and vehicle access, elevator access	

#### **DSS – Summary of Questions and Information Requests**

- **Question:** Will teacher workshops be delivered at Balmoral?
  - Answer: As with all schools in the North Vancouver School District, there are professional development workshops occurring from time to time. The regular scheduled (daily) professional development activities/workshops presently held at the LMCC will not be held at the CLP (Balmoral)
- **Question:** What is the level of traffic associated with this service?
  - Answer: The van makes one run to schools (approximately once per day) with science and math kits.

### 4.4 Continuing Education (Adult Education) (CE)

CE – Operational Considerations	CE – Issues, Needs and Concerns
Hours of operation	<ul style="list-style-type: none"> <li>• Hours of use and timing of use contributing to traffic volumes</li> <li>• Positive effects of adults on youth (role modeling)</li> <li>• 9-11:30 – start and end times can accommodate adults who are parents of students attending NVSD schools (opportunity to adjust CE timing)</li> </ul>
Number of students	
Physical facilities to meet program needs	
Transit schedules to meet needs	
Parking requirements	<ul style="list-style-type: none"> <li>• Traffic volume and <b>parking</b> requirements               <ul style="list-style-type: none"> <li>○ Concern related to potential growth/expansion of the program resulting from increased demand)</li> </ul> </li> <li>• Limited parking on site</li> <li>• Parking on side streets (potential community impact)</li> <li>• Pedestrian safety in neighbourhood</li> </ul>
Ease of access by students	<ul style="list-style-type: none"> <li>• Existing traffic related to Braemar</li> <li>• Pedestrian safety in neighbourhood</li> <li>• Noise and littering from foot traffic</li> </ul>
Opportunity for program expansion over time (or not)	

#### **Continuing Education – Summary of Questions and Information Requests**

- Financial Viability –
  - **Question:** Is this program financially viable? Should it continue? Numbers of students may drop if ministry funding changes

- Answer: The present funding model of Adult Education is being reviewed by the Ministry of Education. The present funding model does not fully support the resources allocated to the program
- Parking requirements -
  - Question: How many cars currently drive to Lucas for the CE programs there?
  - Answer: Approximately 130 cars currently between the hours of 9-11:30 at the Lucas Centre. This number is being monitored and will be reviewed at February 27<sup>th</sup> meeting
  - Question: What are the expected parking requirements for CE students?
  - Answer: The required parking spaces for the CE students would depend upon the scale of the program
  - Question: How many parking spaces are at Balmoral, and how many do staff currently use?
  - Answer: There are presently 65 parking spaces on the Balmoral site. Staff currently use all spaces
  - Request for data collection on parking use and traffic levels
  - Action: A traffic study of the Braemar area is currently under review by the District of North Vancouver. Meetings with the Braemar Community have been held (December 2011). The District of North Vancouver is currently beginning to review traffic patterns involving the Balmoral Location. [[Link to recorded District of North Vancouver Council Meeting](#) on January 23, 2012, Agenda Item 8.5. School Traffic and Safety Studies. [Link to Agenda and Reports](#)]
- Potential locations for CE program
  - Question: Could the CE program be located elsewhere for day programs?
  - Answer: A review of space was conducted by the school district and no space is available for a day program in other schools. The CE program could be offered in the evenings at other locations.
- Question: What does the CE program currently involve?
  - Answer: Currently only 8 morning classes with approximately 200 students

**Continuing Education – Other (including suggestions for measures or strategies)**

- Managing Traffic and Parking
  - Consider pay parking for CE students
  - Could fields be turned into parking lots?
  - Managing traffic – need more driveways to and from Balmoral
  - Manage Braemar traffic users by creating a one way street
  - Adjust parking regulations
  - One group expressed a strong preference for the location of CE program at another site due to significant traffic and pedestrian concerns

**4.5 Community Use**

Community Use – Operational Considerations	Community Use – Issues, Needs and Concerns
Hours of operation	
Timing of programs	
Physical space with separate access (gym, cafeteria, etc.)	<ul style="list-style-type: none"> <li>● Opportunity to use existing facilities and fields</li> <li>● Desire to discourage loitering</li> <li>● Consider addition of lights for basketball at night</li> <li>● Opportunity for walking track, dog walking area; opportunities to increase community use of the site?</li> <li>● Consideration for daycare/ childcare program or space?</li> </ul>
Transit schedules to meet needs	

Access and parking requirements for users	<ul style="list-style-type: none"> <li>• Traffic volume and parking requirements – concern about volume of traffic and limited number of parking spaces</li> <li>• Pedestrian safety in neighbourhood</li> <li>• Concern about loss of school property to more parking</li> </ul>
Program coordination and supervision	<ul style="list-style-type: none"> <li>• Supervision</li> <li>• Security and safety for night time use</li> </ul>
Sustainability and maintenance	

### **Community Use – Summary of Questions and Information Requests**

- Current and projected use
  - Question: How much is gym used today? Compare this with projected use.
  - Question: Get present data re: gym and field rental information
  - Question: What is the pattern of use (adult vs. students participating in programs)?
  - Question: Who is using Balmoral facilities now? Who used them historically?
    - **Action**: Ian Ambercrombie will provide this information to working group members.
- Parking
  - What would be the cumulative effect of CLP staff parking, and recreation commission parking (Daily? Evenings?)?
- Fields at Balmoral
  - Question: Will fields be kept? Will they continue to be available for community use?
  - Answer: There are no plans to change the playing fields from their current use.
  - Question: Will Balmoral have sports teams that use the field?
  - Answer: The playing fields at Balmoral site will be used in the same manner as all other playing fields in the school district.
- Question: What kinds of program are being considered? Who will be using the space?
  - Answer: The Recreation Commission and the North Vancouver School District have not entered into formal discussions regarding “joint use” on the Balmoral site
- Question: What would access look like?
  - Answer: The terms and agreement would be determined through a partnership/joint use agreement between the North Vancouver School District and the Recreation Commission.
- Question: Will portables be removed to reclaim tennis courts and basketball courts?
  - Answer: Yes
- Question: Who is responsible for supervision and maintenance related to Community Use programs?
  - Answer: The terms and arrangement of supervision and program options would be determined through a partnership/joint use agreement between the North Vancouver School District and the Recreation Commission.
- Question: Is there an opportunity to add the Learning Together program for Sutherland
  - Answer: There are no plans to move the Learning Together Program from Sutherland Secondary School to the Balmoral site.

The following question was received from the Braemar PAC after Meeting #1:

- Question: Would there be an opportunity for an after-school care program accessible to Braemar and/or André Piolat families; e.g., Kids Club?
  - Answer: The discussion about after-school care for students will be referred to discussions about Community Use at the CAWG’s future meetings.

### **Community Use – Other (including suggestions for measures or strategies)**

- Parking
  - Consider parking space limitations when accepting programs or community uses (e.g., activities that enroll 30 or less students/ participants)

- Need for increased number of parking spaces?
- Not OK to create more parking to include more services.
- Hours of operation –
  - Stagger program start and stop times
  - Provide adequate switch over time to mitigate parking overflow
- Loitering - Make area welcoming but not conducive to hanging around
  - "Loiter-proofing" buildings – improve exterior lighting
  - Lighting for security (potential concern for neighbours)
  - Possible night time use - keep it open, light, bright.

#### 4.6 Distributed Learning (DL)

DL – Operational Considerations	DL – Issues, Needs and Concerns
Hours of operation	there are no set start times
Number of students and timing of use	<ul style="list-style-type: none"> <li>• Student access to these programs</li> <li>• Concern re: potential for program growth or expansion and therefore more student attending</li> <li>• Not all DL students attend the centre</li> <li>• Some courses are now only offered at CLP because there aren't staff available to support DL in schools</li> </ul>
Physical facilities for program	<ul style="list-style-type: none"> <li>• Space needed for tutorial space, computer labs, etc.)</li> </ul>
Transit schedules to meet needs	
Parking and access for staff	<ul style="list-style-type: none"> <li>• Parking and traffic</li> </ul>
Ease of access for external students	
Support for technological infrastructure	
Awareness of DL program within the District	<ul style="list-style-type: none"> <li>• DL students work independently at mainstream secondary schools</li> </ul>

#### ***Distributed Learning – Summary of Questions and Information Requests***

- Expected number of students to participate in DL program at Balmoral
  - Question: How many students would be attending DL at Balmoral, at what times, during the day?
  - Answer: Students attend DL on an irregular basis. Typically there are not more than 10 students attending the DL classroom at a given time.
- Parking limitations
  - Transportation data is being collected re: how students get to the DL program (transportation choices)

#### ***Distributed Learning – Other (including suggestions for measures or strategies)***

- Managing numbers of students
  - Provide invigilation at home schools
  - Look at growth – keep core group and distribute expansion of program to schools
  - Preferences for satellite DL centres in each high school

## **Summary of Next Steps and Homework**

Meeting notes will be posted to the NVSD website and circulated to email contacts.

Homework for working group members:

- 1) Review and circulate meeting notes from January 30, 2012 meeting
- 2) Send all information requests to Mark Jefferson [mjefferson@nvsd44.bc.ca](mailto:mjefferson@nvsd44.bc.ca)

## **Next Meeting**

The objectives of the February 27, 2012 Community Advisory Working Group's meeting will include:

- Identifying additional issues, needs or concerns
- Considering issues, concerns and measures resulting from Jan 30 meeting
- Considering measures to best address identified concerns

Working Group members are reminded that you have been asked to serve as representatives of your schools, group or organization. Please strive to be inclusive of the array of perspectives within your constituency when circulating information and participating in working group discussions.