

**ADMINISTRATIVE MEMORANDUM**

**Meeting Place:**

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

**Format and Date:**

PUBLIC BOARD MEETING  
Tuesday, April 16, 2024, at  
6:30 p.m.

		Estimated Completion Time
<b>A.</b>	<b>Call to Order</b>	
A.1.	Acknowledgments	6:30 p.m.
A.2.	Approval of Agenda (that the agenda, as recommended in the Administrative Memorandum, be adopted.)	6:30 p.m.
A.3.	Approval of Minutes (that the minutes of the Public Meeting of February 27, 2024, be approved as circulated)	6:35 p.m.
A.4.	Public Questions/Comments *	6:45 p.m.
A.5.	Educational Presentation: Transitions in School	6:55 p.m.
<b>B.</b>	<b>Action Items</b>	
B.1.	Capital Plan Bylaw No. 2024/25-CPSD44-01	7:10 p.m.
B.2.	2024/25 Budget Consultation Update and Board Direction	7:30 p.m.
B.3.	Proposed Revised Policy 108: Trustee Code of Conduct	7:45 p.m.
<b>C.</b>	<b>Information and Proposals</b>	
C.1.	Educational Update: Framework for Enhancing Student Learning	7:55 p.m.
C.2.	Policy 611: Privacy – Administrative Procedures	8:05 p.m.
C.3.	Committee Reports – Written Update <ul style="list-style-type: none"> <li>• French Immersion Advisory Committee</li> <li>• Joint Education &amp; Program Implementation Committee</li> <li>• Policy Review Committee</li> </ul>	8:10 p.m.
C.4.	Land Management - Written Update	8:15 p.m.

\* 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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6:30 p.m.

	Estimated Completion Time
C.5. Tuesday, March 5, 2024, Standing Committee Meeting	8:20 p.m.
C.6. Superintendent's Report	8:35 p.m.
C.7. Report Out - BC School Trustees Association (BCSTA) and BC Public School Employers' Association (BCPSEA)	8:40 p.m.
C.8. Trustees' Reports/Highlights	8:50 p.m.
<b>D. Future Meetings</b>	8:55 p.m.
<b>E. Public Question &amp; Comment Period</b>	9:00 p.m.
<b>F. Adjournment</b>	9:00 p.m.

**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, February 27, 2024.

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

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**A. Call to Order**

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

**A.1. Acknowledgments**

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

**A.2. Approval of Agenda**

Moved by A. Wilson

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

Seconded by K. Mann

Carried

**A.3. Approval of Minutes**

Moved by G. Tsiakos

that the minutes of the public meeting of January 23, 2024, be approved as circulated.

Seconded by D. Anderson

Carried

**A.4. Public Question/Comment Period**

A public comment relating to the new elementary school in the Cloverley neighborhood covered under the Land Management - Written Update was read into the record.

**A.5. Educational Presentation: North Vancouver Online Learning**

Dr. Pius Ryan, Superintendent, welcomed Vice Principal, North Vancouver Online Learning, Jennifer Tieche, to provide an overview of the courses and instructional model offered by the school district.

The presenter responded to Trustees' questions.

**B.1. School District No. 44 (North Vancouver) Amended Annual Budget Bylaw for Fiscal Year 2023/24**

Jacqui Stewart, Secretary Treasurer, introduced Helena Drury, Director of Finance, and Assistant Superintendent Chris Atkinson to present the Amended Annual Budget. Ms. Drury highlighted the timeline of the budget cycle, with a focus on key milestones, and provided an overview of changes in planning assumptions since the 2023/24 Preliminary Annual Budget was adopted on May 23, 2023. Trustees were reminded that the annual budget must be balanced.

The 2023/24 Amended Annual Budget in the amount of \$247,059,540 considers changes in enrolments, revenues and expenditures that have occurred since the adoption of the preliminary budget. The preliminary budget is based on an enrolment forecast developed in February 2023. The additional enrolment reported in September results in higher revenues and higher expenses through increased staffing.

The 2023/24 Amended Annual Budget was reviewed by the Audit Committee on February 15, 2024 and motions recommending that the Board approve the amended budget were approved.

Staff responded to Trustees' questions.

**Recommended Motion 1**

Moved by K. Mann

that the Board of Education rescind the restriction to use \$2,098,707 from the Accumulated Operating Surplus for the 2023/24 Preliminary Budget, as approved on May 23, 2023, and

that the Board of Education approve the restriction from the Accumulated Operating Surplus of \$2,857,896 to balance the 2023/24 Amended Annual Budget.

Seconded by D. Anderson

Carried

**Recommended Motion 2**

Moved by L. Tumaneng

that School District No. 44 (North Vancouver) Amended Annual Budget Bylaw for fiscal year 2023/24 be read a first time;

Seconded by G. Tsiakos

Carried

Moved by D. Anderson

that School District No. 44 (North Vancouver) Amended Annual Budget Bylaw for fiscal year 2023/24 be read a second time;

Seconded by A. Wilson

Carried

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

Moved by C. Gerlach

that School District No. 44 (North Vancouver) Amended Annual Budget Bylaw for fiscal year 2023/24 be read a third time, passed and adopted.

Seconded by G. Tsiakos

Carried

**B.2. Proposed 2023/24 School Calendar for Board Approval**

Superintendent Dr. Ryan introduced Assistant Superintendent Chris Atkinson who provided an overview of the proposed 2024/25 school calendar and the comments received. Staff responded to questions from Trustees.

Moved by K. Mann

that the Board of Education approve the Proposed 2024/25 School Calendar as attached to the Administrative Memorandum of February 27, 2024.

Seconded by D. Anderson

Carried

**C.1. Safe and Healthy Schools Update**

Superintendent Dr. Ryan introduced District Principal, Safe and Healthy Schools, Suzette Dohm who provided an update on initiatives underway in the school district to keep students safe with a particular focus on restricting the use of cell phones and digital devices in schools.

The presenter responded to Trustees' questions.

**C.2 Educational Update - Framework for Enhancing Student Learning**

Superintendent Dr. Ryan introduced Assistant Superintendent Atkinson who provided an update on the priority goal areas and progress within the Framework for Enhancing Student Learning for the 2023/24 school year.

No questions were asked.

**C.3. Committee Reports – Written Update**

Written updates on the Audit Committee, the Inclusion Committee and the Policy Review Committee were included in the Board Agenda Package.

Superintendent Dr. Ryan responded to Trustees' questions.

**C.4. Land Management – Written Update**

A written update on land management was included in the Board Agenda Package.

No questions were asked.

**C.5. Tuesday, February 6, 2024 Standing Committee Meeting**

Trustee Anderson reported on highlights of the Finance and Facilities Standing Committee Meeting of February 6, 2024.

**C.6. Superintendent's Report**

Chair Munro introduced Superintendent Dr. Ryan, to provide an update on activities across the school district over the past month.

No questions were asked.

**C.7. Report Out – British Columbia School Trustees Association (BCSTA) and BC Public School Employers' Association (BCPSEA)**

Trustee Anderson provided an update on the BCSTA Provincial Council.

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

**C.8. Trustees' Reports/Highlights**

Trustees shared their recent highlights, for activities from January 24, 2024 to February 27, 2024 with emphasis on their roles as school liaisons.

• **Meetings attended by Trustees included:**

- Public Board Meeting
- Standing Committee Meeting
- Trustee Seminars
- Public Information Meeting for the new elementary school in the Cloverley Neighborhood

Audit Committee Meeting  
District Student Leadership Council Meeting  
Education Week Planning Committee Meeting  
Inclusion Committee Meeting  
North Shore Table Matters Meeting  
BCPSEA AGM  
BCSTA Financial Resource Trustee Orientation  
BCSTA Leadership Series  
BCSTA Legislative Committee  
BCSTA Provincial Council Meeting  
Ministry of Education and Childcare Partner Liaison Meeting

• **Events attended by Trustees included:**

Alumni Night North Vancouver Wolf Pack game in support for Upper Lynn Elementary  
Careers events in the Arts at the Gordon Smith Galy and Trades at Handsworth Secondary School  
Various festivals including band, choral and jazz and strings  
Post Secondary Planning at Argyle Secondary School  
Safety Blitz at Cleveland Elementary School and Seymour Heights Elementary School  
Visits to: Braemar Elementary, Capilano Elementary, Carisbrooke Elementary, Norgate Elementary, Mountainside Secondary and Upper Lynn Elementary  
Presentation on Anti Racism by Valerie Jerome at Sutherland Secondary School  
Visit by Prime Minister Trudeau to Sutherland Secondary School

**D. Future Meetings**

<b>Date and Time</b>	<b>Event</b>	<b>Location</b>
Tuesday, March 5, 2024 at 7:00 p.m.	Standing Committee Meeting	Education Services Centre 2121 Lonsdale Ave North Vancouver
Tuesday, April 16, 2024 at 6:30 p.m.	Public Board Meeting	Education Services Centre 2121 Lonsdale Ave North Vancouver
Tuesday, May 7, 2024 at 7:00 p.m.	Standing Committee Meeting	Education Services Centre 2121 Lonsdale Ave North Vancouver

**E. Public Question/Comment Period**

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

One question and comment was asked in relation to North Vancouver Online Learning and Educational Presentation respectively.

**F. Adjournment**

The established agenda being completed, Board Chair Munro adjourned the meeting at 9:20 p.m. and thanked those who attended.

Certified Correct:

\_\_\_\_\_  
Jacqui Stewart  
Secretary Treasurer

\_\_\_\_\_  
Linda Munro  
Chair, Board of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Schedule A.4**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** April 16, 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](mailto: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:** April 16, 2024       **Board**       **Board, in camera**

**Topic (as per the Memorandum):**      **Educational Presentation – Transitions in School**

**Narration:**

The *School Act* defines a student’s “educational program” as an organized set of learning activities that is designed to enable learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic, and pluralistic society and a prosperous and sustainable economy.

Director of Instruction, Adam Baumann will provide an overview of the three significant “transitions” in a student’s educational program in their Kindergarten to grade 12 schooling experience. These foundational transitions typically occur when a student enters Kindergarten, transition from elementary at the end of grade 7 to secondary school at grade 8, and when students graduate in grade 12. While most students in North Vancouver start their school experience with the school district in kindergarten, some students enroll after kindergarten, representing a fourth significant transition.

This educational presentation will highlight the dedicated structures and key personnel that support student transitions, student efficacy and belonging, and home-school partnerships.

**Schedule B.1.....  
of the  
Administrative Memorandum**

**Meeting Date:** April 16, 2024  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** Capital Plan Bylaw No. 2024/25-CPSD44-01

**Narration:**

The Ministry of Education and Child Care has provided their written response to the 2024/25 Annual Five-Year Capital Plan submission of June 2023.

The Ministry reviewed all 60 school districts' submissions to determine priorities for available capital funding in the following programs:

- Seismic Mitigation
- Expansion Program
- Replacement Program
- Site Acquisition Program
- Rural District Program
- School Enhancement Program
- Carbon Neutral Capital Program
- Building Envelope Program
- Playground Equipment Program
- Bus Acquisition Program

The Ministry response advised of major capital projects supported to proceed to the next stage, if applicable, as well as minor capital projects from the Ministry's 2024/25 annual capital programs approved for funding and are able to proceed to procurement.

The following tables provide a summary of the Ministry's response for major and minor capital projects for School District No. 44 (North Vancouver) for 2024/25:

**MAJOR CAPITAL PROJECTS**

None approved

**MINOR CAPITAL PROJECTS**

New projects as approved by the Ministry's response dated March 15, 2024.

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Windsor Secondary	School Enhancement Program: Exterior Wall Systems Upgrades (Phase 2)	\$1,000,000	Proceed to design, tender and construction. Project to be completed by March 31, 2025.

As a reminder, in accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a Capital Bylaw for its approved 2024/25 Five-Year Capital Plan and the Board of Education is now required to pass a Bylaw to allow the North Vancouver School District to access the funding outlined in the letter.

Attachment:

*SD No. 44 Capital Project Bylaw No. 2024/2025-CPSD44-01*

**RECOMMENDED MOTION:**

that School District No. 44 (North Vancouver) Capital Bylaw No. 2024/25-CPSD44-01 be read a first time;

that School District No. 44 (North Vancouver) Capital Bylaw No. 2024/25-CPSD44-01 be read a second time;

that School District No. 44 (North Vancouver) Capital Bylaw No. 2024/25-CPSD44-01 be read a third time, passed, and adopted.

**Procedural Note:**

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

**CAPITAL BYLAW NO. 2024/25-CPSD44-01  
CAPITAL PLAN 2024/25**

A BYLAW by the Board of Education of School District No. 44 (North Vancouver) (hereinafter called the "Board") to adopt a Capital Plan of the Board pursuant to Sections 143 (2) and 144 (1) of the *School Act*, R.S.B.C. 1996, c. 412 as amended from time to time (called the "Act").

WHEREAS in accordance with provisions of the *School Act* the Minister of Education (hereinafter called the "Minister") has approved the Board's Capital Plan.

NOW THEREFORE the Board agrees to the following:

- (a) authorizes the Secretary-Treasurer to execute project agreements related to the expenditures contemplated by the Capital Plan;
- (b) upon approval to proceed, commence the Project and proceed diligently and use its best efforts to complete each Project substantially as directed by the Minister;
- (c) observe and comply with any rule, policy or regulation of the Minister as may be applicable to the Board or the Project(s); and,
- (d) maintain proper books of account, and other information and documents with respect to the affairs of the Project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board approved by the Minister that specifies the supported projects in the Ministry's letter of March 15, 2024 from the 2024/2 Capital Plan is hereby adopted.
- 2. This Bylaw may be cited as School District No. 44 (North Vancouver) Capital Bylaw No. 2024/25-CPSD44-01.

READ A FIRST TIME THE 16th DAY OF APRIL, 2024;  
READ A SECOND TIME THE 16th DAY OF APRIL, 2024;  
READ A THIRD TIME, PASSED AND ADOPTED THE 16th DAY OF APRIL, 2024.

**CORPORATE SEAL**

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 44 (North Vancouver) Capital Bylaw No. 2024/25-CPSD44-01 adopted by the Board the 16th day of April, 2024.

\_\_\_\_\_  
Secretary-Treasurer

**Schedule ...B.2....**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** April 16, 2024  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** **2024/25 Budget Consultation Update and Board Direction**

**Narration:**

At the November 21, 2023 Public Board Meeting, the Board of Education approved the budget development consultation process for the 2024/25 Preliminary Annual Budget. The education partners, North Vancouver Parent Advisory Council (NVPAC), North Vancouver Teachers' Association, Canadian Union of Public Employees (CUPE Local 389), North Vancouver Administrators', and District Student Leadership Council were invited to participate in discussions about the 2024/25 budget priorities at the Standing Committee meetings and provide written submissions. The Board requested that the budget priorities be framed in the context of the strategic goal areas of the 2021-2031 Strategic Plan.

At the February 6, 2024, Standing Committee Meeting, the school district presented the context for developing the budget including highlights from the current year and planning assumptions for next year. Participants at the meeting participated in two of six tables, one for each strategic goal. At the table group discussions, staff provided insights into programs and services that support each of the strategic goals.

Interested members of the community were invited to provide suggestions for the 2024/25 budget priorities by written submission or online survey. During the public input period, 264 members of the community responded to the survey with an additional 8 email comments.

The focus of the March 5, 2024 Standing Committee Meeting was gathering recommendations to inform budget development. Senior leadership hosted table discussions by providing context on the strategic plan goal and examples of initiatives that support the strategic goal area, and invited recommendations to enhance goal areas. Attendees participated in discussions on two of the six strategic plan goals.

On March 14, 2024, the Ministry of Education and Child Care announced the 2024/25 preliminary operating grant based on the three-year enrolment forecast submitted by school districts in February 2024. On average, the funding levels for enrolments or supplement for unique students increased by 3.4 percent. The increase in funding levels included negotiated increases for collective agreements in 2023/24 and 2024/25. Adjustments for the 1 percent cost of living adjustment (COLA) for 2024/25 will be provided separately as timing of the approval did not align with the operating grant announcement.

Following the September 1701 enrolment submission to the Ministry, typically the Ministry will revise the operating grant based on actual enrolments and other formula driven changes. The school district's preliminary operating budget is developed based on the preliminary operating grant as announced by the Ministry, leaving any budget shortfall to be funded through an appropriation from the school district's accumulated operating surplus.

Based on the input received from the education partners and community members, the Executive Committee has organized this input and offered recommendations to inform the 2024/25 budget development.

Attachments:

- A. Annual Budget Strategic Priorities - Executive Committee Recommendations

**On line survey responses**

- B. Public Input Survey Results Summary
- C. Detailed Survey Responses

**Input from Education Partners**

- D. March 5, 2024 Standing Committee Budget Input
- E. Principals Budget Input
- F. NVPAC Submission

**RECOMMENDED MOTION:**

that the Board of Education direct staff to proceed with the development of the 2024/25 Annual Budget incorporating the budget priorities recommended by the Executive Committee, as outlined in Appendix A.

## 2024/25 ANNUAL BUDGET STRATEGIC PRIORITIES EXECUTIVE COMMITTEE RECOMMENDATIONS

### FOCUS, ENHANCE AND SUSTAIN

The North Vancouver School District undertakes public consultation to garner input on its Operating Budget priorities. Operating priorities are expected to align with the Mandate for Public Schooling, the School District's Strategic Vision and prudent fiscal management of the organization.

The following themes and general recommendations are provided for the Board of Education's consideration. The Executive seeks direction from the Board of Education to develop the preliminary budget as outlined.

#### Operational Requirements

Primarily, the operating budget supports student enrolment and collective agreement provisions. In addition to direct staffing requirements for the classroom, the operating budget must provide for contractual obligations, inflationary pressures, exempt staff and administrator compensation, facility maintenance, school technology and school resources. Given the continued enrolment growth and recent increases in student enrolments post September 30, it is important that the school district update Long Range Facilities Plan. The plan will inform short-term, medium term and long-term to inform use of schools and capital requests to the Ministry. It is recommended to allocate some resourcing in the preliminary budget for unfunded enrollment and related staffing needs.

#### 2021-2031 Strategic Plan

In the spirit of alignment and coherence, the recommendations for consideration in the 2024/25 budget development are organized in accordance with each aspirational goal area. The following are general directions and not intended to represent an exhaustive or granular list of all priorities and actions.

#### Goal: Student Centered Education

Key to student-centered education is highly qualified and coordinated educational staff that is responsive to student needs. Designing classroom instruction that supports diversity of learners, as well as intentional supports via Learning Services Teachers (LST), English Language Learners (ELL) teachers, other specialists and Educational Assistants is the goal. Professional development opportunities in key pedagogical areas such as Universal Design for Learning (UDL), differentiation of instruction, assessment for learning, adaptive curriculum, as well as literacy and numeracy instruction are recommended. Professional development opportunities are recommended to include LST, ELL teachers, classroom teachers, and additional specialist positions.

Educational Assistants play a central role in supporting learners. As the school district continues to build an understanding of healthy school communities and fostering belonging, Executive recommends the continued support of a continuum of training opportunities for Educational Assistants including mentorship in Competency Based Individual Education Plans (IEPs) and trauma informed practices.

Principals and Vice-Principals lead complex environments and require ongoing support and development to excel. The continued focus on Compassionate Systems Leadership is recommended, as well as targeted in-service and support based on individual growth plans and school specific areas of need.

Executive recommends continued support of the collaboration between school teams and LSTs to foster inclusive learning opportunities for students with neurodiversity who present complex behaviors. It is essential to provide a cohesive program that encompasses home, school, and community to support the holistic development of each student. The Board has made significant investments with the Level 4 team; additional support for assessment, training, and team development inclusive of community partners are recommended, with intentional focus on supporting transition into Kindergarten.

### Goal: Innovative Instruction

Innovation stems from educators working with each other in collaborative inquiry, research and the sharing of practice. Executive recommends that resources be identified to support teacher collaborative inquiry, mentorship opportunities, participation in School Rounds and teacher networks of practice.

The school district has made significant gains in Career Education, increasing the opportunities for students to learn within our community. There has been significant increases in opportunities such as trade fairs, work experience, BC Skilled Trades, Artists in Residence, French Cultural Week and Robotics competition. It is recommended that we continue to enhance, broaden and sustain this work.

School block budgets are intended to support general classroom resources. This noted, resources are needed to augment emerging needs. Executive recommends consideration for district wide resources in areas such as literacy, numeracy, and critical thinking, and to support needs associated with return to linear schedules at secondary.

Generative Pre-trained Transformer Artificial Intelligence (GPTAI) and other emerging technologies will have a profound effect on education. It is recommended that resources be allocated to support the school district's approach and professional understanding as well as development in this area inclusive of assistive technologies and other adaptive learning platforms that allow students to access text to speech functionality, enhanced translation, and language processing.

We recognize the critical role assessment and reporting play in ensuring equitable outcomes for all students. Specific professional development attention is recommended on the implementation of student Individual Education Plans at the classroom level, as well as strategies to support gifted learners such as telescoping the curriculum. Both these priorities reflect a broader objective to invest in learning more about assessment for equity.

### Goal: Welcoming and Inclusive Culture

Central to our work is creating vibrant learning communities where each person can feel belonging, and is valued. As a diverse and changing community, the school district recognizes the importance of teaching and proactively working to ensure a sense of belonging, inclusiveness, and well-being in our school communities.

Employee wellness is central to building strong communities of practice. It is recommended to focus resources on a continuum of activities that promote employee belonging and well-being inclusive of employee orientation, safety at work, mental and physical health.

Executive recommends continued attention to providing learning opportunities (school based and district wide) that build awareness, and understanding that diversity is our strength. This includes training and resources for staff on inclusive language, anti-racism and neurodivergent practices.



Executive recommends focused support for newcomer families inclusive of a more coordinated approach with Settlement Workers, English Language Instruction, cultural awareness and community connections.

The priorities and projects prioritized across the organization will be informed by the School District's Accessibility Plan. The Accessibility Plan outlined various measures to remove and prevent barriers and to promote inclusion for individuals within and interacting with the school district community.

#### Goal: Mental Health and Well Being

Supporting student and staff well-being is a collective effort that requires care and consideration across many different initiatives. There is an ethic of shared responsibility with our education partner groups and other ministries and community agencies. Universal strategies inclusive of support services and resource tools for staff, healthy foods, physical literacy and outdoor education, to targeted strategies inclusive of trauma informed and anxiety prevention, as well as intensive strategies are recommended.

Community, connection and the mental well-being of students and staff continues to be of high priority for the Board's consideration. Additional counselling staff added in 2022/23 that continued through 2023/24 benefited all students. Executive recommends continuing this investment through 2024/25 as the school district continues to assess the long-term impacts of the pandemic.

Executive recommends a continued focus on data informed decision-making with the use of tools such as CHEQ (Childhood Experiences Questionnaire), Middle Years Development Instrument (MDI), the Youth Development Inventory, and the McCreary Survey. Data supports specific areas of focus including student sense of belonging, social media and electronic device management, substance abuse education, sexual health, consent and relationships, and disordered eating. It is recommended that the school district continues developing its relationship with Vancouver Coastal Health to target parent/family education.

#### Goal: Truth, Healing and Reconciliation

Implementation of Bill 40 will enhance the role and influence of the Indigenous Education Council and augment the voice of local Nations. The *Declaration on the Rights of Indigenous Peoples Act* has a significant influence on the relationship between school districts and Indigenous Peoples. Executive recommends that targeted resources remain in place to support the review and update of Board Policy in concert with the Act, and to build stronger relations with Squamish Nation and Tsleil-Waututh Nation.

It is recommended to maintain a focus on Indigenous Ways of Knowing, and provide professional development that supports growing understanding of local First Nations, and history of Canada. Key to this is the continued refinement of graduation courses in Indigenous Education. It is recommended to support the network of educators teaching these courses with Indigenous learning opportunities, greater connections with Knowledge Keepers and relationships with local First Nations.

Student feedback stresses the importance of the visibility of Indigenous staff in schools, as students feel that they understand Indigenous students in a meaningful way, facilitating deeper learning based on mutual understanding and safety. Indigenous support workers who support students offer their stories and lived experience to the school, and Indigenous students benefit from these relationships. Similarly, engagement in learning would be further enhanced by greater incorporation of opportunities to learn on the land and from Elders.

Students are more engaged in learning when they see themselves reflected in their schools and learning materials. It is recommended that the school district continue in its acquisition of current, local and culturally appropriate materials for students as guided by Squamish Nation and Tsleil-Waututh Nation.

#### Goal: Environmental Stewardship

North Vancouver School District prides itself on being the ‘Natural Place to Learn’. Outdoor learning enhances personal well-being, supports learning about our environment and fosters stewardship. It is recommended that the school district continue building upon learning opportunities within the local environment, such as through Cheakamus Centre programming, Salmonids in the Classroom and other variations of outdoor place-based learning.

One recommendation put forward for consideration is for the school district to develop a district-wide curriculum framework designed to support environmental learning and sustainability education. It is also recommended that district level and school-based sustainability initiatives are enhanced. For example, support for energy, water, waste, biodiversity, transport, food systems, and climate resilience learning. The school district might seek out opportunities for greater intentionality especially with dedicated resources to support school teams with capacity building.

Students feel strongly that the school district amplify focus on climate change. To this end, Executive recommends increased opportunities for teacher professional learning and collaboration K-12, through initiating and supporting an instructional network, offering workshops, and supplementing resources. There is significant alignment between sustainability and Indigenous Ways – classroom and corporate practices can be ‘greened’ through improved systemic understanding of sustainability. Schools will be supported and encouraged to develop community based gardens and make more regular use of outdoor learning spaces.

#### Risks and Assumptions

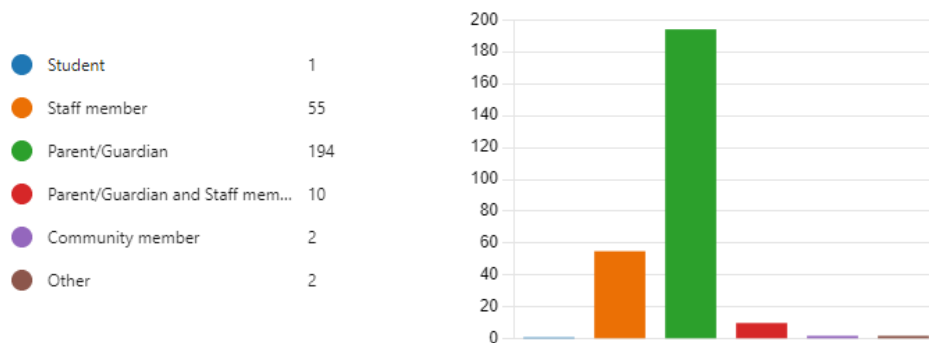
The school district will continue to prioritize and balance the use of all resources, not just for the current fiscal but the longer-term. The school districts uses conservative estimates to avoid overstating revenues, to ensure careful stewardship of funds and risk management.

## Budget Priorities 2024/25: Public Input Survey Results Summary

Each year, the school district undertakes a public consultation process for input on budget priorities that fall under the Operating Budget and align with the school district's strategic priorities (i.e., the six goal areas of the 2021-2031 Strategic Plan).

Below, you will find the results of the Public Input Survey. The public input period was from February 1 to 29, 2024. In total, 264 members of the community responded to the survey.

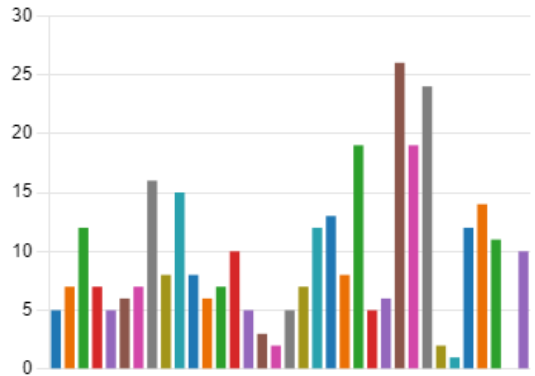
### 1. Are you a



### 2. Which school community are you a part of? Include all that apply (e.g., you may have children who attend more than one NVSD school) or enter "N/A" if not applicable.

Blueridge Elementary	5
Boundary Elementary	7
Braemar Elementary	12
Brooksbank Elementary	7
Canyon Heights Elementary	5
Capilano Elementary	6
Carisbrooke Elementary	7
Cleveland Elementary	16
Cove Cliff Elementary	8
Dorothy Lynas Elementary	15
Eastview Elementary	8
Highlands Elementary	6
Larson Elementary	7

● Lynn Valley Elementary	10
● Lynnmour Xá7elcha Elementary	5
● Montroyal Elementary	3
● Norgate Xwemélch'stn Commu...	2
● Queen Mary Community Eleme...	5
● Queensbury Elementary	7
● Ridgeway Elementary	12
● Ross Road Elementary	13
● Seymour Heights Elementary	8
● Sherwood Park Elementary	19
● Upper Lynn Elementary	5
● Westview Elementary	6
● Argyle Secondary	26
● Carson Graham Secondary	19
● Handsworth Secondary	24
● Mountainside Secondary	2
● North Vancouver Online Learning	1
● Seycove Secondary	12
● Sutherland Secondary	14
● Windsor Secondary	11
● Esilha7an	0
● Other	10



3. **Student-Centred Education:** Provide equity-based education that supports the learning needs of all students.

**We do this by**

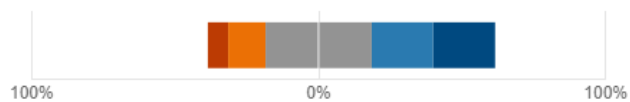
- Improving educational outcomes and promoting personal, social and academic excellence for all students through differentiated instruction.
- Teaching to the diversity of students and embracing all abilities.
- Supporting student goals, priorities and definitions of success.
- Providing opportunities for students to take control of their education and learning.
- Empowering educators to meet the diverse learning needs of students.

**Our approach to advancing this district priority**

- Identify resources to support continued educator professional development in key pedagogical areas, such as Universal Design for Learning, differentiation of instruction, assessment for learning, literacy and numeracy.
- Support a continuum of training opportunities for educational assistants, including trauma informed practices.
- Continue to consider universal and targeted investments to determine the optimal approach to support professional development of school-based administration (i.e., Principals and Vice Principals).
- Continue to support school teams and learning support teachers in the education of neuro-diverse students who exhibit complex behaviour and require a highly guided and coordinated home-school-and community program.

**Using the scale below, please rate our approach to advancing the school district priority, Student-Centred Education, at your school.**

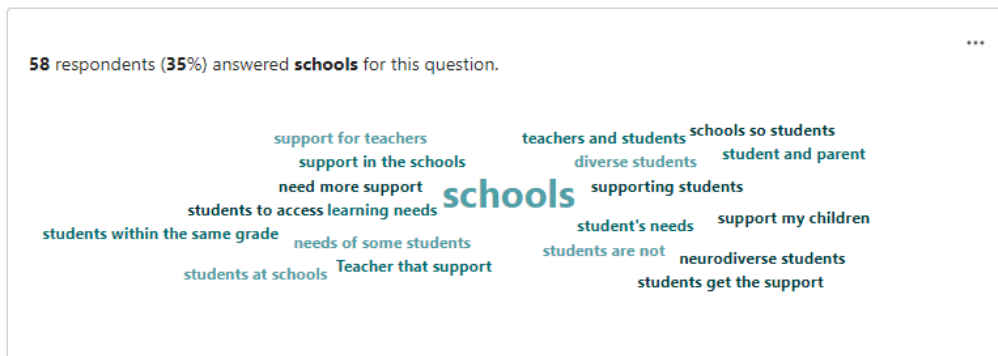
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 ■ More focus  
 ■ Much more focus



4. With consideration to the rating you have given (Q3 above), please provide insights into the specific areas you think the school district should prioritize as they relate to **Student-Centred Education** at your school (over the next two to three years).

168

Responses



“Educator and other staff empowerment for neurodivergent students is an area with significant gaps. In addition, more District intervention is required beyond fancy terms to promote impactful programs tailored to each neurodivergent student's needs -- unique as they are, but shared as their requirements and values are.”

“The needs of some students are taking away from the needs of others in a manner that is not equitable. Complex students are not provided with the supports they need, so some end up pulling resources from many other students. For example, if a complex student needs multiple adults to support them in not being violent to others, we pull supports and supporting adults from other students. At my child's school, two EA's and a Teacher that support up to 40 different children, actually leave our school premises to take ONE student to music at another location. This is not exemplary of student centered learning for the students left behind with no support.”

“At this time, education with regards to learning with the semester system is not enough. English, Science, Math, Chemistry, Physics, Environmental studies, Cultural/Social studies and other subjects, need to be year round, if not it is forgotten, by the time the next semester arrives, and they will need to do revision on an ongoing basis.”

“Additional education and practical training around disability, neurodiversity, and trauma-informed practices. Additional funding for EAs (more EAs, better pay). Fund EAs after school hours so disabled students have access to extracurriculars.”

5. **Innovative Instruction:** Enhance innovative and effective approaches and curriculum to develop educated citizens.

**We do this by**

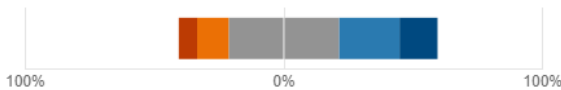
- Promoting academic excellence, lifelong learning and the pursuit of diverse personal journeys.
- Supporting students to learn from the past, engage in the present and prepare for the future.
- Employing proven, innovative and adaptable teaching strategies.
- Preparing students to safely and responsibly engage in a digital world.
- Incorporating Indigenous ways of knowing.

**Our approach to advancing this district priority**

- Identify resources to support teacher collaborative inquiry, school rounds and teacher networks of practice. For teachers new to the profession, identify resources for continued support for the joint school district and North Vancouver Teachers' Association mentorship initiative.
- Consider district-wide resources in areas such as literacy, numeracy, and critical thinking to augment emerging needs.
- Identify resources to continue the development of career development programs from K-12.

**Using the scale below, please rate our approach to advancing the school district priority, Innovative Instruction, at your school.**

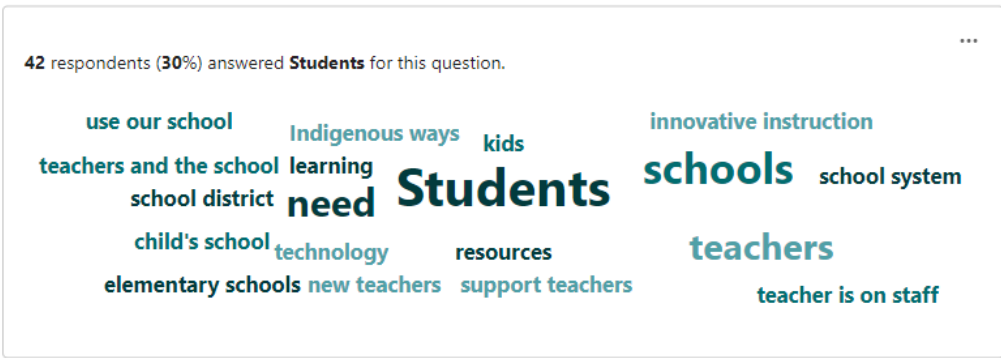
■ Much less focus ■ Less focus ■ Maintain focus ■ More focus ■ Much more focus



6. With consideration to the rating you have given (Q5 above), please provide insights into the specific areas you think the school district should prioritize as they relate to **Innovative Instruction** at your school (over the next two to three years).

140

Responses



“Coming from another country, we were very surprised by the lack of innovative use of technology in the school. For instance, students should be encouraged to bring a device, handle assessments digitally, learn about AI, and create original multimedia artefacts for their projects. Many teachers still ask students to print out their assessment and submit hard copies, which is a bit absurd in 2024. There could also be more opportunities for them to apply innovative skills. For example, students could get community hours for taking photos and videos of the school sports teams and post them on social media for the community.”

“We need to help our students to be critical thinkers, to think outside the box, to be able to solve the growing problems of the world, to be able to envision a better future, they need to be given tools and hope, that any action towards the betterment of humanity is better than none.”

“If your child is a high academic learner then there are lots of opportunities. If not - there are none. Let's face it, unless a parent is willing to constantly do battle with the administration there is nothing that will be done for kids with disabilities. However, the system will say it is providing diverse learning. There needs to be more options, more different courses. Not everyone will go to University. Why are trades not emphasized? Why does everyone need a Dogwood - there is such limited ideas on what a child should have once they leave high school.”

“Innovation is key to breaking from the norm, solving the world problems, and accepting and evoking change. Students need to embrace innovation to keep pace with societal evolution. I would encourage instruction on Design Thinking, Prototyping and the Feedback cycle/iteration.”

“Both: mentorship for new teachers by high performing (not necessarily high tenure) teachers. If we could clone Michael Lam (teacher at Brooksbank), all schools would benefit! He is simply amazing. Also, for sure need more district-wide resources for teachers to learn better how to teach kids mainly using technology as it is just how kids will need to operate. And literacy/numeracy aids to bridge to different types of learners including immigrants. The tools and methods still seem antiquated relative to what is available out there.”



7. **Welcoming and Inclusive Culture:** Enhance our welcoming, safe and inclusive culture and learning environment.

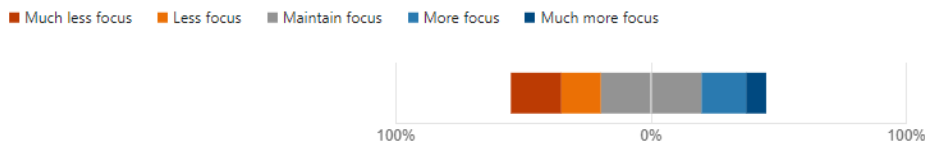
**We do this by**

- Celebrating the diverse cultures, skills and experiences of our community.
- Acknowledging, teaching and proactively working to address historical and present-day societal and systemic inequities experienced on the basis of race, physical, mental, or intellectual ability, sex, sexual orientation, gender identity or expression, and others.
- Championing respect, restorative practices and open dialogue among students and staff.
- Empowering educators with skills to enable a safe and harassment-free learning environment.
- Designing welcoming, engaging and accessible learning spaces.
- Recognizing the contributions of racialized persons in Canadian history.

**Our approach to advancing this district priority**

- Continue to support the understanding and application of equity, diversity, and inclusion.
- Identify resources to provide training for all employees in trauma informed practice, and that the leadership team develop their skills in managing traumatic events.
- Identify resources to support employee safety and well-being in the work place.

Using the scale below, please rate our approach to advancing the school district priority, **Welcoming and Inclusive Culture, at your school.**



8. With consideration to the rating you have given (Q7 above), please provide insights into the specific areas you think the school district should prioritize as they relate to **Welcoming and Inclusive Culture** at your school (over the next two to three years).

140  
Responses



“Providing more opportunities and funds for guest speakers. With technology like Teams and Zoom it seems like an excellent opportunity to organize district wide author’s virtual visits, inspiration speakers and figures. It seems like this is done piecemeal through libraries and individual staff. It would be amazing to have district-wide opportunities.”

“While this being an important topic - I am happy with the level of instruction and believe the students are already showing a lot of acceptance, inclusivity and compassion.”

“I think our schools do a good job of this, but there needs to be more funding to bring in speakers to talk to the students and relate to them, especially in high school.”

“North Vancouver is a diverse community and all kids and families should be welcomed. Continuing this is a must.”

“More educational material that show diversity could be added in our schools. It is crucial for students to see themselves reflected in the educational material, so they feel they are being included and that they belong.”

**9. Mental Health and Well-Being:** Promote mental health and well-being through social emotional learning and trauma-informed practices.

**We do this by**

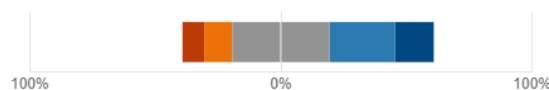
- Teaching social emotional skills to support mental health, physical well-being and student success.
- Establishing a culture and physical environment that promotes mental health and resilience.
- Supporting staff and students to navigate the challenges they face at, and outside of schools.
- Building capacity and professional learning around evidence-based, trauma-informed practices.
- Supporting age-relevant learning around physical literacy, healthy relationships, sexual health, and drug and alcohol use.

**Our approach to advancing this district priority**

- Continue adding counselling staff as the school district continues to assess the impacts of COVID-19.
- Support student and staff well-being through universal strategies inclusive of physical literacy and outdoor education, to targeted strategies inclusive of trauma informed and restorative practices, as well as intensive strategies.
- Identify resources and strategies to support student and staff mental health and well-being that align with the school district’s Social Emotional Learning and Mental Health Continuum, and with a particular focus on supporting neurodiverse learners.

**Using the scale below, please rate our approach to advancing the school district priority, Mental Health and Well-Being, at your school.**

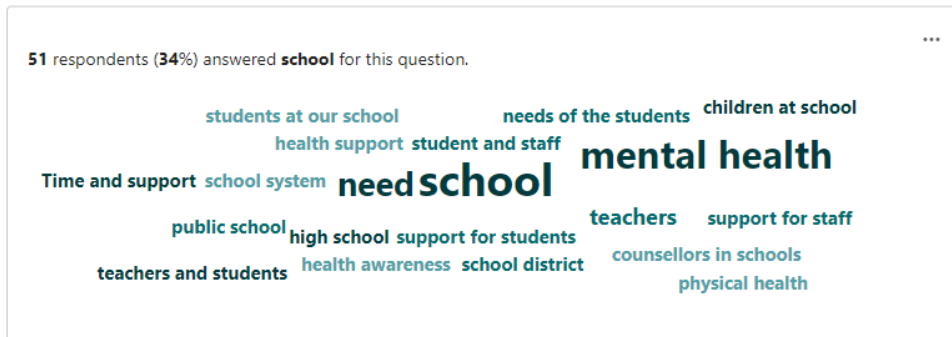
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 ■ More focus  
 ■ Much more focus



10. With consideration to the rating you have given (Q9 above), please provide insights into the specific areas you think the school district should prioritize as they relate to **Mental Health and Well-Being** at your school (over the next two to three years).

152

Responses



“It would be great to see more counsellors available at the elementary level, COVID really affected the emotional development of the cohorts that were in the early elementary grades during 2020-2021 and as parents we see these kids struggling socially and emotionally and behind in their development compared to older cohorts that had normal K/1/2 experiences. Budgeting for more counsellors would improve the children's abilities to enjoy school more.”

“Providing professional neurodiversity development training for educators and classroom aides to help support students better. Clarify the misnomer that ADHD is only about hyperactivity or inattentiveness. Use funding to secure more teachers so class sizes can be reduced.”

“Identify resources and strategies to support student and staff mental health and well-being that align with the school district’s Social Emotional Learning and Mental Health Continuum, and with a particular focus on supporting neurodiverse learners.”

“My experience with my son at Blueridge (now Gr9 Windsor) was that bullying is not adequately addressed in the classroom... too much emphasis on not being too harsh on the 'bullies' b/c of what they're going through at home... wasn't satisfactory to me as the parent of the child being bullied.”

“More education on the impact of social media and mental health. Learn typing skills but less focus of using online platforms in elementary school. More outdoor/nature therapy, outings, field trips. Learning about the natural environment improves wellbeing and connection, on a monthly basis.”

11. **Truth, Healing and Reconciliation:** Champion truth, healing and reconciliation, and embed Indigenous ways of knowing.

**We do this by**

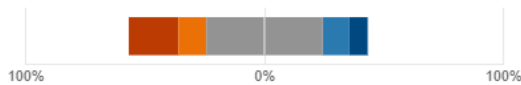
- Celebrating the success of Indigenous students and Indigenous communities.
- Strengthening the relationship with Skwxwú7mesh and Tsleil-Waututh Host Nations, and seeking guidance from Indigenous partners.
- Including Indigenous worldviews, ways of knowing and protocols in our teaching and learning.
- Aligning with the Truth and Reconciliation Commission of Canada calls to action and the BC Declaration on the Rights of Indigenous Peoples Act.
- Teaching the full, authentic history of Canada's treatment of Indigenous peoples.

**Our approach to advancing this district priority**

- Keep in place targeted resources to support the review and update of Board Policy in concert with the Declaration of the Rights of Indigenous Peoples Act.
- Identify resources to support the continued process of curriculum design and further development of Indigenous language instruction with the guidance of Skwxwú7mesh Nation and Tsleil-Waututh Nation.
- Identify resources for targeted instructional needs with a focus on the early years that focus on literacy and numeracy for Indigenous students.
- Use resources that support the acquisition of current, local and culturally appropriate materials for students as guided by Skwxwú7mesh Nation and Tsleil-Waututh Nation.

Using the scale below, please rate our approach to advancing the school district priority, **Truth, Healing and Reconciliation**, at your school.

■ Much less focus ■ Less focus ■ Maintain focus ■ More focus ■ Much more focus



12. With consideration to the rating you have given (Q11 above), please provide insights into the specific areas you think the school district should prioritize as they relate to **Truth, Healing and Reconciliation** at your school (over the next two to three years).

123

Responses



“There is always room to improve here. If we think we're doing enough, we're not doing actually progressing this forward enough. Greater engagement with the Indigenous community, more time for learning with this community and hearing their stories and witnessing their teachings.”

“This is essential for our new generation of children to know and understand to learn from Indigenous ways of learning/being which has never been incorporated in our school systems in the past. Indigenous education/learning focus on whole being, whole learning is much needed in an education system that focuses primarily only on cognitive learning.”

“We hear and see more devotion to respecting the territory of the peoples we work on. Teachers are including excellent resources in their teaching as well. Students are learning about Canada's history with respectful discussions and references and this is showing in how they treat each other. It is nice to see.”

“I am really impressed with the work our district is doing. In particular having an Indigenous Education worker assigned to each family of schools is an excellent model. I know ours Courtney Kessel, is doing an excellent job at connecting with students and teachers at our high school and within our family of schools.”

“Continue having opportunities for kids to learn about Indigenous culture, ways, and teachings. Sharing this knowledge helps to provide a good foundation for Truth, Healing, and Reconciliation.”

**13. Environmental Stewardship:** Lead on sustainable practices and nature-based learning to address environmental challenges.

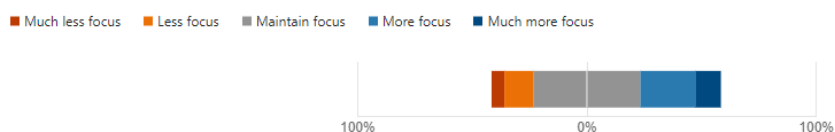
**We do this by**

- Promoting learning in, with and about nature.
- Providing climate action education and leadership opportunities to students.
- Bringing an environmental lens to our decisions and our teaching practices.
- Supporting environmental initiatives that champion sustainability.
- Implementing building and organizational infrastructure that reflects the values of environmental stewardship.

**Our approach to advancing this district priority**

- Continue to support outdoor learning experiences, which enhance personal well-being, support learning about our environment and foster stewardship.
- Develop a cohesive strategy to build student, educator and community awareness of the necessity of environmental stewardship, inclusive of the impacts on the global climate crisis and the individual and shared actions needed.
- Identify resources to support a school district climate action plan, inclusive of minimizing our organization's carbon footprint.

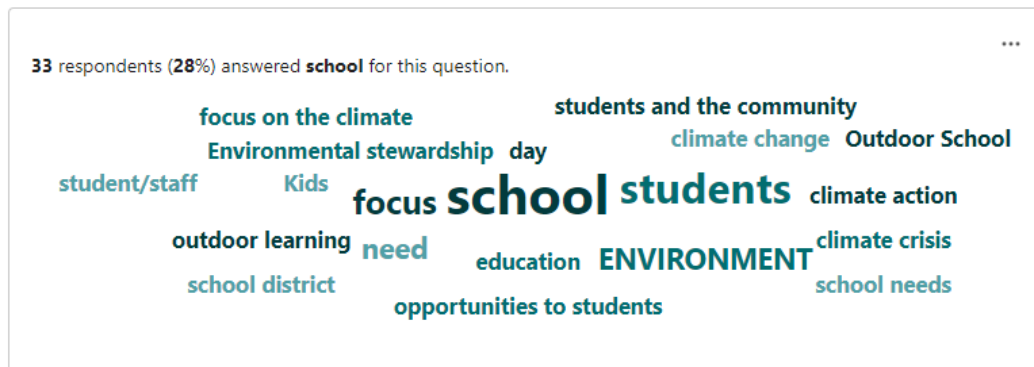
**Using the scale below, please rate our approach to advancing the school district priority, Environmental Stewardship, at your school.**



14. With consideration to the rating you have given (Q13 above), please provide insights into the specific areas you think the school district should prioritize as they relate to **Environmental Stewardship** at your school (over the next two to three years).

119

Responses



“Kids need more field trips, more opportunities to explore learning outside of the classroom. Again, more EAs will support this likely (from a parent's perspective).”

“I think that the school district should be allowing students to use creativity and critical thinking and in consultation with real world settings, to find solutions to the problems that are now part of their reality and their future.”

“I think it would be great to look into creating a sustainability academy or a sustainability science course that could learn about land stewardship, gardening and more innovative hydroponics practices.”

“This cannot go away. I would focus on what we can do every day individually to look after our environment from turning off the light, to recycling as well as the overall impact on the climate of the things we chose to do in later life.”

“I would like to see much less focus on climate change, which kids are not able to influence nor see their impact, and rather focus on local environment. What can local kids do to minimize plastic going into the ocean? Rebuild salmon habitat? Improve bear interactions? If we're going to fund programs for kids, it should be tied back into the local community and environment. The Seymour Hatchery tour is a fantastic example of this.”

**North Vancouver School District**  
**Detailed Survey Responses - 2024/25 Budget Priorities**  
Comments are shared as received, personal details have been removed

Are you a?	Which school community are you a part of?	Rate our approach:	Student-Centred Education Comment:
Staff member	Highlands Elementary	More focus	Providing teachers with the resources they need.
Parent/Guardian	Ross Road Elementary	More focus	More focus on getting them to read more, and challenging their ability in math
Parent/Guardian	Dorothy Lynas Elementary	Maintain focus	Ensure actual inclusion of all students, providing support to encourage equity and equality to neurodiverse and neurotypical students with potentially greater emotional/physical needs. More EAs will likely help with this. It's disappointing to see the lack of support available to students at schools.
Parent/Guardian	Canyon Heights Elementary;	Less focus	More math/reading support for kids like afterschool educational program
Staff member	Sherwood Park Elementary;	Much more focus	greater LST and ELL support by adding teachers, we need adequately trained E.A's with a better command of the English language, improved access to laptops in the elementary schools so students can direct more of their own learning (we need more laptops that are functioning properly)
Parent/Guardian	Cleveland Elementary; Handsworth Secondary;	Maintain focus	At this time, I believe things are going appropriately well.
Parent/Guardian	Westview Elementary;	Maintain focus	Safeguarding of children, especially girls. Disciplining children who break school rules.
Parent/Guardian	Dorothy Lynas Elementary;	More focus	Educator and other staff empowerment for neurodivergent students is an area with significant gaps. In addition, more District intervention is required beyond fancy terms to promote impactful programs tailored to each neurodivergent student's needs -- unique as they are, but shared as their requirements and values are.
Parent/Guardian	Carisbrooke Elementary;	More focus	Improve the curriculum. Give more homework.
Parent/Guardian	Carisbrooke Elementary;	Maintain focus	minds are pliable when they are young, adding resources to children with more learning needs pays off for society and the student in the long run
Parent/Guardian	Queensbury Elementary;	Maintain focus	Sounds good
Parent/Guardian	Handsworth Secondary;	Less focus	Our school needs a field for the kids to have outdoor education and sports which is so important for mental health
Parent/Guardian	Handsworth Secondary;	Much more focus	Handsworth needs a turf field. Kids will get in to trouble if they do not have this outlet and are able to play sports at lunch and after school. This should be high priority.
Parent/Guardian	Cove Cliff Elementary; Seycove Secondary;	Much more focus	more regulated EA support, and Cove cliff has zero after school programs. There is no indigenous mentor at Cove Cliff anymore.
Parent/Guardian	Cove Cliff Elementary;	Maintain focus	My primary concern is that the key learning blocks fall away (math, science, language) as teachers must focus their effort on softer topics. I agree with creating an inclusive space for our entire community, but hope this is not at the expense of the development of our children's abilities.
Parent/Guardian	Blueridge Elementary; Seymour Heights Elementary; Windsor Secondary;	Much less focus	My kids do not feel safe at school, both elementary and high school with sharing the school with violent autistic children. They do not like being afraid They do not like having the classroom doors locked They do not like having their personal movements restricted to accommodate autistic children I have told them if ANY autistic child hits, spits or bites them to call 911. I have been told by parents of autistic kids, that their child will NEVER be punished by the school for violence. Why is this considered a safe place to learn?
Parent/Guardian	Ridgeway Elementary; Sutherland Secondary;	More focus	I feel like the student-centred goals are not well directed, kids just put inconsistent and meaningless goals that are never enforced or incorporated into individualized learning. I feel like IEPs are almost meaningless in their application in classrooms and schools today.
Parent/Guardian	Ridgeway Elementary;	Maintain focus	Inclusion of life skills required for example cooking, cleaning, travelling
Parent/Guardian	Handsworth Secondary;	Much more focus	More teacher & admin training to achieve this goal. I still see and hear of outdated practices (taking away recess, isolating child as punishment) which punish children who are neuro divergent or are struggling.
Parent/Guardian	Argyle Secondary;	More focus	The Framework for Enhancing Student Learning includes 3 priority populations and you have included two of them in your focus but Indigenous/First Nation learners are missing and given that the schools district sits on the traditional territories of two large and visible First Nations that is a huge oversight and comes off as racist.
Parent/Guardian	Larson Elementary;	Maintain focus	Bring back fundamentals and less political agendas

**North Vancouver School District**  
**Detailed Survey Responses - 2024/25 Budget Priorities**  
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Are you a?	Which school community are you a part of?	Rate our approach:	Student-Centred Education Comment:
Parent/Guardian	Upper Lynn Elementary;	Less focus	This needs to apply to all students as the students that are forgotten are the one's who are doing well academically but still require social/emotional support. Friendship dynamics in particular need social emotional support that is completely overlooked as part of learning.
Parent/Guardian and Staff member	Dorothy Lynas Elementary;	Much more focus	The needs of some students are taking away from the needs of others in a manner that is not equitable. Complex students are not provided with the supports they need, so some end up pulling resources from many other students. For example, if a complex student needs multiple adults to support them in not being violent to others, we pull supports and supporting adults from other students. At my child's school, two EA's and a Teacher that support up to 40 different children, actually leave our school premises to take ONE student to music at another location. This is not exemplary of student centered learning for the students left behind with no support.
Parent/Guardian	Blueridge Elementary; Windsor Secondary;	Maintain focus	Teachers need a better understanding of assessment and the proficiency scale. There is a gross misunderstanding of the new ministry assessment handbook or a complete ignorance of its existence. There is no standard only student and parent confusion around assessment.
Parent/Guardian	Boundary Elementary;	More focus	There doesn't seem to be enough aids in the school, based on how many children seem to have diverse learning and behavioural challenges this puts an unfair amount of onus on teachers to help all the students in their class. An idea might be to re purpose the strong start room/budget as another learning assistance centre and use that salary to cover another aid/learning support person. Strong Start doesn't really add much to the school community as it's just seen as a free something to do for families that are wealthy enough to afford nannies and to have a stay at home parents, those families can afford other programs they just choose to go to Strong Start as it's free. To be honest I had no idea Strong Start funds came from the general school budget and when you see how many gaps there are in support for teachers and students with challenges does it really make sense to have it as a program ?
Parent/Guardian	Braemar Elementary;	Maintain focus	I think it is a positive thing within reason. Kids need guidance and should learn the core academic topics as a first priority. If I gave them complete autonomy over dinner, we would eat candy every night, for example.
Parent/Guardian	Handsworth Secondary;	Much more focus	At this time, education with regards to learning with the semester system is not enough. English, Science, Math, Chemistry, Physics, Environmental studies, Cultural/Social studies and other subjects, need to be year round, if not it is forgotten, by the time the next semester arrives, and they will need to do revision on an ongoing basis. Poor teachers!!
Parent/Guardian	Seymour Heights Elementary;	Much more focus	Increase focus on academic enrichment. Provide increased science, technology and math opportunities for students. Increase focus on communication skills.
Staff member	Sutherland Secondary;	Maintain focus	As an educator I feel that we differentiate a lot already and create equity in classrooms. We know this is best practice. Intrinsicly, this is what we do. Student-Centred Education seems to be what is definitely happening at the schools. Remember, students are still young people/students, and they need to be led by professionals as well. We have a good balance right now in our system. Where there is less balance, is the listening to the loud parent voices who are not always right in their demands. Let's keep supporting the professionals at the schools, who in turn, can do a better job at supporting students and guiding them toward success.
Parent/Guardian	Handsworth Secondary;	Much less focus	Our school needs to provide more resources to students with "special needs". Teachers and administration are not provided adequate training and there is little opportunity for diverse learners. If training is available very few will take it - even when it is free. There is a one stream mentality that fits few children.



**North Vancouver School District**  
**Detailed Survey Responses - 2024/25 Budget Priorities**  
Comments are shared as received, personal details have been removed

Are you a?	Which school community are you a part of?	Rate our approach:	Student-Centred Education Comment:
Parent/Guardian	Personal	Much more focus	<p>Personal Details I have not witnessed student centred education as a prominent approach with my kids. Personal Details, taking on \$100,000.00 in debt, as they were refusing public school due to lack of support. Personal Details</p> <p>Personal Details. They do not receive the support they need and have convinced themselves they are stupid. Instead of appearing stupid in front of their friends, they've adopted an "I don't care" attitude and have stopped trying. Even looking past highschool, they do not have goals or ideas of what they might like to do to support themselves. Personal Details</p> <p>Personal Details There are good people/staff in the school but for the programs to be effective, they need a lot more resources.</p>
Parent/Guardian	Lynn Valley Elementary;	Much more focus	<p>Incorporate universal design for learning principles through all pedagogical aspects, not limited to academic courses. Consider the social-emotional impacts of systemic exclusion of students with different learning needs that aren't being met and supported - exclusion through nature of the environment (ie. physical obstacles for students with mobility impairments), exclusion through nature of activities (ie. gym class activities that are results/outcome focused rather than meeting the current capability of the student, and the impact of perceived failure on the self-concept and social identity of the students in question); offering disability justice perspectives that offer diverse abilities as a departure on the norm, with their own strengths and challenges, rather than deficits on the 'norm'</p>
Parent/Guardian	Sutherland Secondary; Ridgeway Elementary;	Maintain focus	<p>neurodiverse students and those who require assistance: to establish a school based referral system for students to access free or cost effective assessments</p>
Parent/Guardian	Seymour Heights Elementary;	Maintain focus	<p>I think that what surprised me the most was the lack of deeper programming for advanced students. There are wonderful programs to support students having difficulty reading (30 mins with a dedicated support 3 times each week) but what about supporting those advanced students to help them read at a higher level (30 mins with a dedicated support for a Grade 5 who can now read at a Grade 7 level). Same comment on math skills etc. There is enhanced support for diverse learning as well as upskilling but we're ignoring the advanced/academically strong students right now.</p>
Parent/Guardian	Lynn Valley Elementary; Argyle Secondary	Much less focus	<p>A return to more traditional teaching methods in class, and traditional grading practices.</p>
Parent/Guardian	Capilano Elementary; Carson Graham Secondary	Much less focus	<p>Providing professional neurodiversity development training for educators and classroom aides to help support students better. Clarify the misnomer that ADHD is only about hyperactivity or inattentiveness. Use funding to secure more teachers so class sizes can be reduced.</p>
Parent/Guardian	Sherwood Park Elementary	Maintain focus	<p>Identify resources to support continued educator professional development in key pedagogical areas, such as Universal Design for Learning, differentiation of instruction, assessment for learning, literacy and numeracy</p>
Staff member	Boundary Elementary	Less focus	<p>More specialist, more time for specialists, better Pro-d's, better monitoring of what is actually happening versus what is said is happening</p>
Parent/Guardian	Norgate Xwemélch'stn Community Elementary;	Much more focus	<p>Split class in smaller group. Activities like fun lunch and breakfast.</p>
Parent/Guardian and Staff member	Sherwood Park Elementary;	More focus	<p>Provide options to challenge (ie. more advanced curriculum) students who are more advanced and want/need a greater challenge. Canada is a "polite" country (good) and the approach of never leaving anyone behind (also good) is in our DNA. While we must always maintain this to support students who may be struggling, it should NOT be at the expense of progressing and challenging students on the other side of the spectrum. In plain english, we tend to focus heavily (resources, curriculum adjustments etc) on those falling behind but let's also invest in progressing those who want to move faster.</p>

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Parent/Guardian	Highlands Elementary;	More focus	I encourage the education of teachers to support neuro-diverse students both to ensure these students get the support they need but also to ensure there is classroom stability where all students can learn together under one umbrella without distractions caused by teachers not having the support, they need to be effective. Instruction on the autism spectrum and adhd is important given the prevalence of these diagnoses
Parent/Guardian	Personal Details	Less focus	We need more focus on OG training for all teachers especially LSTs. Personal Details There seems to be a massive gap in the teaching of our children. Perhaps we need a specialist in OG at every school, I know my child isn't the first to be missed. Also, math needs to go back to the basics. All this reading in math further alienates children with reading difficulties. Take out the words in math and ensure the mathematical concepts are being taught. I had extreme issues with reading too but, I could do math. I'm a trained math teacher, I've taught calculus. I would have never taken to math had all those words been in the way. Also, I find worksheets useless. Again, this disadvantages children with reading issues.
Parent/Guardian	Lynn Valley Elementary; Argyle Secondary	Much less focus	Bring back letter grades, bring back schoolbooks, more focus on academics and core skills, like Math.
Parent/Guardian	Dorothy Lynas Elementary;	Maintain focus	More in class support for teachers with IEP students
Parent/Guardian and Staff member	Ross Road Elementary;	More focus	- equity-based distribution of school supplies - equity-based access to standard facilities (ie. grass fields vs. gravel) - equity-based access to breakfasts and lunches (not just snacks/fruit/Mr. Noodles) - one-to-one tech. ratio in schools for intermediates - equity-based access to supports for students with disabilities (elevator, accessible playground)
Parent/Guardian	Seycove Secondary;	More focus	Students who are doing well in classes need more support too, not just those who are struggling. It feels like teachers are focused on the middle and lower end of this spectrum, with not enough focus and support for improvement given to the other kids.
Parent/Guardian and Staff member	Personal Details	Much less focus	More students are being identified with needs but support and resources, and the school level are not being increased. Personal Details Shouldn't the schools be given resources to create supportive and proactive culture rather than a reactive one! These resources should be based on school size it should be based on the needs of the school! Money will be spent at some point. The district receives money for my designated child but we feel our child doesn't benefit from that funding due to lack of resources and not being extreme enough! If a child and family are working hard to be successful at home shouldn't the school district want to support that so the success can continue?
Parent/Guardian	Queen Mary Community Elementary;	Much less focus	Stem learning opportunities, support for neuro diverse students
Parent/Guardian and Staff member	Upper Lynn Elementary; Argyle Secondary;	Maintain focus	Students should be the center, yet parents, educators and the community overall should all also be highly considered.

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Parent/Guardian	Sherwood Park Elementary;	More focus	There have been major disruptions to entire classes because of neurodiverse students. The school needs more support to ensure neurodiverse students are appropriately supported, while also ensuring the other learning and experience of other students are not negatively impacted.
Staff member	Queensbury Elementary;	More focus	provide increased funding due to the number of kids requiring special education
Parent/Guardian	Carson Graham Secondary;	Much more focus	There are presently no services available for gifted and 2E students in SD44 in any of the secondary schools. Teacher and administrator specialists who are extensively trained to work with gifted and 2E learners are minimal to non-existent at best. Gifted and 2E students are placed in regular classroom settings with age peers, not specialized classes with intellectual ability peers. This is a direct contradiction of all recommended best practices for educating gifted and 2E learners.
Staff member	Boundary Elementary;	Much more focus	How is it student centred when there's rarely enough EA support for actual needs, not just diagnosed needs? Early primary needs way more support. There is no way I can even consider individualizing learning for my class. The EA who works in my class is stretched with helping all the kids I can't get to. We are run off our feet. Smaller class sizes and an EA assigned to our classes in Kindergarten and Grade 1. Too many district, upper management jobs who don't have a clue about what is going on in the classroom. There is not student centred education, most days it's just survival. Please do not market that NVSD44 is student centred. I don't think we do this as best as we can. There is so much potential for more and meeting the needs of all students, not just the highest needs ones. If you want to empower educators to meet the needs of all their students, then support the educators with extra support in the schools, not withdrawing it.
Parent/Guardian	Boundary Elementary; Sutherland Secondary;	Much more focus	actually do the above. Less administrative positions at the board office and more educators/EA staff in schools.
Parent/Guardian	Montroyal Elementary;	Much more focus	Children have a very diverse learning needs and my son has been identified in the gifted program and providing the ability to continually to challenge him is hugely important. There are spectrums of individuals and finding ways to provide opportunities is important. Right now parents handle much of that outside of school.
Parent/Guardian	Sherwood Park Elementary;	Less focus	Would like to see much greater focus on math and writing. Much greater time and energy should be placed on these subjects.
Parent/Guardian	Carson Graham Secondary;	Much more focus	Empowering educators to meet the diverse learning needs of students
Parent/Guardian	Sherwood Park Elementary;	More focus	Decreasing barriers to learning and succeeding at school. Celebrating different ways of learning and focusing on the strengths of each student. Invest more in alternative spaces at the school (improve the self-regulation/movement room and have more staff available that can supervise students in this space, and have alternative programs available for students who want an alternative to the playground once a week - example chess club or Lego club at lunch time)
Staff member	Sherwood Park Elementary; All - TTOC;	Maintain focus	While UDL is optimal, it is impractical in school settings as they are now, and it will not be practical until students can get more 1 on 1 with instructors, or AI assisted technologies are more readily available. Seeing that the school system will not be flooding the classes with paid professionals I don't see how this objective will ever be completed.
Parent/Guardian	Sherwood Park Elementary;	More focus	Give more resources to parents, front-line teachers, and schools and reduce resourcing for district and provincial programs. The parents and teachers who are closest to the students should have the flexibility to deploy resources to deliver the best outcome for kids.

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Parent/Guardian	Brooksbank Elementary; Sutherland Secondary;	Much more focus	Brooksbank: more proactive recruitment and retention (incl training) strategies for educational assistants. Sutherland: professional development for Principals/Vice Principals (grow them from fairly junior, policy-compliance-focused administrative leaders into visionary education leaders— not better policy police.) For both (above) - better access (drastically reduce wait times) for Psych Ed and other assessments so that root causes can be identified and appropriate interventions can happen faster. So many kids and their families being let down by these delays. If this continues to delay, it will just push the problems downstream into justice/social services/health systems when the child is an adult (for which Province will end up paying anyway, if that makes sense).
Parent/Guardian	Argyle Secondary;	Maintain focus	Consider integration and specific needs of different learners, to meet needs but not expend too many resources. Sometimes it seems that much attention and resources are given to neurodiverse students and those that have complex behaviours almost to the detriment of others (regular learners), yet without this support, it would be a worse situation for all involved so it is a difficult situation, however perhaps there are appropriate times and environments for integration and those for separate learning. Consider systemic processes around teacher hiring and evaluation practices. Some teachers don't seem well suited to their jobs or do good work, yet they remain in the system.
Staff member	Windsor Secondary;	More focus	Counselling time; student services like LC blocks; numeracy and literacy support; increased EA support in academic classes; providing services to students who are not low incidence but struggle immensely in mainstream classes even with adaptations - provide support for skills needed in community
Parent/Guardian	Seymour Heights Elementary;	Less focus	Prioritize the basic fundamentals Reading, Writing, and Math.
Staff member	NA;Sutherland Secondary;	Maintain focus	I would like to see continued focus on the learning needs of students. Because I work in the Learning Services Area, I see the resources devoted to inclusion. But I also am aware students who are academically gifted need support. The programs available to their growth need steady support.
Parent/Guardian	Ridgeway Elementary;	Much less focus	Less diversity nonsense, more focus on social skills and core skills (3Rs)
Parent/Guardian	Ridgeway Elementary;	Less focus	I would like to propose a solution to address the situation of Canadian students whose parents do not have permanent residency (PR) status. Instead of forcing these students to remain in the international program until their parents receive PR, it would be beneficial to provide them with the opportunity to transfer to funded programs once their parents meet the required criteria. This would ensure that these students have access to the same educational opportunities as their Canadian peers, regardless of their parents' PR status.
Parent/Guardian	Cleveland Elementary; Handsworth Secondary;	Much more focus	The district says it values this but doesn't show it. Students with mental health concerns are not given the space they need and flexibility in high school to stay connected. Teachers are not flexible nor willing to adapt.
Staff member	Argyle Secondary;	Much more focus	More EA's are needed and to be trained properly. I feel many students aren't getting that one on one support that they need because there isn't enough staff.
Parent/Guardian	Larson Elementary; Argyle Secondary;	Much less focus	Clarify expectations for the cohort of students: students should know what is expected at their level of education, not just on an individual basis. Feedback should also be consistent: beginning/practicing/extending fails to address the skills that should be targeted for improvement.
Parent/Guardian	Capilano Elementary;	Less focus	Focus on the basics.
Parent/Guardian	Capilano Elementary;	Less focus	The need for more opportunities out of school education for our diverse learners. Such as art therapy, youth barista programs, stem programs. Students voice on what they want. Flexibility on classroom instruction. Not all students want to do science or math in the morning. There should be flexibility and choice
Parent/Guardian	Dorothy Lynas Elementary;	Less focus	Student centred learning does not mean the system should not address fundamental short falls from the big ideas or curricular competencies a child cannot meet. "Right or proper" prioritization of designation with regards to assistance and funding, is not universal inclusion, its quite the opposite. Parents requests for assistance or support in school shouldn't be met with disregard of severity, being offered resources to address needs of a child at home, and told to find a private therapists/support teacher.

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Staff member	Boundary Elementary;	Less focus	While I absolutely support the concept of student-centered education, this can only happen with ADEQUATE support and resources as required. This includes providing proper supports being in place at ALL schools, not being spread around between a set or family of schools. There also needs to be realistic expectations on what staff can provide throughout the day while trying to maintain a functioning classroom. Please don't leave us hanging out to dry.
Parent/Guardian	Ross Road Elementary;	Less focus	Kids with learning disabilities (or giftedness) need access to more support and should be receiving the most evidence-based interventions for their specific needs through the school - this is not presently happening for enough kids.
Parent/Guardian	Sherwood Park Elementary;	Maintain focus	Bring back letter grades and mark work objectively, not just subjectively. Provide more art/project based learning in elementary school.
Parent/Guardian	Cove Cliff Elementary;	Much more focus	Many students are now physically at risk and their learning outcomes compromised due to the numerous incidents occurring on a daily basis from children with behavioural issues. There are incidents in class, out of class, and in hallways, physical assaults occur with no action and accountability, on going evacuations of entire classrooms to let a child have an out burst. These events cause stress, emotional imbalance, trauma, a place not fit for learning. Where is the consistency for the children to be safe and secure to learn without significant disruption.
Parent/Guardian	Handsworth Secondary;	More focus	Help less than interested male students learn to study, learn the importance of study and engage them in school more. Help students who struggle with school by forming stronger relationships and encouraging them to come in for real tutorial support.
Parent/Guardian	Dorothy Lynas Elementary;	Maintain focus	It is important to understand and assess different teaching methods to be more effective
Parent/Guardian	Queensbury Elementary;	Much more focus	You are doing great, but if I do have any ideas will send you an email. Cheers
Parent/Guardian	Cove Cliff Elementary; Seycove Secondary;	Much more focus	Providing training to all staff so they can understand children who require extra support is amazing. My son is autistic and my daughter had many struggles with school I wish more of their teachers knew how to help.
Parent/Guardian	Highlands Elementary;	More focus	Reducing distractions in the class, teach how kids can focus, teach kids stop talking during teacher speech
Parent/Guardian and Staff member	Boundary Elementary;	Maintain focus	More development and support for educators around neuro-diversity, trauma informed practice and mental health conditions. Also support around communicating with students and parents about this. More support and/or guidance when rolling out initiatives like student goal setting.
Parent/Guardian	Carson Graham Secondary; Argyle Secondary; Dorothy Lynas Elementary;		Loaded question - rate your approach? Stop gaslighting people. Get back to the basics. Literally NO ONE wants any of this. Report cards. Traditional learning. Stop Communism.
Parent/Guardian and Staff member	Cleveland Elementary;	Much more focus	Many students with IEPs are still slipping through the cracks and class composition is becoming more complex every year. Teachers don't have the support they need to reach all students. The strong students are also suffering because teachers don't have time to check in with them
Parent/Guardian	Queen Mary Community Elementary;	Less focus	Revert to academic focused studies, and avoid instruction around contemporary issues and hot button topics. Explain the strengths and weaknesses of students in clear, plain language. Avoiding criticism and direct discussion of student difficulties and challenges, including the current grading system, robs parents of an opportunity to address issues early.
Parent/Guardian	Capilano Elementary;	Maintain focus	Maintain focus with an increase in targeted investments on LGBTQ+ students and families for professional development of teachers, EAs, and school-based administration. This is a marginalized community that is increasingly under attack in provinces and political discourse across Canada, and these students and families need greater support from School District 44.
Parent/Guardian	Handsworth Secondary;	Maintain focus	Improving educational outcomes and promoting personal, social and academic excellence for all students through differentiated instruction. 37

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Parent/Guardian	Eastview Elementary;	Less focus	I recommend directing attention to key areas such as personalized learning, student engagement, teacher professional development, and technology integration to elevate the overall student-centered educational experience within the school. My recent research, fueled by my master's degree in English teaching, sheds light on a motivation disparity among teachers. The challenge appears to be rooted in teacher-related factors rather than student-related issues. In response, I propose addressing this matter with sensitivity by suggesting tailored professional development programs. These initiatives should be designed to meet the specific needs identified in the skill set of older teachers. Implementing mentorship programs, one-on-one coaching, and specialized courses can foster their professional growth, ensuring a seamless adaptation to contemporary teaching methods.
Parent/Guardian	Ross Road Elementary;	Much more focus	Dedicated resources for gifted students and enriched learning. Resources in the form of enriched curriculum, programs to bring together like-minded students, staff training or additional specific staff to specialize in enriched curriculum and to enhance learning experience of gifted students.
Staff member	Cove Cliff Elementary; Eastview Elementary; Montroyal Elementary;	Much more focus	With the significant increase of English Language Learners in the district this year, many of them at the beginner level, this is an area the school district should prioritize. Many of these students are new to the country and new to the language. Most come without any knowledge of vocabulary, letter names, and sounds. Imagine a beginner ELL in grade 5 who gets 30 minutes of ELL support a week. Are we providing equity-based education to these students?
Staff member	Handsworth Secondary;	Much more focus	To support the needs of all learners class sizes need to be much smaller and/or more supports need to be put in place. More enrolling classroom positions to reduce class sizes and make the learning environment more manageable.
Parent/Guardian	Lynn Valley Elementary;	Maintain focus	work more on Math, Art (music, dance, painting)
Parent/Guardian	Queensbury Elementary;	Less focus	I would like more time to be devoted to education, science, and mathematics. Children are being encouraged to take books from the library about LGBTQ+ topics. Continuously, children mimic sex, and the teacher laughs along with them.
Staff member	Braemar Elementary;	Maintain focus	Invest in furniture that is respectful to every learner, that makes their environment feel positive. Discard old, broken furniture that is falling apart around the students. Environment and atmosphere is everything.
Parent/Guardian	Seycove Secondary;	Less focus	My kids have all complained about the lack of letter grades and the frustration it causes them. They want to know how they are doing with more detail and granularity than currently provided using the current broad categories
Staff member	Ross Road Elementary;	More focus	more counselling, extra supports for students needing extra support.
Parent/Guardian	Blueridge Elementary;	Less focus	Art programs are lacking and severely underfunded. Limited amounts of arts supply or teachers who have experience in arts. Music programs are lacking and severely underfunded. Sport programs are lacking and underfunded. Math / Science projects
Staff member	Cove Cliff Elementary;	Much more focus	I think targeted instruction, and in particular specialized small-group instruction done in an alternative pull-out setting, needs to be focused on more. I'd like to see more literacy centres (or even a separation of LST and LAC again, so that LAC small group interventions aren't losing time to triage scenarios). I'd also like to see more alternative programs and settings at the elementary level for neuro-diverse students experiencing social emotional and behavioural challenges. Lastly, I'd like to see literacy and numeracy assessments that better match innovative curricular goals and are similar between schools (for instance, ELA's could be tweaked to follow S.O.R. principles that also align to the curriculum).
Staff member	Braemar Elementary; Argyle Secondary;	More focus	More strategies for EAL students to participate in student centred activities in classes

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Parent/Guardian	Ross Road Elementary;	Maintain focus	Far too many staff seem to be there for the paycheque and easy schedule. Bullying peer to peer and staff to student is rampant and nothing is done. There is no such thing as a "school community". Staff are easily allowed to go rogue in their ideologies and age inappropriate subject matter. Neuro-diverse students needs are being put ahead of the general student population with inadequate trained staff to deal with them. Parents who are concerned about their children's physical and mental well being from being exposed to all of this are forced to scramble and stress to pay for alternative private and/or home schooling or suffer in silence. Why are we focusing on the minority and allowing the majority to suffer. This will ultimately cause every one to fail. This is anti education. Why break the Canadian school system and make it worse?
Parent/Guardian and Staff member	Larson Elementary;	More focus	Students need more EA support and learning resources. Students are becoming more complex in the aftermath of Covid and there aren't enough EAs to support our learners many complex needs
Parent/Guardian	Highlands Elementary; Handsworth Secondary;	Much more focus	A greater emphasis on the kids and their academic outcomes rather than focusing what is most convenient for administrators would be good. For example, a linear rather than semester based system, and a reduction in the pushing of specific political ideologies instead of exposing students to many perspectives from an impartial standpoint.
Staff member	Braemar Elementary;	Much more focus	There is a very high number of new ELLs coming to the district and not enough resources to support them. We need more funding for ELL.
Parent/Guardian	Lynnmour Xá7elcha Elementary;	Maintain focus	Considering different needs and different levels of educational input for the students within the same grade. Teachers and support personal being able to meet those different needs
Parent/Guardian	Dorothy Lynas Elementary; Seycove Secondary;	Less focus	Offer more training to staff and students on social media and cell phone use. Offer more training on stopping bullying and progressive respectful communication and dialect
Parent/Guardian	Handsworth Secondary; North Vancouver Online Learning;	Maintain focus	I'm unsure if you're asking me to evaluate how much I agree with your approach or if this approach is happening at my school or not or if I want it to be happening. I do not see evidence of this happening at our school. I do not see improvement of expectations on parents level of understanding/knowledge around what happens or is being done. Need more willingness to not only meet students where they are at but parents as well. Your overly complicated vernacular makes it challenging for normal every day people who are not educational "experts," academics or professionals to keep up with what you are talking about.
Parent/Guardian	Sherwood Park Elementary;	Maintain focus	We've just moved to the NV School District and so have not had sufficient time to make informed decisions overall but feel that "maintaining focus" is appropriate for us at this time.
Parent/Guardian	Queen Mary Community Elementary;	Maintain focus	Your differentiated instruction appears to place a disproportionate amount of effort on students with learning challenges, with students who excel as well as average ones getting far less focus. This is inevitable when you do not separate those with unique learning needs and instead try to integrate everyone into a single classroom, Which may be great for getting those with learning challenges up to a slightly higher level, but then degrades the learning experience for the rest. This is a very curious version of "equity".
Parent/Guardian	Dorothy Lynas Elementary;	Much more focus	There is limited to no assessment for learning, literacy and numeracy even when a student is identified as needing assessment as part of their IEP. This is certainly has not happened for our child. Differentiation of instruction has not been provided by teachers in French Immersion, we are told that they are not aware of how to do this. More full-time LSTs are required to provide the full support needed to both the students and the teachers.
Parent/Guardian	Eastview Elementary;		Question 3 is ambiguous. I would like to understand how these 4 particular approaches have been measured for success so far and if they have been subjectively rebalanced over the past year.
Parent/Guardian	Ridgeway Elementary;	Much more focus	More focus in DEI and Accessibility.
Parent/Guardian	Queensbury Elementary;	Less focus	I feel SOGI education should not be taught in schools. My child tells me it's like a feely-meely touching fest at school. Focus on academics, not sex please.
Parent/Guardian	Brooksbank Elementary;	More focus	Prioritize supporting students with special needs

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Parent/Guardian	Braemar Elementary;	More focus	Additional education and practical training around disability, neurodiversity, and trauma-informed practices. Additional funding for EAs (more EAs, better pay). Fund EAs after school hours so disabled students have access to extracurriculars.
Staff member	Carisbrooke Elementary;	Much more focus	We need more support from EA's, LSW, Counselling and LSTs. Classroom teachers need more prep and collaboration time to implement UDL for various dynamic and complex classes. It seems no one has enough time to do their job, let alone help others support students of various needs.
Parent/Guardian	Windsor Secondary;	Much more focus	I am not aware of teacher, admin or support staff professional development , education or training that is happening at our school, are you asking if I feel this should be a focus area of improvement ? is this what you are referencing in this question? It is not clear.
Staff member	Argyle Secondary;	Much more focus	Educators need resources to help the diverse needs of students (more specialized training) and professional development
Staff member	TTOC;	More focus	Resources that specifically emphasize hands-on exercises and nature-based education. Resources that educate teachers and students on what it truly means to indigenize education and what that looks like.
Parent/Guardian	Cleveland Elementary;	More focus	Better assessment of students and helping them with their learning challenges.
Staff member	Braemar Elementary;	Maintain focus	we're doing good
Parent/Guardian	Ridgeway Elementary; Sutherland Secondary;	Maintain focus	Providing proper staffing in specialist roles to ensure that IEPs can be properly updated in a reasonable amount of time with adequate parent consultation. Provide teachers with in-service training on the new assessment practices and UDL, so people have to learn about these important skills.
Staff member	Westview Elementary;	Maintain focus	Nice balance between teacher and student centred learning.
Parent/Guardian	Eastview Elementary;	Maintain focus	I think these should be maintained.
Staff member	Carson Graham Secondary;	Much more focus	I think the school district should prioritize relationship, and build structures/schedules for student support that allow students to work with the same support people throughout their semesters/years. Another priority should be to cap enrollment to prevent over-full learning spaces, so that class sizes can be reduced, allowing teachers to more effectively build relationship with each student, differentiate the learning, implement IEPs properly, and have enough EAs in the building to address the student needs. The situation at Carson is dire, despite the fact that teachers and support staff are going above and beyond, stretching themselves in creative ways to try to do the students' learning needs justice.
Staff member	Carson Graham Secondary;	Much more focus	Improve benefits/compensation for EAs to incentivize applicants and reduce stress due to unfilled posts. Continue funding support roles (e.x. Teacher Librarian, LAC Teachers, Counsellors, Indigenous Support Team, etc.)
Parent and staff member	Larson Elementary;	Much less focus	We need a proper music education spacs
Staff member	Carson Graham Secondary;	Maintain focus	- Providing teachers with training based around adaptation for all students - Providing resources for all subject areas that is adapted (ie. student in grade 9 at a grade 3 reading level - how does an English teacher support this student? How do they find resources?) - Hiring numeracy and literacy teachers - blocks based around supporting reading/writing and basic numeracy at the high school level. Grade 8 students in Math and English who cannot do basic numeracy and literacy = non-attendance.
Community member	N/A;	Much more focus	Exclusion of people with neurodiversity is still part of the culture of the school district. What does student centred education look like when teachers and principals don't understand how to use universal design.
Staff member	Carson Graham Secondary;	Much more focus	More effective, specific, targeted support for our vulnerable students including students with various needs including the growing ELL population some of who arrive with undiagnosed learning needs and/or gaps in their education. As well as ensuring stable, consistent support for students receiving EA/BSA/etc (too often these positions are understaffed and frequently shifted preventing students from developing the trusted relationships they need.)



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Staff member	Argyle Secondary;	More focus	-more inclusive washrooms so that students don't have to leave learning spaces for basic needs -larger classrooms so students with diverse needs are not over stimulated -common spaces for specialised learning -technology for written output
Parent/Guardian	Lynn Valley Elementary;	Much more focus	It seems like much of the support for neurodivergent children is spread thin and only supports the children with the most needs. There are children who are still struggling but the school does not have enough support as some of these children are not formally diagnosed. I see our principal having to assist multiple students in the morning for a soft start because there is a lack of staffing. My heart breaks for the school and the students because it's promoted its a student centered learning and though the schools are trying their best, the just don't have enough supports to actually do this.
Parent/Guardian	Brooksbank Elementary;	Much more focus	More focus on differentiated instruction, providing student choice in demonstrating learning, universal designs and technology integration. I haven't observed a lot of differentiation. Inconsistent use of digital tools to support my child's challenges.
Parent/Guardian	Mountainside Secondary;	Maintain focus	Programs seem adequate, so just carry on with the same.
Parent/Guardian	Eastview Elementary;	More focus	Continue to invest in additional teachers and classroom space in an effort to reduce classroom sizes and provide more specialized assistance to students who need it.
Staff member	Dorothy Lynas Elementary;	More focus	Students need resources to learn from whether that is appropriate and up to date text books, library books, or technology to access information.
Parent/Guardian	Ridgeway Elementary; Sutherland Secondary;	More focus	I feel that many teachers are still doing the same program they have done for years without updating their materials or teaching style which often does not suit the learning needs of diverse students. There is little differentiation happening in many cases. Rather than just assessing the majority of their students as "developing", they should be looking at their program, lessons, and teaching practice to see where they need to make a change to reach and teach the students.
Staff member	Carson Graham Secondary;	Much more focus	Training teachers on how to adapt, understand, and implement what has been discussed forever on Professional days. Different reading material/resources for those who cannot read but are required to learn the curriculum.
Staff member	Handsworth Secondary;	Maintain focus	Physical Education classes and school teams need a usable field at Handsworth (turf or grass) for regular instruction of classes (it is a classroom space) and effective programing of athletic teams within the athletic department.
Parent/Guardian	Seymour Heights Elementary;	Maintain focus	Learning support teachers so the entire school community feels well supported and not overwhelmed.
Parent/Guardian	Handsworth Secondary;	Much more focus	It is important to integrate neurodiverse students with the neurotypical students.
Staff member	Cleveland Elementary; Seymour Heights Elementary; Sherwood Park Elementary; Seycove Secondary;	Much more focus	SD44 should prioritize the way we support ELL students, more specifically those that are at the beginner level. The only way these students will acquire the language is by receiving substantial support . This translates to more hours of ELL direct support in schools. For example: there are 2 new students at an elementary school in Deep Cove, they are both in intermediate classes and with no knowledge of the language. How much support do you think they should receive? At the moment, the only support they are receiving is 30 minutes per week. This is a disservice to these students. It is already hard for them to adapt to a new country and culture. This is why I feel the minimum we should do is to make them feel welcomed and comfortable by providing them the support they need and deserve. This way we would be providing equity-based education.

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Are you a?	Which school community are you a part of?	Rate our approach:	Student-Centred Education Comment:
Parent/Guardian	Seycove Secondary;	More focus	The school district should prioritize the appropriate support for ELL . More specifically those that are at the beginner level. The only way these students will acquire the language is by receiving substantial support . This translates to more hours of ELL direct support in schools. For example: There is no ELL program at Seycove Secondary. Is this fair for the ELLs that have just arrived and do not speak the language? How much support do you think they should receive? This is a disservice to these students. It is already hard for them to adapt to a new country and culture. This is why I feel the minimum the district should do is to make them feel welcomed and comfortable by providing them the support they need and deserve. This way they would be receiving equity-based education.
Staff member	Cleveland Elementary;	Less focus	Add more support for neurodiverse students for their socio-emotional needs to provide life skills as they get older not lessen their support just because they seem okay and show some independence. They will need continuous support to develop social skills and emotional management.
Staff member	Ross Road Elementary;	Much more focus	If we want student-centred education...we need to find better supports for teachers, students, and admin. For teachers who are already overburdened and overworked, we really need release time and access to very specialized professional development for us to feel empowered. Help me learn how do to cope with children who have PDA in a second language classroom, how to cope with students who are impulsive and who lash out physically, how to support student with learning challenges (and possible undiagnosed learning issues) and how to help children and families deal with anxiety. Provide me with materials in my classroom to help with that. For example, do we need a weighted blanket, a weighted cuddle toy, or a support animal at the school? Put systems in place to support me to better support them. Don't make it arduous to get supports. Allow the admin to just be admin. They need to be in our schools and available to support us. They are also overburdened. What can be removed from their plates so that they can be there for the students? For the students, our students who struggle the most need specialized support both inside and outside the classroom. The classroom is not the only space some of our learners need. Some need that quiet small group or one-on-one targeted support that can't be achieved in a room full of other noisy learners. Maybe the child needs the learning support teacher, the counsellor, the speech and language teacher, the learning support worker, or the behaviour support worker. The children need those specialist teachers to have the time to see them and on a regular basis. We shouldn't need to decline offering them support because there isn't enough to go around. We shouldn't need to feel like that child doesn't need it as much as another so they don't get it. Really...when the system works, these children receive the support they need and then can, in time, no longer need that support. The classroom has become such a dynamic place. Classroom management, small group intervention, and student-centred education has become impossible.
Staff member	Handsworth Secondary;	Much more focus	Handsworth needs a new field, full stop. We currently have 4 scheduled classes (120 students) in our gym at the same time, which are only subdivided into 3 spaces. Without a field, we are forced to use Eldon Park for any outdoor activity. The 30-minute walk means half the class cannot be used to improve students' physical well-being. The older students who have not had a field since the old Handsaworth building was torn down are beside themselves that they may never get to use the new field at the school.
Staff member	Sherwood Park Elementary;	Much more focus	Providing adequate supports to meet the high complexity demands of the school site.
Parent/Guardian	Blueridge Elementary;	Less focus	IB programs, art teacher, physical education teacher
Parent/Guardian	Sherwood Park Elementary;	Much more focus	Poor education outcomes - teachers are not highlighting where there are below-grade outcomes in core foundational skills like reading, comprehension and math. This has been my experience with my children year over year. Both children are below provincial standards and they aren't being flagged as such or offered any additional support and just move along the grades. I have no confidence that the daughter after educational outcomes are being met.
Parent/Guardian	Cove Cliff Elementary; Seycove Secondary;	More focus	Teaching to diverse learning styles

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Are you a?	Which school community are you a part of?	Rate our approach:	Student-Centred Education Comment:
Parent/Guardian	Queensbury Elementary;	Much less focus	Professional development is required in diversity awareness, anti-racism and teaching to different types of learners. Understanding of the different needs of neurodivergent children and understanding how to work with their strengths and and better understanding of their challenges so all perspectives can be used when teaching and interacting on day to day day basis that is effective and not harmful to the mental well being of all students.
Staff member	Queen Mary Community Elementary;	Much less focus	More Learning Support Services.
Staff member	Braemar Elementary;	Much less focus	how much more can be done without sacrificing the need to provide skills based outcomes?
Parent/Guardian	Dorothy Lynas Elementary;	Much more focus	Personalization and individual approach to students will allow them to focus on specific growth areas that they need, rather than a group activity that excludes "outliers" and make students feel like outsiders.
Parent/Guardian	Lynn Valley Elementary; Argyle Secondary;	Much less focus	Focus on academics and bring back letter grades and standardized testing. Start supporting hard working students that are trying to achieve something as they are discouraged in the current system.
Parent/Guardian	Westview Elementary;	Much more focus	Yes!please continue to support school district and community..
Staff member	Argyle Secondary;	Much more focus	Professional development on equity-based teaching and learning
Parent/Guardian	Larson Elementary;	More focus	This comment is related to student equity. It is shocking that Larson school has lost its music space as the district took the music space for another division and did not provide another portable to replace it. The music program at Larson currently services over 300 students who are crammed onto the gym stage while classes are happening in the gym. While the school is getting creative with spacing, how is this even happening? No classroom teacher would be asked to teach on the stage - why oh why would our music teacher? This becomes extremely frustrating as I am aware that most other schools in the district have a beautiful music room, and some like Braemar, Carisbrook and Upper Lynn have additional multipurpose spaces. Why are the Larson students forced to suffer? Why are they not getting access to space in the same way that others in the district are? This is a serious concern that in my opinion, the district needs to address immediately. Our children are worth it.
Parent/Guardian	Cleveland Elementary;	More focus	This approach to supporting students is heavily dependent upon Professional Development. While I support PD, I also think student centered education comes from bringing student voice and perspective into the equation -- it's wholly lacking in your approaches outlined. Why not strike a student advisory to support with this work? Why not better understand what students want to learn and how they want to do it (within reason - I get there are standards)? Pushing from a top down approach isn't the only way - but it's what's outlined here.
Parent/Guardian	Cleveland Elementary;	More focus	Given the number of neuro-diverse students in the school, more support and education for the staff would be beneficial.
Parent/Guardian	Cleveland Elementary;	Less focus	Friendship, group dynamics, bullying
Parent/Guardian	Cleveland Elementary;	Maintain focus	Improving educational outcomes and promoting personal, social and academic excellence for all students through differentiated instruction.
Parent/Guardian	Cleveland Elementary;	Much less focus	Modernized Facilities: Upgrading sports facilities like the football field ensures students have access to proper physical education resources. Additionally, enhancing playgrounds fosters holistic development and encourages outdoor activity.
Parent/Guardian	Braemar Elementary; Carson Graham Secondary;	More focus	Professional development time should likely be allocated to training and using technology-based remote learning tools and integrating these to allow more frequent usage for students, particularly secondary students.
Parent/Guardian	Cleveland Elementary;	More focus	More focus on student led projects at grade 2-4 level, including more activity based education like dance, sports, drama etc

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Staff member	Highlands Elementary;	More focus	More resources to support present curriculum
Parent/Guardian	Ross Road Elementary;	More focus	More stem education
Staff member	Sherwood Park Elementary;	More focus	continue support of STEM, but increase focus on hardware in the elementary schools (laptops, i-pads, spheres etc.)
Parent/Guardian	Cleveland Elementary; Handsworth Secondary;	Maintain focus	At this time, I believe things are going appropriately well.
Parent/Guardian	Westview Elementary;	Maintain focus	Using more tech in learning.
Parent/Guardian	Dorothy Lynas Elementary;	Maintain focus	Not sure why incorporating Indigenous ways of knowing is important, unless we resort to the strange culture of political correctness. We already have the scientific method developed in the West for centuries, so confusing children with unscientific ways of knowing seems to me like an undesired mole on your back. There are WAY more important topics to teach children than this.
Parent/Guardian	Queensbury Elementary;	Much more focus	I noticed that my both kids are coming home and discussing LGBT+ and Gay Sex. They told us (parents) about new book shelf that promoting LGBT+ and I heard so much stuff about gays, sex and other things that I am worrying about my kids in elementary school. Why kids didn't tell about math, biology, natural, history, first nations? Do you really believe that LGBT books, sex education is the most critical asset that kids requires? They barely read and write but can talk about gay sex. Shame on you.
Parent/Guardian	Handsworth Secondary;	Less focus	We need a field at handsworth
Parent/Guardian	Cove Cliff Elementary;	Maintain focus	repeated from above: My primary concern is that the key learning blocks fall away (math, science, language) as teachers must focus their effort on softer topics. I agree with creating an inclusive space for our entire community, but hope this is not at the expense of the development of our children's abilities.
Parent/Guardian	Blueridge Elementary; Seymour Heights Elementary; Windsor Secondary;	Much more focus	More feild trips, more collaboration, more visitors who specialize in diverse interests. Not cultural, but it would be nice to see different professions come to the school to talk, not EVERY child can grow up to be an "influencer"
Parent/Guardian	Ridgeway Elementary;	Less focus	With Advent of AI we don't know type of job in next 10 years. Students needs to be aware of technology and focusing on multiple skills to become Generalist and not the specialist.
Parent/Guardian	Handsworth Secondary;	Much more focus	More support teachers are needed. More learning specialists, EAs and councillors.
Parent/Guardian	Argyle Secondary;	More focus	Again, I don't see how you are implementing Indigenous ways of learning in the curriculum which is required across all curriculum areas.
Parent/Guardian	Carson Graham Secondary;	Much less focus	Coming from another country, we were very surprized by the lack of innovative use of technology in the school. For instance, students should be encouraged to bring a device, handle assessments digitally, learn about AI, and create original multimedia artefacts for their projects. Many teachers still ask students to print out their assessment and submit hard copies, which is a bit absurd in 2024. There could also be more opportunities for them to apply innovative skills. For example, students could get community hours for taking photos and videos of the school sports teams and post them on social media for the community.
Parent/Guardian	Ross Road Elementary; Argyle Secondary;	Much less focus	The students need just instruction, no need to innovate too much, good feedback such as providing marks is Paramount but it seems like curriculum is going away from giving marks to students
Parent/Guardian	Lynn Valley Elementary;	Maintain focus	Don't confuse infusing technology with innovative instruction. My child watches too many youtube videos at school to incorporate dance breaks/movement into the day. there are many more non-screen ways to incorporate this. Try taking the kids outside more and incorporating this into your curriculum! Innovative instruction also means doing better at meaningfully connecting with the community through volunteer or joint projects with community members/organizations, and incorporating arts and culture into curriculum teaching.
Parent/Guardian	Braemar Elementary;	Maintain focus	Same feelings as the first response.
Parent/Guardian	Handsworth Secondary;	More focus	We need to help our students to be critical thinkers, to think outside the box, to be able to solve the growing problems of the world, to be able to envision a better future, they need to be given tools and hope, that any action towards the betterment of humanity is better than none.

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Parent/Guardian	Seymour Heights Elementary;	Much more focus	Encourage science fairs, entrepreneurship fairs, math competitions, creative writing competitions. Foster ambition and pursuit of excellence in students.
Staff member	Sutherland Secondary;	Maintain focus	Teachers need more time to work together to gain resources and plan for newer courses that have not come with resources. More focus time needs to be given to teachers to work through new programs and work with colleagues in the same departments in the district to trade innovate ideas and advice.
Parent/Guardian	Handsworth Secondary;	Less focus	If your child is a high academic learner then there are lots of opportunities. If not - there are none. Let's face it, unless a parent is willing to constantly do battle with the administration there is nothing that will be done for kids with disabilities. However, the system will say it is providing diverse learning. There needs to be more options, more different courses. Not everyone will go to University. Why are trades not emphasized? Why does everyone need a Dogwood - there is such limited ideas on what a child should have once they leave high school.
Parent/Guardian and Staff member	Windsor Secondary;	More focus	We need our children to be able to question the world with no back lash Kids need to learn math
Parent/Guardian	Braemar Elementary;	More focus	Numeracy skills of students are far below their peers on international level. Especially mathematics and physics.
Parent/Guardian	Seymour Heights Elementary;	More focus	I think the focus could be stronger in critical thinking and problem solving skills.
Staff member	Windsor Secondary;	Maintain focus	Keep everything up to date in the labs and for computers for teacher use.
Staff member	Argyle Secondary;	Maintain focus	Our staff is really doing an excellent job...I would ask though that the district provide a consistent timetable for the next several years to allow staff the opportunity to really focus on innovative instruction.
Parent/Guardian	Capilano Elementary; Carson Graham Secondary;	Less focus	Providing professional neurodiversity development training for educators and classroom aides to help support students better. Clarify the misnomer that ADHD is only about hyperactivity or inattentiveness. Use funding to secure more teachers so class sizes can be reduced.
Parent/Guardian	Sherwood Park Elementary;	Maintain focus	Identify resources to support teacher collaborative inquiry, school rounds and teacher networks of practice.
Staff member	Boundary Elementary;	Less focus	less money on special responsibility jobs that change every year. One program comes in then fades out quickly. There is never consistency with programs.
Parent/Guardian	Norgate Xwemélch'stn Community Elementary;	Much more focus	All instructions are really clear given and very informative.
Parent/Guardian and Staff member	Sherwood Park Elementary;	More focus	See above response, think of creative ways to challenge the more advanced students.
Parent/Guardian	Highlands Elementary;	Much more focus	Innovation is key to breaking from the norm, solving the world problems, and accepting and evoking change. Students need to embrace innovation to keep pace with societal evolution. I would encourage instruction on Design Thinking, Prototyping and the Feedback cycle/iteration.
Parent/Guardian	Lynn Valley Elementary; Argyle Secondary;	Much less focus	Bring back letter grades, bring back schoolbooks, more focus on academics and core skills, like Math.
Parent/Guardian	Highlands Elementary;	Maintain focus	N/A as moving to Handsworth so unfamiliar with its approach
Parent/Guardian and Staff member	Ross Road Elementary;	Much more focus	- more dynamic classroom design/decor - alternative seating - trades-based learning in elementary (woodworking, metal shop, life skills) - arts elective in elementary (strings/band/music/choir) - specialized-classrooms (science labs, art rooms, computer labs) - appropriate physical education facilities (gymnasiums etc.)
Parent/Guardian	Seycove Secondary;	More focus	The emphasis away from grades is all fine for younger ages, but once kids are in grades 10-12, there needs to be a shift back to grades, understanding how grades = entrance to university, etc. The shift toward fluffiness for equity's sake does not serve kids who need proper grades for university applications.
Parent/Guardian and Staff member	Queensbury Elementary;	Less focus	Not enough resources

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Parent/Guardian	Queen Mary Community Elementary;	Less focus	I see change efforts on implementing diferente learning approaches, IEPs etc but I have not seen concrete benefits ... keep it simple and relevant
Parent/Guardian	Sherwood Park Elementary;	Much more focus	The school needs to improve on its "growth mindset". Comments and questions from parents are often met with extremely defensive answers. The current staff and administration seem very "set in their ways" and not willing to listen to or explore new ideas or questions. There does not seem to be sufficient emphasis placed on academic excellence and employing proven & innovative teaching strategies.
Staff member	Queensbury Elementary;	Much more focus	need far more updated resources and money for these resources
Parent/Guardian	Carson Graham Secondary;	Much more focus	In many of the newer secondary school builds, the school library occupies a vastly smaller space than the areas provided for athletics. In order to improve literacy rates and a love of reading among students, as much attention and funding should be given to literary pursuits as athletic pursuits.
Staff member	Boundary Elementary;	Maintain focus	Again, when classrooms are not supported well, none of this happens. Get rid of most of the upper management jobs, put more people in the class supporting the students. I have at least 5 kids with undiagnosed ADHD, mostly triggered by the big, noisy, triggered kids in the class and other behaviours of other students. How am I supposed to be innovative in my instruction? The only innovations I am achieving are how to keep the ADHD stuff at a low simmer. I don't need a weekly email to support me. I need consistent, daily support in the classroom to be innovative in my teaching. Having someone come in after I fill in a form for a one off lesson is not supporting my teaching. Having daily, consistent support is.
Parent/Guardian	Boundary Elementary; Sutherland Secondary;	Less focus	less staff at board office, more staff in schools
Parent/Guardian	Lynn Valley Elementary;	Much less focus	Students should be exposed to *world* history, not just indigenous history. It is truly stifling for young minds to learn only about the local indigenous cultures -this does not respect Canada's diverse immigrant community, for example.
Parent/Guardian	Montroyal Elementary;	Much more focus	I think critical thinking and problem solving are areas that could be developed. Having practical real-world examples and focused project efforts that children need to continue to engage on and have their through-process continue outside of the school hours. We don't want children to shut off their brain once school ends, but a way to continue education and linking ideas after 3pm.
Parent/Guardian	Sherwood Park Elementary;	Maintain focus	I believe students should have a very strong grasp on the basics before computer studies are introduced.
Parent/Guardian	Carson Graham Secondary;	More focus	Supporting students to learn from the past, engage in the present and prepare for the future.
Parent/Guardian	Sherwood Park Elementary;	More focus	Ensure a full time music teacher is on staff! It is a significant gap to have a 1/3 music teacher this year. Implement the string program for grades 4/5.
Staff member	Sherwood Park Elementary; All - TTOC;	Much more focus	If you want innovative teachers, you need specialists to teach, not generalists as is the way elementary is taught now. I suggest migrating to specialists teaching as you will get much more innovation. Not only will these teachers love the subject they teach, they will be experts in it; able to more readily answer and support students in their learning.
Parent/Guardian	Sherwood Park Elementary;	Maintain focus	Absolutely focus on academic excellence. Stop / minimise focus on 'Indigenous ways of knowing'; this is interesting at best and should not distract from the basics of literacy and numeracy.
Parent/Guardian	Brooksbank Elementary Sutherland Secondary;	More focus	Both: mentorship for new teachers by high performing (not necessarily high tenure) teachers. If we could clone Michael Lam (teacher at Brooksbank), all schools would benefit! He is simply amazing. Also, for sure need more district-wide resources for teachers to learn better how to teach kids mainly using technology as it is just how kids will need to operate. And literacy/numeracy aids to bridge to different types of learners including immigrants. The tools and methods still seem antiquated relative to what is available out there.
Parent/Guardian	Argyle Secondary;	Maintain focus	Continue to focus on innovative learning and ways to support students in the digital world. Consider new progress reporting system as applied to students and encourage teachers to have systems or explanations for students so they understand where they are in the reporting category. For example, it could be a large range within the "proficient" category and how does a student know if they are on the bottom or the top? What motivates students to be at the top if they don't know where they are in the category or how far it is to reach the next category and what to do to reach the next category?

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Are you a?	Which school community are you a part of?	Rate our approach:	Innovative Instruction Comment:
Parent/Guardian	Seymour Heights Elementary;	Less focus	Prioritize basic fundamentals of reading, writing, and math.
Parent/Guardian	Ridgeway Elementary;	Maintain focus	Digital safety and first nations are important. The rest is a word salad that doesn't have a clear meaning from reading it.
Parent/Guardian	Cleveland Elementary; Handsworth Secondary;	Much more focus	District is still using textbooks from the 80's with offensive language in them.
Staff member	Argyle Secondary;	Maintain focus	I think there is always room for improvement but I feel like a lot of classes I was in there was a lot of innovative instruction which is awesome.
Parent/Guardian	Larson Elementary; Argyle Secondary;	Much less focus	"Collaborative inquiry" is ineffective without clear and measurable expectations for skills that can be independently demonstrated and applied. "Collaboration" and "inquiry" are themselves skills, but certainly not the only ones necessary for learning and success. This lack of focus is reflected in the approach proposed by the district: "Consider district-wide resources..." is vague and requires no actual action to accomplish. Without clear expectations and a culture that values academic success alongside personal growth, students are disadvantaged.
Parent/Guardian	Sherwood Park Elementary;	Maintain focus	Get rid of new BC learning system. Parents and students have no idea how they are doing. It is approaching ludicrous how poor students are responding to this.
Parent/Guardian	Capilano Elementary;	Much less focus	There are teachers still keeping students in at recess to finish work or consequences for talking out, teachers using old methods like getting kids to do lines if they misbehave. Teachers need more supervision and need to learn from their students on new ways that engage students of this generation
Staff member	Boundary Elementary;	Less focus	Please stop trying to reinvent the wheel. Please stop jamming more and more down our throats and expecting us to just "make it happen"; particularly without adequate support and resources (a common theme). For example, please don't offer a 'teacher's manual' to be shared amongst staff and then suggest we can use our school funds to purchase more because the district can't afford to fund what THEY (the district) are proposing we implement! And to imply that "we want all schools providing consistency across the district" simply diminishes our professional autonomy.
Parent/Guardian	Ross Road Elementary;	Maintain focus	There needs to be more explicit instruction on how to engage appropriately and safely online. With both our kids, we've experienced them getting increased access to the internet at school (compared to home) with insufficient instruction on safe conduct prior!
Parent/Guardian	Handsworth Secondary;	More focus	As my son said last week, I've taken five months of Math gr 11 and only two weeks of it were useful: learning about budgeting, learning about mortgages, learning about things that will help him as a future adult.
Parent/Guardian	Dorothy Lynas Elementary;	Much more focus	The focus should be on academics and physical education in the school system
Parent/Guardian	Queensbury Elementary;	Much more focus	Great job
Parent/Guardian	Argyle Secondary;	Much more focus	Remove the Indigenous lessons. Adopt AI technology in classrooms and teach the future while challenging students to learn how to use certain tools.
Parent/Guardian and Staff member	Boundary Elementary;	Maintain focus	Have online awareness and safety sessions for students, similar to the body science science to build awareness from a younger age. Encourage and support educators to review older classroom materials and resources they have used for more than a few years to check for appropriateness of content and language vis-a-vis inclusion
Parent/Guardian	Carson Graham Secondary; Argyle Secondary; Dorothy Lynas Elementary;		Innovative? Lose the "woke" Communist tilt to everything and simply teach the basics.
Parent/Guardian	Sherwood Park Elementary;	More focus	Make sure all teachers are familiar with innovative teaching techniques, and use them! Not only the recent grads. Increase safety in the digital world - knowledge is lacking.
Parent/Guardian and Staff member	Cleveland Elementary;	More focus	Increased opportunities for gifted kids. Having a period of 2 1/2 hours every 2 to 3 weeks is not enough.
Parent/Guardian	Queen Mary Community Elementary;	Much less focus	Avoid "innovative instruction" at the expense of academics, using only proven methods from top global performers in education. Focus on reading, writing and arithmetic. Prioritize hand written work, as this is shown to have positive outcomes vs computer based learning.

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Parent/Guardian	Capilano Elementary;	Maintain focus	Maintain focus.
Parent/Guardian	Handsworth Secondary;	Maintain focus	Consider district-wide resources in areas such as literacy, numeracy, and critical thinking to augment emerging needs.
Parent/Guardian	Eastview Elementary;	Less focus	it would be awesome for our school district to focus on cool things like boosting teacher training in creative teaching methods, encouraging teamwork among teachers, putting resources into the latest educational needs, and keeping up with career development from kindergarten to high school. This way, we can make our school's Innovative Instruction even more awesome over the next few years!
Parent/Guardian	Ross Road Elementary;	More focus	Continue the existing curriculum, add the capacity to facilitate in-depth investigation to augment enriched learners and needs of gifted students.
Parent/Guardian	Sherwood Park Elementary; Seycove Secondary;	Much less focus	There are too many barriers to promote learning outdoors and off school. It is a headache to volunteer for teachers and the school. If the district wants criminal record checks done they should have an online option to do it. Asking parents to volunteer and then asking them to submit paperwork in person on their workday is counter intuitive.
Staff member	Handsworth Secondary;	Much more focus	Smaller class sizes will make achieving these goals much more likely. Providing paid training for important initiatives. Investigate moving toward a more blended approach to inclusion wherein pull out supports in the form of targeted classes are readily available in extreme cases for students with specific needs.
Staff member	Braemar Elementary;	More focus	I actually think this district is doing a good job in this area. I think we could prioritise the training of staff in these areas, rather than lunch and learns and rushing in traffic after school to sit in a crowded classroom. Lets elevate this as it is such a priority.
Parent/Guardian	Seycove Secondary;	Less focus	There is too much exclusive emphasis on Indigenous culture in our school system. I am all for exposure to different cultures. So let's broaden the exposure to more of the cultures that live in Canada and which define who we are as a country.
Staff member	Ross Road Elementary;	More focus	teacher training, teacher retention
Staff member	Cove Cliff Elementary;	Maintain focus	I feel that the opportunities to apply for CIG grants, and the like, provide good opportunities to enhance innovation in the instructional and curricular areas. This can always increase and be given be more resources and time, but is currently sufficient if you apply for available grants. There is also pro-d funding from a different 'pot' that provides in this area.
Staff member	Braemar Elementary; Argyle Secondary;	Much more focus	More supports both instructional and technical to create equity for EAL students
Parent/Guardian	Ross Road Elementary;	Much less focus	Stop allowing elementary students to be exposed to inappropriate technology. Teachers actually allow primary students to watch cartoons during instruction time. No child below nine should be on a tablet - it is damaging to their brains and eyes. Implement a zero tolerance for cell phones every where on school grounds, except under special circumstances. You do not need to look very hard to educate yourselves about all the dangers of screens, technology, and social media for children and adults.
Parent/Guardian and Staff member	Larson Elementary;	Much less focus	I think the district is not giving enough support in form of resources to teachers. This includes the lack of technology per student that is available. I spend between 1-3 thousand dollars of my own money every year to be able to provide a rich learning environment.
Parent/Guardian	Lynnmour Xá7elcha Elementary;	More focus	As written above. This strategies could help to have more divers abilities to strengthen the development individually
Parent/Guardian	Dorothy Lynas Elementary; Seycove Secondary;	Much less focus	Social skill development, respectful dialect and relationship building, conflict resolution skills
Parent/Guardian	Handsworth Secondary; North Vancouver Online Learning;	Maintain focus	I've seen amazing development of career development programs in the time that I have been here. No other evidence of the approach being implemented otherwise. Sounds lovely. Again, your language does not allow for effective engagement/understanding of what you're looking for here.
Parent/Guardian	Queen Mary Community Elementary;	More focus	Collaborative inquiry and other innovative methods are critical to adopt legacy educational methods to a changing world



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Parent/Guardian	Carisbrooke Elementary;	More focus	This belongs to question 7: "Incorporating Indigenous ways of knowing." in my opinion, I voted disregarding that.
Parent/Guardian	Dorothy Lynas Elementary;	More focus	We have been told that there is limited district-wide resources in areas such as literacy, numeracy, and critical thinking to augment emerging needs available to teachers and LSTs, especially in French Immersion.
Parent/Guardian	Eastview Elementary;		Similarly to question 3, where can I see the quantitative/qualitative results of this approach? For example, how have we promoted and measured lifelong learning and the pursuit of diverse personal journeys? How are we ensuring that our techniques in supporting to learn from the past, engage in the present and prepare for the future have been advantageous? I'm not discrediting the approach, but without understanding how these are being measured by the institution, then it's difficult to informatively say what she be prioritized.
Parent/Guardian	Queensbury Elementary;	Much less focus	I want you to focus on academics, not race and sex.
Parent/Guardian	Brooksbank Elementary;	Maintain focus	Teach life skills, such as managing money, public speaking, etc that will help to foster success later in life.
Parent/Guardian	Carson Graham Secondary;	Maintain focus	Having updated, predictive studies made available to parents on what the labour market will be like when our children join the workforce so that we can help our them determine what they'd want to do, including, possibly, venturing into apprenticeship.
Parent/Guardian	Braemar Elementary;	Maintain focus	Indigenous ways of learning and secondary language learning
Staff member	Carisbrooke Elementary;	Much more focus	I feel we are expected to do this, but are provided with very few resources that help. I feel using "proven, innovative and adaptable teaching strategies" is not enough nor working post-covid. We need qualified indigenous teachers and admin to support "Incorporating Indigenous ways of knowing" and I don't know who to do to anymore. I feel we are helpless when it comes to "Preparing students to safely and responsibly engage in a digital world" as cell phone use in schools seems to be getting more difficult to manage.
Parent/Guardian	Windsor Secondary;	Much more focus	My student has an IEP that is not implemented nor do some of their teachers provide accommodations, nor allow for alternative ways of showing their learning, professional development in this area is desperately needed in this school district. This survey is poorly written and the language is a bit too high level edu speak for a parent not employed in this field.
Parent/Guardian	Sherwood Park Elementary;	More focus	Love the first note: Promoting academic excellence, lifelong learning and the pursuit of diverse personal journeys.
Staff member	TTOC;	Maintain focus	More effective/interesting technology applications.
Parent/Guardian	Seycove Secondary;		Preparing students to safely and responsibly engage in a digital world. Incorporating Indigenous ways of knowing.
Parent/Guardian	Ridgeway Elementary; Sutherland Secondary;	Maintain focus	Innovative instruction takes time. Give more time back to classes. These morning tutorials are under utilized; students are sleeping in and classes are short and rushed, especially in hands-on subjected areas like the applied skills and fine arts.
Staff member	Westview Elementary;	Maintain focus	I feel that I have autonomy for creating innovating learning experiences for students.
Parent/Guardian	Eastview Elementary;	More focus	Considering past, present and future in an ever-changing world is key. This needs to be evaluated constantly.
Staff member	Carson Graham Secondary;	More focus	Literacy intervention is definitely an area in which secondary schools need to become innovative. This work is being done in elementary, but it is not well-developed in the secondary setting, and more time and resources need to be put towards things like close-reading, reading for understanding, vocabulary building, and skimming and scanning, at the secondary school level.
Parent/Guardian	Sutherland Secondary;	Less focus	Cell , internet use in school Supervision during practice, after school programs
Staff member	Carson Graham Secondary;	Less focus	- need numeracy and literacy blocks - trained numeracy and literacy teachers
Community member	N/A;	Maintain focus	Teachers still require instruction on how to be inclusive and how to accept people with disabilities.
Staff member	Carson Graham Secondary;	More focus	Collab time is too often directed by admin and little time is allowed for true teacher/staff collab. New teachers hired after Sept. start up are given little support - time should be built in for the new teacher to spend with an experienced colleague to learn the ropes.

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Are you a?	Which school community are you a part of?	Rate our approach:	Innovative Instruction Comment:
Parent/Guardian	Lynn Valley Elementary;	More focus	I honestly am a bit lost on this one as it's so vague but I can't see how the district supports the schools on resources available to teachers for learning. Though I can think of the outdoor school which is great I can't think of other district opportunities. I know our school PAC helps with field trips for some classes. And we have had a parent who has connections and my child has been lucky to be in their class for 2 years now so his class has had wonderful opportunities (but again this was a parent who facilitated this with our teacher, not thw district). I would love to see more of the district helping with indigenous education. It would be lovely if indigenous staff were able to come to thw school and be present and help facilitate the indigenous education to our children. This is a big priority and outdoor school doesn't cover all the grades so I feel it's lacking in some grades.
Parent/Guardian	Brooksbank Elementary;	Much more focus	Despite weekly collaboration time, I don't see a lot of innovative practices occurring at my child's school. For example, use of digital tools such as eportfolios would help students with reflective thinking about their learning. I have not seen a lot of opportunities for students to reflect on their personal growth. Or, if this is happening, it is not communicated home very often.
Parent/Guardian	Mountainside Secondary;	More focus	Students need more real world knowledge so they understand the affects of their import Society.
Parent/Guardian	Eastview Elementary;	Maintain focus	Students seem to need more and more creative ways to be taught and kept engaged. Well rounded teachers are important.
Staff member	Dorothy Lynas Elementary;	Maintain focus	While we participated in Educational Rounds this year (and they were EXCELLENT), I think many schools don't know about this opprtunity and, therefore, are not benefitting from it. If it has to come through admin and admin aren't on board, then it down't happen. I think somehow these options need to be better communicated directly to staff so that they can take the initiative if they are interested. Honestly, Educational Rounds were the best Pro-D I have had in some time.
Parent/Guardian	Ridgeway Elementary; Sutherland Secondary;	More focus	I am not aware of any of this happening at my children's schools.
Staff member	Carson Graham Secondary;	More focus	Train teachers to be innovative in terms of providing adapted material.
Staff member	Handsworth Secondary;	More focus	Physical Education classes and school teams need a usable field at Handsworth (turf or grass) for regular instruction of classes (it is a classroom space) and effective programing of athletic teams within the athletic department.
Parent/Guardian	Seymour Heights Elementary;	Much more focus	The technology availability and use by teachers at our elementary school is concerning given the focus and need for technology competency in the world now. There will only be increased need for our kids to be prepared for the tech driven world in the coming years. At our school there is a cart of laptops enough for each child in only one class at a time. Reportedly (from the PAC meeting we attended) no teacher uses it due to the effort to plan the lesson for the cart and sign it out. You hear from other districts and schools that K-4 have iPads for each kid and 4-7 have laptops for each kid. Technology is well integrated into learning. Teachers embrace it and use it appropriately. As a parent, I worry my kids are going to fall behind with learning supported by technology and tech competency from kids who have better opportunities at other schools. I think the budget should prioritize having availability of tech for our schools and to pay for teachers to engage in training on how to incorporate tech to ensure our kids are keeping up with their peers.
Parent/Guardian	Handsworth Secondary;	Maintain focus	It is important to teach students about the complexities of the world that they will be entering after school, and how to navigate there.
Parent/Guardian	Carson Graham Secondary; Argyle Secondary;	More focus	Technology is advancing rapidly. Educational strategies should keep up.
Staff member	Cleveland Elementary; Seymour Heights Elementary; Sherwood Park Elementary; Seycove Secondary;	Much more focus	In the ELL department we have no access to technology other than we were recently provided with a "translating device". We should have access to iPads or laptops that we can use with our ELL students. There are many online programs that we could be using with them to help them acquire the language in a more interactive way.

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Parent/Guardian	Seycove Secondary;	Much more focus	ELLs should have access to iPads or laptops while in school. This would allow them to translate class material or access the same topic in their language to be able to understand what they are being taught. This would be a more interactive way of learning.
Staff member	Cleveland Elementary;	Maintain focus	Provide more opportunities for life skills. Cooking classes, wellness classes, carpentry classes, etc. even in elementary level. Children as young as 7y/o can learn to cook or be handy.
Staff member	Ross Road Elementary;	Maintain focus	This is all important. Luckily in this area, I think that we've made some significant advancement. I see more incorporation of Indigenous ways of knowing and technology. It's a shame that we lost our previous Indigenous support teacher. Sydney Doucet was amazing. Amazing people make meaningful change. The district could use more materials for literacy, numeracy, and critical thinking. It would be nice if excellent materials could be sought out and purchased on our behalf and then given to schools district wide. When we expect individual teachers and school to take this on, it is very half-hazard and inefficient.
Staff member	Handsworth Secondary;	Much more focus	The school should use more of its budget to improve its technological operations. Having come from a board with 1 to 1 technology (every student is provided a Chromebook or iPad) and a robust online learning system (Brightspace or D2L) it seems incredible to me that teachers are still printing out an enormous (and expensive!!!) amount of paper on a daily basis. Furthermore, most careers students will engage in going forward will require them to be proficient with online systems, and typing, rather than having strong printing abilities physically. Furthermore, having the board catch up in terms of technology will provide enormous help to ESL students through the various apps that help with L1 language acquisition. It will also help neurodivergent learners engage with class materials more comfortably through apps that help with dyslexia and other cognitive challenges. This will also allow teachers to more effectively provide support to learners in their class who are meeting the curriculum guidelines differently from the bulk of the class.
Parent/Guardian	Sherwood Park Elementary;	Much more focus	Adaptable teaching strategies - no evidence this is happening.
Parent/Guardian	Queensbury Elementary;	Much more focus	Teaching to diverse cultural students requires knowledge of how to create an anti-racist environment. Learning how to say the word Anti-racism would be a good start. Downplaying and not addressing issues of racism is concerning. Normalizing differences is not seen in my child's school and is disturbing.
Staff member	Braemar Elementary;	Less focus	we provide a fantastic opportunity-based delivery already.
Parent/Guardian	Dorothy Lynas Elementary;	Much more focus	Opening minds to thinking outside of the box is a great idea that promotes leadership skills in the earlier ages.
Parent/Guardian	Lynn Valley Elementary; Argyle Secondary;	Much less focus	Bring back letter grades and standardized tests. The current system erases any achievements by high achieving students and discourages them from trying.
Parent/Guardian	Westview Elementary;	Much more focus	Promoting academic excellence and
Staff member	Argyle Secondary;	Maintain focus	Be specific and direct in the implementation of Indigenous ways of knowing and learning, and focus less on career pathways (these students will change careers multiple times), and more on thinking critically about the world around them.
Parent/Guardian	Cleveland Elementary;	More focus	Teach coding
Parent/Guardian	Cleveland Elementary;	Maintain focus	Teaching money management and basic finance
Parent/Guardian	Cleveland Elementary;	Less focus	Technology Integration: Investing in technology infrastructure and resources empowers personalized learning experiences, allowing students to engage with content at their own pace and style.
Parent/Guardian	Cleveland Elementary;	Much more focus	Encourage students to innovate with their curriculum and choice of projects that match with curriculums

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Staff member	Highlands Elementary;	Maintain focus	Maintain programs, no new programs unless they address a previously untouched issues.
Parent/Guardian	Dorothy Lynas Elementary;	Much less focus	these needs are being fully met in schools. no need to put additional resources against this strategic priority.
Parent/Guardian	Ross Road Elementary;	Much more focus	There isnt much representation for south asian holidays or muslim holidays
Parent/Guardian	Dorothy Lynas Elementary;	More focus	Children should be learning about and practicing skills of inclusion and recognizing social diversity (e.g., differences in socioeconomic status).
Staff member	Sherwood Park Elementary;	Maintain focus	This is on track.
Parent/Guardian	Cleveland Elementary; Handsworth Secondary;	Maintain focus	At this time, I believe things are going appropriately well.
Parent/Guardian	Westview Elementary;	Less focus	The school is very inclusive and welcoming already. Other areas need more focus.
Parent/Guardian	Dorothy Lynas Elementary;	Less focus	Children should learn less about some of these topics -- like gender theories, which should be left to the discretion of families, given family values and belief systems. The schools shouldn't impose such a curriculum.
Parent/Guardian	Carisbrooke Elementary;	Maintain focus	Canada is becoming a beacon of light for humans to raise their kids free of religious, cultural and ethnic focuses.
Parent/Guardian	Queensbury Elementary;	Much less focus	As I shared in comment above, it looks like kids are doing only learn about diversity and inclusion instead actual skill like math, writing, reading, team work, sport and so on.
Parent/Guardian	Handsworth Secondary;	Less focus	Team sports promote inclusion but very hard to do with no field. Parents are having to drive to different fields which excludes kids who can not get transportation- WE NEED A SCHOOL FIELD
Parent/Guardian	Cove Cliff Elementary; Seycove Secondary;	More focus	there is no instruction to EA's in our school with regards to autism spectrum. There are weekend courses offered throughout the lower mainland which would GREATLY help.
Parent/Guardian	Cove Cliff Elementary;	Maintain focus	repeated from above: My primary concern is that the key learning blocks fall away (math, science, language) as teachers must focus their effort on softer topics. I agree with creating an inclusive space for our entire community, but hope this is not at the expense of the development of our children's abilities.
Parent/Guardian	Blueridge Elementary; Seymour Heights Elementary; Windsor Secondary;	Much less focus	School should be a neutral ground, less cultural Bring back God Save the King No one had ever been able to tell my kids what the native chant means, what's the point of singing it, if the kids are just doing it because everyone else is, and they have no idea, what it means. Neither do the teachers or principal, btw...
Parent/Guardian	Ridgeway Elementary; Sutherland Secondary;	Much more focus	I have been trying to engage both the school and school district on a concern related to inclusivity and systemic inequities, but I think the current approach of having everyone *agree* that inequity exists just perpetuates the issue.
Parent/Guardian	Ridgeway Elementary;	More focus	Inclusion and Diversity should not include promoting religion or LGBTQ. There has to be a difference in awareness or brainwashing of small children towards the non important things. Education should have more focus on skill, empathy, respect and humanity.
Parent/Guardian	Handsworth Secondary;	More focus	I have noticed an improvement over the years from the school, admin and teachers. What seems lacking is parents awareness of these especially from PAC and parents in general. More sharing of information for parent buy- in and knowledge might be beneficial.
Parent/Guardian	Argyle Secondary;	More focus	Missing Indigenous and First Nations
Parent/Guardian	Carson Graham Secondary;	More focus	Carson has a welcoming and inclusive culture, it is nice to see it and the counsellors play a very important role in building this culture.
Parent/Guardian	Ross Road Elementary; Argyle Secondary;	Much less focus	The school supposed to give a knowledge first to the students and be less of a social platform for indoctrinating kids, that's a job of parents.

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Parent/Guardian	Lynn Valley Elementary;	Maintain focus	Lynn Valley Elementary is a highly white middle class person centric school and curriculum in my son's class this year has surprised me with how this has been reflected. Very weak relationship to year round teaching regarding culture diversity and indigenous teaching (except for one day a year). School events are centered around Christian holidays, occasional token mention of other cultural holidays with a coloring sheet but there was still a Christmas concert at this school which seems quite outdated to me. Further, you can actually observe a much higher proportion of parents who are visible minorities appearing and likely feeling excluded as they are standing alone or outside big circles clusters of white parents waiting to pick up their children at the end of the day. The number of special activities that centre around fund raising at this school is also alarming. Bringing money/contributing money to fundraising is optional but overtly excludes students who aren't able to contribute (e.g. Munchalunch multiple times a month, book fairs, terry fox fundraising, money, requiring an iPad at home to do reading homework) etc.
Parent/Guardian	Braemar Elementary;	Much less focus	My spouse is a status indian, so my kids are part indigenous but i do not think we should divert further resources away from academia toward social goals. Everything is a trade off and school needs to give them tangible knowledge and skills for the real world. We strongly believe in a merit based colourblind system, with equality of opportunity not equity in outcome, which is totally unfair. We do not like where this has been going over the last few years and will remove our kids from public school if it continues down that path.
Parent/Guardian	Handsworth Secondary;	Less focus	We respect that all individuals have the right to live their lives as they so choose. That sexual orientation courses be a choice and not be forced upon individuals or families to attend. Freedom of choice is the right of each individual.
Parent/Guardian	Seymour Heights Elementary;	Maintain focus	This is valuable, but depending on the teacher can receive more classtime than is warranted, at the expense of other topics. A balanced approach is needed, which is mostly achieved at the moment.
Staff member	Sutherland Secondary;	Maintain focus	I feel that our school has a very welcoming and inclusive culture. Focus on employee well-being is nice and finally starting to have an effect, I feel, in the aftermath of the pandemic. It's taken a while, but things are starting to feel more normal. The thoughts and efforts of our admin team has gone a long way. This style of management has been excellent in creating a happy school.
Parent/Guardian	Handsworth Secondary;	Much less focus	Same comments as above. I have kids in their 30's and kids in late teens and early teens. All attended Handsworth - nothing has changed. The school is academic focused and supports those type of kids. Teachers, counsellors etc. have very little idea about special needs kids. There is limited or no training on FASD, Anxiety, ASD etc. The schools need to have teachers that really understand these diagnosis.
Parent/Guardian	Argyle Secondary;	Much more focus	Address male toxicity. My sons have been raised to embrace inclusivity but are currently embracing misogynistic, homophobic and racist ideas. Online influencers seem to be have a greater effect than what is consistently role modeled for them.
Parent/Guardian	Lynn Valley Elementary;	Much more focus	inclusion isn't just about statements and aspirations, but about practicalities of the lived experience of all students, teachers and staff in the building every day. consider gathering input on what life looks like on a daily basis from folks with diverse intersectionalities and where their pain points are; 5 year olds can do this, 15 years olds can do this, adults can do this - ask for input from those with lived experience to guide your decision making, spending and areas of focus
Staff member	Windsor Secondary;	Less focus	I think that has been the focus for a number of years now.
Staff member	Argyle Secondary;	More focus	Providing more opportunities and funds for guest speakers. With technology like Teams and Zoom it seems like an excellent opportunity to organize district wide authors virtual visits, inspiration speakers and figures. It seems like this is done piecemeal through libraries and individual staff. It would be amazing to have district-wide opportunities.
Parent/Guardian	Sherwood Park Elementary;	Less focus	Continue to support the understanding and application of equity, diversity, and inclusion
Staff member	Boundary Elementary;	Much less focus	be present
Parent/Guardian	Norgate Xwemélch'stn Community Elementary;	Much more focus	We just came from another country and our kid feep s very welcome .

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Parent/Guardian	Sherwood Park Elementary;	Much less focus	There's enough evidence to show that what started as a positive initiative has morphed into propaganda and group shaming (and given rise to more antisemitism in Canada under the guise of "victimhood"). Segregating individuals into smaller, more niche groups and then highlighting that as the most important part of a person's identity is counterproductive and counterintuitive to more traditional Liberal concepts of creating a colour/race/gender blind society that values a human as a human. Let's put effort into supporting/strengthening everyone rather than spending time highlighting differences.
Parent/Guardian	Seymour Heights Elementary;	More focus	The K-12 Anti-Racism Initiative needs to have a line in the budget in the operating budget.
Parent/Guardian	Ridgeway Elementary;	Much less focus	Too much information for under aged students and it appears they are forced to reconsider who they are and what their gender identity so it makes them more confused. I think it's rather reverse discrimination for whom already has own identity.
Parent/Guardian	Highlands Elementary;	Maintain focus	While this being an important topic - I am happy with the level of instruction and believe the students are already showing a lot of acceptance, inclusivity and compassion.
Parent/Guardian	Braemar Elementary; Upper Lynn Elementary;	Less focus	When creating classes I feel that the children with diagnosis should be considered first before the Neuro-typical child. Perhaps this would stop our children from being ostracized and socially isolated. Parents also need to be educated about the harm they do to these children with neurological differences. They are often our most valued and innovative population once they've reached adulthood as long as they haven't given up due to these prejudices.
Parent/Guardian	Lynn Valley Elementary; Argyle Secondary;	Much less focus	Stick to instructing academics, not politics. The current curriculum is heavily politicized.
Parent/Guardian	Dorothy Lynas Elementary;	Less focus	Stay out of all culture issues.
Parent/Guardian	Seycove Secondary;	More focus	This area is becoming more challenging for administrators with the rise of social media and influencers such as Andrew Tate. Perhaps more emphasis on understanding for the home environment would be helpful, as there is only so much a school can do if the message is not being duplicated at home. On the other end of the spectrum, my child has gone on occasion with friend to the GSA Club at lunch, and the person overseeing the group specifically and repeatedly told the kids that NO ONE who did not identify as gay / queer was allowed to be there. My <sup>Personal Details</sup> felt terribly uncomfortable, wanting to support friend but feeling like this goes entirely against inclusivity.
Parent/Guardian and Staff member	Queensbury Elementary;	Less focus	Not enough resources to meet the needs of the students at our school!
Staff member	na;	More focus	Provide more training in all these areas as our school communities and students in particular are still struggling coming out of the pandemic
Parent/Guardian	Queen Mary Community Elementary;	Less focus	The school is very welcoming as is.
Parent/Guardian	Sherwood Park Elementary;	Maintain focus	Sherwood Park is doing this well, keep up the good work!
Staff member	Queensbury Elementary;	Maintain focus	provide guidance to schools when parents or students are not inclusive
Parent/Guardian	Carson Graham Secondary;	Maintain focus	Our school does an excellent job of promoting education around 2SLGBTQI+ issues and is considered a safe haven amongst North Vancouver secondary schools for students from those communities.
Staff member	Boundary Elementary;	Maintain focus	I work with a wonderful staff who is mostly welcoming and inclusive. It's the community within the school that makes a welcoming and inclusive staff. Again, put more people in the schools, less in the district office and people feel supported which makes them happier and kinder. Ask what the district can do to make the schools and classrooms a better place.
Parent/Guardian	Boundary Elementary; Sutherland Secondary;	Maintain focus	support our teachers, have more EA's in school to work with kids. Smaller class sizes. Support kids with challenging behaviours.
Parent/Guardian	Lynn Valley Elementary;	Much less focus	There is too much focus on the SOGI agenda at our school -sexual education (especially relating to LGBT issues) should be left for the parents and caregivers to teach at home. This is not inclusive of homes with a religious background that does not see why LGBT agenda forms such an integral part of the curriculum -acceptance for all should be taught and be left at that

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Parent/Guardian	Montroyal Elementary;	Less focus	I think this is important, but I feel like there was an over-correction on this topic in the past couple of years. I do value inclusivity and ensuring everyone is feeling welcome, but I'd rather increase focus on academic progression.
Parent/Guardian	Sherwood Park Elementary;	Much less focus	Focus on teaching math and writing skills.
Parent/Guardian	Carson Graham Secondary;	Much more focus	Empowering educators with skills to enable a safe and harassment-free learning environment.
Parent/Guardian	Sherwood Park Elementary;	Maintain focus	Continue educating staff/teachers and students in this important topic
Staff member	Sherwood Park Elementary; All - TTOC;	Less focus	School is increasingly less for boys. Our policies and priorities are failing boys. It's obvious they learn and have different body needs than girls, yet we are constantly attempting to get them to fight their urges, not working with them to teach them proper self-management. Sit down, shut up, no rough housing. This is what boys do, and they're made to feel shame for it. It's not progressive or inclusive at all.
Parent/Guardian	Sherwood Park Elementary;	Much less focus	Please stop/most of this. Each child is an individual. We don't need to put labels on them and enforce identities. Teach kids universal principles: treat everyone with respect and how you would like to be treated yourself. That's all that's required here. Please focus on literacy and numeracy.
Parent/Guardian	Brooksbank Elementary; Sutherland Secondary;	More focus	Definitely continue on DEI awareness, and help teachers model it better. Some are still the opposite of role models in this area. Sutherland has a couple male teachers who've been formally reprimanded for inappropriate relationships and conduct with their students and yet, they are still employed. So yes, the District maintains "Inclusion" for these teachers but it is a total joke to kids and their parents. I have no way to defend this to my son. I work in HR, and without a doubt, these are transgressions for which any "normal" person would be fired. Attention to online experiences as well — as there is so much widely available sexist, racist, homophobic and misogynist content available to kids now and they don't have the maturity to comprehend it. Understanding each others' lived experiences is important for staff and student to respect each other, students and their families. Hearing others' stories helps with this.
Parent/Guardian	Argyle Secondary;	Much less focus	Everyone should feel welcome and diversity should be honoured but significant resources seem to be allocated to advancing this priority and they could be utilized elsewhere.
Staff member	NA;Sutherland Secondary;	More focus	Indigenous culture - awareness and education - has become standard in the curriculum. This is great! And I have seen celebration of various cultures increase over the years.
Parent/Guardian	Ridgeway Elementary;	Much less focus	Dei now denounced by one of the key Harvard founders promotes division and discrimination. We need to teach children why they are the same and not live in the past and make them feel guilty for things that happened in the past.
Parent/Guardian	Cleveland Elementary; Handsworth Secondary;	Much more focus	Significant improvements to EA training are needed
Staff member	Argyle Secondary;	Much more focus	I think there needs to be better protection for our EAs. To support their well being after traumatic events. We need more EAs in general to help bring more of an inclusive culture for students.
Parent/Guardian	Larson Elementary; Argyle Secondary;	Much less focus	While well intentioned, the repetitive nature of the message leads to disengagement (from many comments from our children & their peers). More opportunities to look forward and put better ideas in practice would be more productive.
Parent/Guardian	Capilano Elementary;	Much less focus	Inclusive is great but often is distracting to core education fundamental
Parent/Guardian	Dorothy Lynas Elementary;	Maintain focus	With regards to celebrating cultural diversity there will always be disagreements/conflicting ideologies. A student's interpretation and expression of a way of life, even if it is an opposing ideology, shouldn't be discredited or viewed as being wrong if shared in a collective manner. Teachers shouldn't be indoctrinating ideologies that may clash with student's cultural practices, identity, and ideologies but rather allow students to share their thoughts and ideologies in a safe environment. Even if it goes against the teachers, if we are to maintain a truly safe open dialogue environment.
Staff member	Boundary Elementary;	Less focus	We already welcome and include everyone. Please don't force us to add 'labels' to everything. Please don't force us to demonstrate constant 'evidence'. The labels are just forced evidence; once again, infringing on our professional autonomy. And labelling everything just sets us all backwards, it does not move us forward in any way. Just be accepting and leave it at

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Parent/Guardian	Ross Road Elementary;	Maintain focus	I'm happy to hear about some of the topics my kids learn eg. immigration, residential schools as it does support a more holistic and diverse understanding of our communities.
Parent/Guardian	Sherwood Park Elementary;	Less focus	Less focus on gender and sexual orientation in elementary school. Let children be children and just be.
Parent/Guardian	Handsworth Secondary;	More focus	Some teens, such as my son are withdrawn, uncommunicative and challenging. I feel like priority is given to many groups in his school, but no one is really connecting with these withdrawn, quiet, not active students. All we want as parents is for our children to make it through school. We need other to advocate for them and help them too. Even though they are challenging.
Parent/Guardian	Dorothy Lynas Elementary;	Much less focus	The school's focus should be on academics. Religious celebrations or sexual education should not be a priority. Keeping the focus on academics should also assist with inclusivity by treating everyone the same
Parent/Guardian	Brooksbank Elementary;	Much less focus	Much of the language being used to outline and describe this goal is based out of an ideology that is highly controversial. The ideology has many names such as Critical Social Justice, Critical Theory and postmodern neo-Marxism. Ultimately these ideologies create a conflation of identity group with culture that is then analyzed through oppressor-versus-oppressed conflict theory (which is Marxian) to achieve something that resembles (ethno)-communism more than it does capitalism. Collectivism has proven to be highly destructive over the 20th century and should not be promoted in schools under the guise of social justice values. Writing this off as racism, bigotry, transphobic, homophobic is exactly what this ideology promoted by politicians, NGO's, mainstream media, Netflix, and celebrities want you to think.
Parent/Guardian	Highlands Elementary;	More focus	Sometimes i feel my son is in his own and not being supported enough
Parent/Guardian and Staff member	Boundary Elementary;	Maintain focus	See earlier comments re training/support areas and classroom/teaching resources. Also education and support for educators in having conversations with students about inclusive education and broader inclusivity
Parent/Guardian	Carson Graham Secondary; Argyle Secondary; Dorothy Lynas Elementary;		Again - literally NO ONE likes this or wants it. The kids think you're a collective joke.
Parent/Guardian	Sherwood Park Elementary;	Maintain focus	I think this is done very well at Sherwood. Julie is on top of it in my opinion.
Parent/Guardian	Queen Mary Community Elementary;	Much less focus	Treat all students with equal respect, regardless of religion, ethnicity, sexuality or language. Modeling this behaviour is important. Beyond this, the role of the school is to provide academic education. Contemporary social issues around these issues are nuanced and divisive, and it should not be the role of the school to express a viewpoint.
Parent/Guardian	Capilano Elementary;	More focus	More focus with an increase in targeted investments on LGBTQ+ students and families for professional development of teachers, EAs, and school-based administration. This is a marginalized community that is increasingly under attack in provinces and political discourse across Canada, and these students and families need greater support from School District 44.
Parent/Guardian	Eastview Elementary;	Less focus	it'd be awesome to focus on even more exciting stuff over the next few years ! Prioritize areas like expanding diversity celebrations, boosting training on trauma-informed practices, and creating additional resources to ensure employee safety and well-being. Let's make our school an even more welcoming and inclusive place to be !
Parent/Guardian	Dorothy Lynas Elementary; Ridgeway Elementary;	Less focus	Seem to not consider 50% of the population (i.e., males) given the focus on "girls and minority groups"
Parent/Guardian	Ross Road Elementary;	Maintain focus	I believe these themes are adequately addressed in existing curriculum.
Parent/Guardian	Sherwood Park Elementary; Seycove Secondary;	Less focus	I think our schools do a good job of this, but there needs to be more funding to bring in speakers to talk to the students and relate to them, especially in high school
Staff member	Handsworth Secondary;	More focus	The district is doing a good job wit this approach toward students but we need to ensure that admin teams and HR policies are using a trauma informed approach when it comes to effectively dealing with staff



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Parent/Guardian	Seycove Secondary;	Less focus	I would suggest a shift in educational focus back towards "merit" and away from diversity, equity and inclusion. Children thrive when they get rewarded for worthwhile accomplishments. There is an unhealthy focus on DEI that detracts from the importance of hard work, and making worthwhile accomplishments.
Staff member	Ross Road Elementary;	More focus	provide district based resources and links for various celebrations throughout the year
Staff member	Cove Cliff Elementary;	Maintain focus	Again, this area is crucial and we can always increase time and resources, but I am happy with our focus in this area at this time.
Staff member	Braemar Elementary; Argyle Secondary;	More focus	More focus on the trauma based instruction for EAL students and training and inservice for classroom teachers on how to increase inclusivity in the classroom.
Parent/Guardian	Ross Road Elementary;	Much less focus	Start making it welcoming to all without alienating Canadians and start making every one feel welcome. White/Canadian children are bullied and isolated just as much as any child and nothing is being done to combat any if it. Focus on sexism more than any other bias. Women still make much less than men and are the lesser than in Canada. My child hasn't been taught any thing about this in public school, but sure has learned about a whole host of other inequalities. Until we have true equality for women (the other half of the population) we will not have it for any one else.
Parent/Guardian and Staff member	Larson Elementary;	Much less focus	This is laughable. The learning spaces are not welcoming at Larson. We have students in music class on a stage in the gym. The space was not made to be a welcome learning space by the district. They bought a rug. The gym mats are still on the stage. There is no windows. The kids don't have enough space and they hear screaming from the gym all the time. Further we don't have a room for the strings program so they are in the gym. This takes gym time from an already overfull gym schedule. I do think that the teacher leaders, literacy teacher and councillors are doing good work with the book clubs and after school learning opportunities like UFLI. I don't think that employee safwty or well being is thought about or we would have much needed EA support in the classroom.
Parent/Guardian	Highlands Elementary; Handsworth Secondary;	Much less focus	The divisive nature of promoting the ideology of viewing everything through a racial lens is damaging our children and our greater community by effectively raising a generation of racists. Whilst I believe in the superficial notion of welcoming diversity and inclusion in the sense that everyone should be treated equally regardless of their immutable characteristics, I certainly don't agree that groups of people with certain immutable characteristics or sexual orientations or preferences should be given preferential treatment based on those broad generalisations and characteristics
Parent/Guardian	Lynnmour Xá7elcha Elementary;	More focus	Diversity and inclusion will be a further key to success especially with a continued high level of immigration from all over the world
Parent/Guardian	Handsworth Secondary; North Vancouver Online Learning;	Maintain focus	Have definitely seen and experienced this and I think I understand what you're referencing here. Thank you!
Parent/Guardian	Queen Mary Community Elementary;	Much less focus	The more you focus on past inequities the more you create for the future. Please try looking forward instead of backwards.
Parent/Guardian	Carisbrooke Elementary;	Much less focus	Please stop....
Parent/Guardian	Queensbury Elementary;	Much less focus	I feel your attempts at inclusion and diversity have backfired. I heard the BCTF had an entirely BIPOC issue. Now THAT is racism.
Parent/Guardian	Brooksbank Elementary;	Maintain focus	Prioritize learning and understanding about the world and different cultures. There is too much focus on indigenous learning.
Parent/Guardian	Braemar Elementary;	More focus	More education/resources for students around disability and neurodiversity
Parent/Guardian	Carson Graham Secondary; Argyle Secondary;	Less focus	Students must be educated in inclusion and respect, but do not spend resources overdoing it. Focus more on equal opportunities. Creating special programs for specific or minority students is indirectly a signal of segregation or exclusion to other students.
Parent/Guardian	Highlands Elementary;	Much less focus	Enough with promoting trans ideology to little kids. Be cautious that these ideas promoting boys can become girls and vs can be dangerous not life saving.

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Are you a?	Which school community are you a part of?	Rate our approach:	Welcoming and Inclusive Culture Comment:
Staff member	Carisbrooke Elementary;	More focus	I find schools are still far to colonial orientated when it comes to celebrating days like Thanksgiving, Christmas, Valentines Day, Easter etc. There needs to be more indigenous and global perspective when it comes to celebrating culture and diversity. Although some teachers seem to try this in the classroom, there needs to be a school wide approach. I know so little about, "Recognizing the contributions of racialized persons in Canadian history." and we need more training on this please.
Parent/Guardian	Windsor Secondary;	Much more focus	This is not represented at our school nor is it implemented. I am confused by what you are asking, it is a much less focus at our school currently. I nor my student have experienced what you are claiming above. Education on neurodiverse communication and acceptance of different ways of being is not represented, my student does not feel a sense of belonging as they are often othered or treated differently because of their disability.
Parent/Guardian	Sherwood Park Elementary;	Much less focus	There is too much focus on diversity and inclusion. The focus on diversity and inclusion is creating a "victim" mindset in society where individuals are taught that they cannot overcome obstacles themselves, and that they need to rely on external forces to solve their problems.
Staff member	TTOC;	Much more focus	Resources that differentiate for all learners. PE equipment/ activities that are more accessible.
Staff member	Braemar Elementary;	More focus	we do a fantastic job at this, but need more supports/programs for those learning English to help them access content/curriculum. It is a heavy struggle in some classes to get students accessing grade level appropriate content even with UDL. Further, lack of engagement due to a lack of understanding often leads to behaviour challenges as well.
Parent/Guardian	Ridgeway Elementary; Sutherland Secondary;	More focus	The current push back against anti-racism and SOGI curriculum must be clearly rebuked and we must increase quality education in these areas to prevent prejudiced ideas from filtering into our hallways and classrooms.
Staff member	Westview Elementary;	Maintain focus	Nice leadership from admin in our school.
Parent/Guardian	Eastview Elementary;	Less focus	Without being overbearing on these topics, but instead by modeling inclusion, feels like a natural way to integrate this.
Staff member	Carson Graham Secondary;	More focus	Though Carson puts a lot of focus on these areas for staff pro-D and other staff activities, they are almost always optional. I feel that the NVSD could do a better job of demanding all staff to engage in mandatory learning around equity, privilege, histories of racialized people, diversities of gender and sexual orientation, and restorative justice. Bettering inclusivity only works if non-inclusive, or closed-off individuals engage in growth; otherwise initiatives are only reaching folks who are already inclusive, not addressing those who are hampering collective equity and inclusivity.
Staff member	Carson Graham Secondary;	More focus	Student sense of belonging was an area of focus from the YDI surveys completed last year. Fund school events that center diverse perspectives and honour various school community members. Fund professional development and release time for teachers to access EDI-related Pro-D.
Parent/Guardian	Sutherland Secondary;	Much less focus	Workshops for kids to understand diversity, but let parents have the conversation with kids and let parents guide then with that
Community member	N/A;	Much more focus	Until everyone feels welcomed and included, you still have a lot of work to do. What is your matrix for determining if you are succeeding in being inclusive and welcoming to all. Do all adults and students feel included or welcomed. You have restoration practices in your strategic plan, yet it seems to have been dropped in the operation.
Staff member	Carson Graham Secondary;	More focus	A recognition that nearly a third of our school population speaks a home language other than English - what that means re. their literacy education; recognition and validation of their home cultures in order to increase student investment in learning.
Parent/Guardian	Carisbrooke Elementary;	Much more focus	I still see groups forming based on race. Even the parents don't mix up which the kids see & copy.
Parent/Guardian	Lynn Valley Elementary;	Maintain focus	I think we are ok, obviously all schools should be striving to do better, as it should never be complacent.
Parent/Guardian	Brooksbank Elementary;	Maintain focus	Continue to incorporate different world views into lessons and celebrate diversity at school.
Parent/Guardian	Mountainside Secondary;	Less focus	I believe this is covered adequately and can held or lessened at currently being provided
Parent/Guardian	Eastview Elementary;	Maintain focus	North Vancouver is a diverse community and all kids and families should be welcomed. Continuing this is a must.
Staff member	Dorothy Lynas Elementary;	More focus	We do not have the budget to update our library collection to adequately reflect the students we have and their lived experiences.

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Are you a?	Which school community are you a part of?	Rate our approach:	Welcoming and Inclusive Culture Comment:
Parent/Guardian	Ridgeway Elementary; Sutherland Secondary;	More focus	Many of the practices that came in during covid have remained. It no longer feels like a welcoming school that a parent can just walk into. They still want us to call from outside to collect our children during the day. I feel we have lost the sense of community we once had there.
Parent/Guardian	Handsworth Secondary;	More focus	It is important to integrate the students so they can see first hand what their fellow students realities are. They should never be segregated into their own group.
Parent/Guardian	Carson Graham Secondary; Argyle Secondary;	Maintain focus	More help for gifted children. They have limited opportunities and they love to be challenged.
Staff member	Cleveland Elementary; Seymour Heights Elementary; Sherwood Park Elementary; Seycove Secondary;	More focus	More educational material that show diversity could be added in our schools. It is crucial for students to see themselves reflected in the educational material, so they feel they are being included and that they belong.
Parent/Guardian	Seycove Secondary;	Much more focus	To help students feel welcomed and that they belong to the school, they should be supported.
Staff member	Cleveland Elementary;	Maintain focus	Include Filipino culture. Include handicapped people too. Very little is said and done in including people with special needs. Same with the Filipino culture. Too much emphasis on gender equality or inclusion it has become about them and nobody else.
Staff member	Ross Road Elementary;	More focus	I think that our schools have become very inclusive places. We are certainly very cognizant of societal and systemic inequities. I think that we are trying to champion change. Things aren't perfect....on the ground...cutting up existing school spaces...making spaces smaller...making rooms that only certain children are allowed to use...trying to be inclusive can still lead to exclusion. I think the school district employees are pretty trauma informed but where it gets tricky is "The what next?" I understand that my student is struggling but what next? How can I help them help themselves? How do I keep them from hitting and hurting other kids? How can I help them to show me and others respect? Please understand...staff are suffering trauma in the work place because of the actions of children who carry trauma. Both need support and understanding. Too often...the trauma informed lens seems to allow this cycle of trauma to continue.
Staff member	Handsworth Secondary;	Maintain focus	I feel as though the school has adequate funding and does a good job with said funding.
Staff member	Sherwood Park Elementary;	Much more focus	We do not currently have a welcoming and inclusive culture at the school, if anything we have an exclusionary culture to any kind of complexity where students are kept in corners and away from peers when they are complex. We need to do better at being inclusive and meeting the needs of all learners.
Parent/Guardian	Cove Cliff Elementary; Seycove Secondary;	More focus	Our school library has been at the heart of promoting resources and materials that reflect all our students no matter of race, gender, SOGI. We hope the district continues to prioritize budget for school libraries. They are often at the heart of SEL, Indigenous, and equity education.
Parent/Guardian	Queensbury Elementary;	Much more focus	Staff and Admin are unable to talk about anti-racism without showing discomfort. It's not being addressed and downplayed. Information on efforts of any work done in school is not communicated home. No mention of the anti'racism action plan from the school and no visuals around the school as direct reminders that an Racism is not ok. No visuals or resources are put up for children to see about ERASE so they can report. It's seems intentional that ERASE is not communicated to parents or students so they don't report.
Staff member	Braemar Elementary;	Much less focus	we are already amazing at this.
Parent/Guardian	Dorothy Lynas Elementary;	Much less focus	In the past years inclusivity led to exclusion of those, who are not matching to the affinity cultures and groups. I appreciate equality to focus on the skills and results, rather than just recognition based on racial/color/affinity difference.
Parent/Guardian	Lynn Valley Elementary; Argyle Secondary;	Much less focus	Focus on academics and achievement and let students express themselves through hard work. Stop focusing on differences like race and sexuality, it's wrong.
Parent/Guardian	Westview Elementary;	More focus	Empowering with skills and harrassment free learning environment.7

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Are you a?	Which school community are you a part of?	Rate our approach:	Welcoming and Inclusive Culture Comment:
Staff member	Argyle Secondary;	Much more focus	This is a big problem in this district. Much more explicit and direct conversations need to had, training provided, and initiatives actually executed around this. This is just rhetoric at this point. Very little meaningful efforts towards inclusiveness, equity, and diversity are being implemented.
Parent/Guardian	Ross Road Elementary;	Much less focus	"proactively working to address historical and present-day societal and systemic inequities" is a political goal, educational programming should remain as apolitical as possible.
Parent/Guardian	Cleveland Elementary;	Maintain focus	The approach outlined above is vague - identifying resources to do training is one approach, but there must be others!
Parent/Guardian	Cleveland Elementary;	Less focus	Diversity and Inclusion Training: Implementing ongoing training for staff and students on topics such as cultural competency, implicit bias, and inclusive language promotes understanding and respect for all individuals.
Parent/Guardian	Cleveland Elementary;	More focus	Already doing a great job.

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Are you a?	Which school community are you a part of?	Rate our approach:	Mental Health and Well-Being Comment:
Staff member	Highlands Elementary;	Maintain focus	Support current programs
Parent/Guardian	Ross Road Elementary;	Much more focus	More work around feelings and managing emotions
Parent/Guardian	Dorothy Lynas Elementary;	More focus	More EAs to support teachers and students
Parent/Guardian	Canyon Heights Elementary;	Less focus	We need a onsite counselor for each school
Staff member	Sherwood Park Elementary;	Maintain focus	This is on track.
Parent/Guardian	Cleveland Elementary; Handsworth Secondary;	More focus	At this time, I believe things are going appropriately well - but, I also believe that an increase in focus will result in gains across the board for all other categories.
Parent/Guardian	Westview Elementary;	Less focus	The children are well cared for. Too much focus is put on their mental welfare over their academic achievement and basic physical and psychological safety.
Parent/Guardian	Carisbrooke Elementary;	More focus	Build cafeterias / offer school lunch in all schools for everyone to eat well.
Parent/Guardian	Carisbrooke Elementary;	More focus	We still see bullying and social exclusion happening, which is a lack of emotional intelligence.
Parent/Guardian	Queensbury Elementary;	Much more focus	As I said, I am worry about mental health of my kids who are coming home and talking about sex, gay, lgbt and other stuff. What are they doing in the school? Are they learning?
Parent/Guardian	Handsworth Secondary;	Much less focus	Outdoor space is huge for mental health and right now we have not had a school field in 5 years
Parent/Guardian	Cove Cliff Elementary; Seycove Secondary;	Maintain focus	no issues
Parent/Guardian	Cove Cliff Elementary;	More focus	Please ban cell phones at all levels of primary and secondary schools. Create rules that enforce this - we are learning the impact of phones on our kids social development, and the more we can limit there use through their time in school, the better.
Parent/Guardian	Blueridge Elementary; Seymour Heights Elementary; Windsor Secondary;	Much less focus	Teachers and staff do not have the qualifications to put this under the education umbrella.
Parent/Guardian	Ridgeway Elementary;	Much less focus	Only Support will not do well for mental health. Rather kids needs to be motivated for group activities, inter-personal skills, drama, theater, hiking, public speaking. School must have mandatory schdule for such things and let kids know how to be emotional intelligent.
Parent/Guardian	Handsworth Secondary;	Much more focus	We had to move our 10yr old from public school as she was not being served and has since flourished at KGMS. She is Dyslexic (yet was denied a spot at the lit centre), she has ADHD and given no accommodations for needing to move while earning (she now sits on a ball chair), she has DCD which the teachers were not well versed on, she suffers from anxiety due to her struggles in class and being bullied by classmate from k-grd2. She has access to a councillor at her current school who supports her and also worked with her and her bully for 1.5 yrs (ironically same peer from public school) with group therapy lunch club. Th school and teaches in public school need more support and resources and our children deserve an on site councillor at each school.
Parent/Guardian	Argyle Secondary;	More focus	More education for teachers and students on bullying, anti-bullying strategies. Teachers seem to ignore rather than intervene and maybe this is because they do not know how to address this issue.
Parent/Guardian	Upper Lynn Elementary;	Maintain focus	We need more of this - children can only learn if they are feeling safe, relaxed and connected to their bodies.
Parent/Guardian	Ross Road Elementary; Argyle Secondary;	Much less focus	Let kids be kids school should educate and not be a mental and well-being institution that's a role of the parents
Parent/Guardian	Boundary Elementary;	Much more focus	It would be great to see more counsellors available at the elementary level, COVID really affected the emotional development of the cohorts that were in the early elementary grades during 2020-2021 and as parents we see these kids struggling socially and emotionally and behind in their development compared to older cohorts that had normal K/1/2 experiences. Budgeting for more counsellors would improve the children's abilities to enjoy school more.
Parent/Guardian	Braemar Elementary;	Maintain focus	This is a positive thing and currently adequately served.

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Are you a?	Which school community are you a part of?	Rate our approach:	Mental Health and Well-Being Comment:
Parent/Guardian	Handsworth Secondary;	Much more focus	The need for teaching the 'language' of curtesy, respect, kindness, dignity ... has to be taught. Families, individuals are coming from diverse cultural backgrounds and need to learn to speak the language of virtues which they may or may learn from home.
Parent/Guardian	Seymour Heights Elementary;	Maintain focus	Focus on resilience.
Staff member	Sutherland Secondary;	More focus	See my comment above. The district NEEDS to make sure to hire enough counsellors at the elementary level. More counsellors equals better intervention so that mental health has a better chance in high school. I feel that counsellors are stretched around the district. More intervention is needed for mental health support for students.
Parent/Guardian	Handsworth Secondary;	Much less focus	As above. A lot of talk but no action.
Parent/Guardian	Argyle Secondary;	Much more focus	Our youth are in a mental health crisis. The school can put funds into prevention and early intervention programs but our healthcare system needs to provide places for youth to receive support once it's out of the school's scope of practice.
Parent/Guardian	Lynn Valley Elementary;	Maintain focus	SD44 does a great job of focusing on this
Parent/Guardian	Sutherland Secondary; Ridgeway Elementary;	More focus	schools require more counsellors who can also work longer-term with students offer healthy free lunches for those students who can't afford or do not bring any lunch.
Parent/Guardian	Handsworth Secondary;	Much less focus	So concerning to see kids not having a play ground for so long
Staff member	Argyle Secondary;	Maintain focus	Our school district is doing a lot to support our students. Which is great. I am thinking it would be great to also focus more support to students who are transitioning out of highschool. There is not a lot of support for students who are not going to school and are entering the workforce.
Parent/Guardian	Capilano Elementary; Carson Graham Secondary;		Providing professional neurodiversity development training for educators and classroom aides to help support students better. Clarify the misnomer that ADHD is only about hyperactivity or inattentiveness. Use funding to secure more teachers so class sizes can be reduced.
Parent/Guardian	Sherwood Park Elementary;	More focus	Identify resources and strategies to support student and staff mental health and well-being that align with the school district's Social Emotional Learning and Mental Health Continuum, and with a particular focus on supporting neurodiverse learners.
Staff member	Boundary Elementary;	Much less focus	The schools, district staff are too far apart in opinion, follow through, and acknowledgement of what is actually important, or really happening.
Parent/Guardian	Sherwood Park Elementary;	More focus	Teach people to be mentally strong so they aren't as easily trigger by different ideas, thoughts, or stressful situations. Don't coddle the victim, give them tools to grow stronger and not let it happen again.
Parent/Guardian	Seymour Heights Elementary;	More focus	Again, The K-12 Anti-Racism Initiative needs to have a line in the budget in the operating budget.
Parent/Guardian	Highlands Elementary;	Maintain focus	Drug awareness, both the effects and the harm are topics I would like to have students learn about as well as how to identify situations where they may be exposed to drugs.
Parent/Guardian	Braemar Elementary; Upper Lynn Elementary;	Less focus	If OG becomes a universal way of teaching our children to read and there is true openness to Neuro-diversity perhaps these goals would be easier to achieve.
Parent/Guardian	Blueridge Elementary; Windsor Secondary;	Maintain focus	My experience with my son at Blueridge <b>Personal Details</b> was that bullying is not adequately addressed in the classroom... too much emphasis on not being too harsh on the 'bullies' b/c of what they're going through at home... wasn't satisfactory to me as the parent of the child being bullied.
Parent/Guardian	Lynn Valley Elementary; Argyle Secondary;	Much less focus	You are making mental issues worse with the current curriculum. Stick to academics and leave politics and sexuality out of the school, especially in elementary school.
Parent/Guardian	Dorothy Lynas Elementary;	More focus	More support for teachers.
Parent/Guardian	Highlands Elementary;	Maintain focus	N/A as moving to Handsworth so unfamiliar with its approach
Parent/Guardian and Staff member	Ross Road Elementary;	Much more focus	- More counselling services available for ALL students
Parent/Guardian	Seycove Secondary;	Maintain focus	The Choices program is a great resource for kids who need it, and should continue to be supported.

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Are you a?	Which school community are you a part of?	Rate our approach:	Mental Health and Well-Being Comment:
Parent/Guardian and Staff member	Queensbury Elementary;	Much less focus	Not enough resources to meet the needs of the students at our school! As a result of this the overall environment being created can have a negative impact on the students and their learning environment and their mental health. You speak about mental health and well being but you don't support it where it is actually needed.
Staff member	na;	More focus	We say we are trauma focused but I think we can do more and provide more support for staff experiencing mental health and trauma
Parent/Guardian	Queen Mary Community Elementary;	Much less focus	This is a must. Growing number of leave of absence due to stress and mental health across the board will only make staffing more challenging and must be addressed
Parent/Guardian	Sherwood Park Elementary;	More focus	Sherwood Park does this fairly well, but I would like to see even more opportunities for outdoor education and field trips. It sounds like teachers have reduced scheduling/planning field trips in the last couple of years because of the huge burden of policies & paperwork associated - I don't know if this relates to school-specific or district-wide policies, but I think it's incredibly unfortunate for these opportunities to be reduced because of bureaucracies.
Staff member	Queensbury Elementary;	More focus	consider work load balance for teachers and that more and more of being asked of them
Parent/Guardian	Carson Graham Secondary;	Maintain focus	Our school does a reasonably good job of checking on students' mental health, but improvements can always be made. We'd like to see the abolishment of Bell Let's Talk Day which normalizes corporate sponsorship within our schools for a company that sells the very products that cause so much mental illness and addiction in teens. We would like to see a day dedicated to mental health awareness that is not associated with a cell phone company.
Staff member	Boundary Elementary;	Much more focus	Our counselling staff has been stretched so thin. Counselling time has been decreased and when our counsellor was needed for one student, all the rest of the students suffered. It is very frustrating to see that you wrote "continue adding counselling staff". When is this happening? Or is this a marketing thing, saying we are doing this but not really? My mental health is suffering - I am tired, exhausted and if I could, I would be out of the classroom. I love the kids I work with and I stay because of them but I don't know how much longer I can sustain this. I don't feel support for my mental health at all. Sending out an email saying 'access homewood health' is not support. Providing support for my students will support me.
Parent/Guardian	Boundary Elementary; Sutherland Secondary;	Much more focus	One of my kids schools cut counselling time and it was cut completely when focus went to one student for a month or so. Don't say you are increasing counselling time when it hasn't happened.
Parent/Guardian	Sherwood Park Elementary;	Much less focus	Please just focus on teaching the core subjects. Kids that do well in school will have less anxiety and problems throughout life.
Parent/Guardian	Carson Graham Secondary;	Much more focus	Use of drugs and alcohol consequences should be reinforced and monitored on students on a regular basis
Parent/Guardian	Sherwood Park Elementary;	More focus	Teach children to resolve their challenges in age appropriate ways and educate teachers more on how to manage this appropriately with neurodiverse students.
Staff member	Sherwood Park Elementary; All - TTOC;	Much more focus	I've gotten covid three times while teaching because I am a TOC. I will die many years earlier because of this job. It has failed me, severely.
Parent/Guardian	Sherwood Park Elementary;	More focus	More focus required but should focus on more physical activity, less screen time, better nutrition.
Parent/Guardian	Brooksbank Elementary; Sutherland Secondary;	More focus	Yes, more counsellors with more manageable workloads! Give them a chance to succeed in their roles; split social vs academic counselling. Teach resilience, strength and self advocacy while maintaining high expectations.
Parent/Guardian	Argyle Secondary;	More focus	In a society that is technology and screen focused, physical literacy and outdoor education should be prioritized.
Staff member	Windsor Secondary;	Much more focus	Increased counselling blocks; hiring clinical counsellors in schools (waitlists in community are high); hiring nurse practitioners - healthcare is often difficult to access for some students.
Staff member	Sutherland Secondary;	Maintain focus	This is an focus I know little about, as I have limited exposure to the counselling department. (I am a retired teacher who is now a TTOC.)
Parent/Guardian	Ridgeway Elementary;	Less focus	You're not really going to do this. The idea that you allow masks on young children shows you are ok with actual physical abuse and stunted learning.
Parent/Guardian	Eastview Elementary; Sutherland Secondary;	More focus	Keep and increase focus on mental health and well being. Allow more time for movement. Lunch should be at least one hour

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Are you a?	Which school community are you a part of?	Rate our approach:	Mental Health and Well-Being Comment:
Parent/Guardian	Cleveland Elementary; Handsworth Secondary;	Much more focus	District is failing in this area. Transition from elementary to high school is not good, doesn't build community and is not flexible. Mental health is not supported in high school and students don't feel valued. Teachers fail to adapt and meet students where they are regarding mental health.
Staff member	Argyle Secondary;	Much more focus	So many students are struggling with mental health and well being as well as staff. It needs to be a way bigger priority within our district. We only tend to see the surface level of it but it has affected all students and staff in some way.
Parent/Guardian	Larson Elementary; Argyle Secondary;	Maintain focus	The conversation & language that is growing around this topic is helping a wide range of students express themselves effectively and develop strategies for resilience that suit themselves.
Parent/Guardian	Sherwood Park Elementary;	Much more focus	More available counselling and training for teachers to deal with these issues. Teachers need to held accountable for their role in helping students in distress as well.
Parent/Guardian	Capilano Elementary;	Much less focus	There are no mental health or child and youth workers in the district to support the child's mental health. Academic is pushed more than mental wellness. Programs like second step are not teaching the new generation as the videos are old and not relatable to students.
Staff member	Boundary Elementary;	Much more focus	We are all SPENT. Our mental health and well-being have taken a massive toll and we are NOT being supported. We need full-time counsellors at EVERY school (not spread between multiple schools within a week). The same can be said for ALL extra supports (SLP, LSW, LST, school psychologists, BSW, etc.) The needs for extra support have increased, yet our supports keep getting held back or denied. How is this helping anyone?? Students suffer and so do staff.
Parent/Guardian	Ross Road Elementary;	Maintain focus	I am generally impressed by the content of the instruction in regard to mental health and interpersonal relations.
Parent/Guardian	Sherwood Park Elementary;	More focus	More education on the impact of social media and mental health. Learn typing skills but less focus of using online platforms in elementary school. More outdoor/nature therapy, outings, field trips. Learning about the natural environment improves wellbeing and connection, on a monthly basis.
Parent/Guardian	Cove Cliff Elementary;	More focus	The counseling services and psychologists services are lacking. Not available hardly at the schools. Case loads are too big
Parent/Guardian	Handsworth Secondary;	More focus	Monthly check in's would be great. And if my son's counsellor doesn't understand him or connect with him, perhaps she needs to find someone who can. Students need people to advocate for them even though they can't express it themselves. I need someone to see my son at school and want to help him.
Parent/Guardian	Dorothy Lynas Elementary;	Much less focus	Physical exercise is important but sexual education should be left outside the public school system; focusing on academics
Parent/Guardian and Staff member	Boundary Elementary;	More focus	This is such an important area and for educators and other district staff to be able to properly support students they need continuing education and support about mental health and TIP and other strategies. Time and support also needs to be given for their own self care and resilience
Parent/Guardian	Lynn timer Xá7elcha Elementary;	Maintain focus	I feel that longer recess times for more outdoor free play would be the best way to improve children's mental health. For the older grades I strongly support a ban on smart phones at school.
Parent/Guardian	Carson Graham Secondary; Argyle Secondary; Dorothy Lynas Elementary;		Enough already. This literally belongs on Libsoftiktok. Whoever created this survey should be ashamed.
Parent/Guardian	Sherwood Park Elementary;	More focus	I know it has been happening in my child's classroom, but I don't see it consistently in other classrooms.
Parent/Guardian and Staff member	Cleveland Elementary;	Much more focus	We never have enough counselling time. We need to increase the funding for counsellors at the schools so that they can be full time to support the school community.
Parent/Guardian	Capilano Elementary;	Maintain focus	Maintain focus.
Parent/Guardian	Handsworth Secondary;	Maintain focus	Offer classroom activities and projects that allow students to build coping mechanisms to build student resilience and industrious work habits when manage challenging or difficult situations.
Parent/Guardian	Eastview Elementary;	Less focus	More counseling support, mix in some cool well-being strategies (outdoor adventures and trauma-informed magic). ✨
Parent/Guardian	Ross Road Elementary;	Maintain focus	I don't have direct experience with the adequacy of these areas.



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Are you a?	Which school community are you a part of?	Rate our approach:	Mental Health and Well-Being Comment:
Parent/Guardian	Sherwood Park Elementary; Seycove Secondary;	Much less focus	Sherwood Park Pac has had to bring in speakers to teach mindfulness and pay for it out-of-pocket. It would be nice if there was more shared with parents as to what training teachers get and how teachers relay this to their students for mental health awareness and mindfulness
Staff member	Handsworth Secondary;	More focus	Smaller class sizes would benefit student and teacher mental health. Work being done with students is progressing well. There are a lot of struggles with workload for staff that the district could focus on improving
Parent/Guardian	Lynn Valley Elementary;	Less focus	Please teach students not bring commercialized snack to school instead bring fruit and health foods
Staff member	Braemar Elementary;	Maintain focus	Again. crowded, aging classroom with broken furniture is not welcoming or conducive to learning. Invest in furniture that is respectful to every learner, that makes their environment feel positive. Discard old, broken furniture that is falling apart around the students. Environment and atmosphere is everything.
Parent/Guardian	Seycove Secondary;	Maintain focus	I don't know what you mean by trauma-informed practices.
Staff member	Ross Road Elementary;	More focus	do not add more things for teachers to do - get more counsellors, more support time, more access to resources
Staff member	Carisbrooke Elementary;	Maintain focus	I wish the district would consider modernizing classrooms by de-cluttering spaces, and providing natural based learning materials and furniture, neutral colour tones, and non-florescent lighting.
Staff member	Cove Cliff Elementary;	Much more focus	Adding more counseling staff and more resources and strategies to support neurodiverse students with social-emotional and mental-health challenges would be extremely helpful.
Staff member	Braemar Elementary; Argyle Secondary;	Maintain focus	More cultural workers within the school to work with cultural sensitive mental health of EAL students
Parent/Guardian	Ross Road Elementary;	Maintain focus	Violent neuro-diverse learners should not be in public school. They pose too great of a physical risk and distraction. This district should focus most of its efforts making up for the damage that the fear of Covid and the trauma from that and the damage done by the absence of school and socialisation. This can only be achieved by teaching normal age appropriate subjects in a loving and comforting environment for all children. We must stop hurrying children with technology and ideology.
Parent/Guardian and Staff member	Larson Elementary;	More focus	I think the school is doing everything that they can in this area without actually receiving enough resources. Our neurodivers learners don't get EA support unless they have a diagnosis and designation. There are so many kids that don't have these yet but clearly need help and aren't receiving it. As a kindergarten teacher only have ea support for an hour a day because my students don't have designations yet. There are many students that will have designations in the future but need support right now. Our system is so flawed because of govt cutbacks over the years.
Parent/Guardian	Handsworth Secondary;	Much less focus	Students do not have a proper playground or an outdoor space to practice their athletic skills
Parent/Guardian	Lynnmour Xá7elcha Elementary;	More focus	The world and activities and possibilities getting more complex. Mental health is key to stay fit
Parent/Guardian	Dorothy Lynas Elementary; Seycove Secondary;	Less focus	Incorporate the future of mental health awareness and add community youth resources to their agendas. Or on a webpage they can find it. Talk to elementary youth on the important of mental health, bullying that causes trauma and clearly define boundaries and resources
Parent/Guardian	Handsworth Secondary; North Vancouver Online Learning;	Maintain focus	WE NEED MORE in this area. While it is there and we talk about it, when it comes to day to day actions and activities it is clear that this is not top of mind and/or a priority.
Parent/Guardian	Queen Mary Community Elementary;	Less focus	Mental health is a critical consideration and adaptation, but why do you persist with focusing on the trauma informed malarkey that is only relevant to a tiny proportion of students?
Parent/Guardian	Dorothy Lynas Elementary;	Maintain focus	Having teachers outside with the children on a rota to monitor social behaviours and interactions on the playground at recess and lunch would make a big difference to managing negative social behaviours because they know the kids best and have a level of authority that the EAs don't have. Having a better policy for dealing with anti-social or bullying behaviour and a clear process for parents to access help if their child is being bullied or targeted.
Parent/Guardian	Ridgeway Elementary;	Much more focus	More kids suffer with anxiety, would like to see more of a nurturing teacher approach.
Parent/Guardian	Queensbury Elementary;	Much less focus	Please leave teaching about sex to the parents as it has become too controversial. Teaching about STD'S IS a good idea however.

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Parent/Guardian	Braemar Elementary;	Maintain focus	Teaching social emotional skills, supporting staff & students, modeling support for students via support of staff
Parent/Guardian	Carson Graham Secondary; Argyle Secondary;	Maintain focus	Stress is not bad. Adult life is full of stress. Rather than reducing stress on the students, the focus must be in teaching techniques and tools to handle it. Example: scheduling, planning, prioritization, meditation, relaxation.
Parent/Guardian	Highlands Elementary;	Less focus	If mental health means hiding a child has changed their name and pronoun from parents, cut it altogether. If it means focusing on depression and anxiety and not giving hormones to kids, yeah more focus please.
Staff member	Carisbrooke Elementary;	More focus	We need far more counselling support. I try to implement as many universal social-emotional strategies as I can, yet still feel the struggle. Second Step was not well received by my students and did not align with the curriculum. I am now trying Open Parachute, which is helpful, but still a lot of work to learn a new program. I would really appreciate better specific lessons that align with the curriculum to support various parts of Health Ed.
Parent/Guardian	Windsor Secondary;	Much more focus	Staff need to be trained in recognizing students who are struggling and be more supportive, as an example if a student is late , instead of making them sing the theme song to baby shark in front of the whole class, humiliating and embarrassing them as a grade 10 student , we could shift the attitudinal barriers to "hey thanks for coming today" " I'm glad your here" ? Again what you claim above isn't actually some individuals experiences within your schools.
Parent/Guardian	Sherwood Park Elementary;	Less focus	Resilience is the key word here. This is a must to teach. We do not need to focus on hi-lighting COVID whatsoever anymore.
Staff member	TTOC;	Much more focus	Spend much more of the day dedicated to well-being, especially young and in high school.
Staff member	Braemar Elementary;	Less focus	we're doing fine, there is plenty of access and informative practices, as well as staff within the schools regarding this already. need less focus.
Parent/Guardian	Seycove Secondary;		More outdoor learning, especially nature-based learning (daily local nature experiences/engagement)
Parent/Guardian	Ridgeway Elementary; Sutherland Secondary;	Less focus	Kids need to learn to be resilient. Too many kids are being allowed to take "mental health breaks" from normal everyday stressors and feel like something is horribly wrong any time they are less than satisfied with their lives. The overemphasis on SEL in schools right now is leading to kids who spend more time self-diagnosing than they do learning basic skills. Social emotional skills are the responsibility of the parents not the teachers.
Staff member	Westview Elementary;	More focus	Mental health and well being should be embedded in curriculum and not separate 'courses' like second step and open parachute. Teachers should be given support and guidance on how to incorporate Mental Health & Well-Being learning outcomes into everyday curriculum.
Parent/Guardian	Eastview Elementary;	Less focus	I feel that families can take more of a role in this area, so faculty can focus on the curriculum.
Staff member	Carson Graham Secondary;	Much more focus	The school district provides most of its mental health support to students through staff who aren't professionally trained to provide it (teachers, admin, support staff, coaches etc.) while the few staff with mental health training are tied up with daily administrative duties, career planning, and course programming for students. This is a systemic issue that needs to change. Mental health professionals need to be available to students and staff on a flexible, ongoing basis if the district is going to bolster mental well-being in schools. Furthermore, the mental health training is typically very narrow in scope, designed to serve folks from Western traditions.
Staff member	Carson Graham Secondary;	Maintain focus	Improve the quality of healthy relationship, sexual health, and drug and alcohol use education. In the PHE curriculum it is not being addressed sufficiently province-wide. CG does a fantastic job in collaboration with counsellors, but this is not the rule across NV Schools.
Parent and staff member	Larson Elementary;	Much less focus	Our counsellor is stretched beyond measure

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Are you a?	Which school community are you a part of?	Rate our approach:	Mental Health and Well-Being Comment:
Community member	N/A;	Much more focus	Mental Health still has a stigma, and we need to ensure that anyone who has a mental health challenge and wishes to disclose it, is supported in their disclosure. Hiding your mental health makes it more challenging to heal. The first step to breaking down stigmas is to embrace those that have the courage to challenge the stigma. NVSD has a lot of work to do regarding this. I still see NVSD take a negative approach to mental health with the staff who are stepping up to challenge the stigma.
Staff member	Carson Graham Secondary;	More focus	We are receiving newcomers from other countries who have not attended school for years (beginning with Covid). These students need support in learning English, mental-health and well-being due to years of isolation as well as having moved from their home country (family, friends, community) to a totally new culture in which they have little/no outside support and likely are adjusting to new ways of doing things culturally.
Parent/Guardian	Lynn Valley Elementary;	Much more focus	As I stated previously, there are many children at school who aren't getting enough of the support. My child has had to sit in the office(or just outside on a bench) next to administration as there was not enough staff to support them. I've had to look elsewhere for additional counselling as the current counselor is not at our school full time. I also know another parent who's child struggles and they are also needing morning support. Overall it would be nice if all schools had a full time counsellor. Mental health is just as big a concern as physical health. Children should have a safe space to go to so they can feel supported, safe, comfortable, etc.
Parent/Guardian	Mountainside Secondary;	More focus	Children mental health needs monitoring as with the pandemic and way to much time online.
Parent/Guardian	Eastview Elementary;	More focus	So important. Keep growing with this. Would love a deeper commitment to mindfulness based stress reduction and management practices (while keeping it secular)
Staff member	Dorothy Lynas Elementary;	More focus	I feel that, while we are told mental health is a priority, more and more expectations are being added to our jobs which makes it more difficult to manage - to the detriment of our mental health. Many teachers - myself included - are still trying to recover from the stress of teaching in 2020/2021 .
Parent/Guardian	Ridgeway Elementary; Sutherland Secondary;	Maintain focus	My child has really enjoyed the GRIT program
Staff member	Carson Graham Secondary;	More focus	Update the parts of the school system that can really support the Indigenous students. E.g. a safe space where individualized learning can take place.
Staff member	Handsworth Secondary;	Maintain focus	Physical and Health Education classes and school teams need a usable field (turf or grass) for regular instruction of classes (it is a classroom space) and effective programing of athletic teams within the athletic department.
Parent/Guardian	Seymour Heights Elementary;	More focus	I think having mental health and well-being as a priority is excellent. Normalizing and increased access to counselling supports for all kids would be ideal. I would like to have education around preventing sexual abuse though programming like the protective behaviours program. With teachers educated and all students aware of how they can respond to attempts at sexual abuse. Perhaps this is already done and my kids have not been exposed yet.
Parent/Guardian	Handsworth Secondary;	Maintain focus	It is important to teach about a well rounded approach to life including physical, and emotional health.
Staff member	Cleveland Elementary; Seymour Heights Elementary; Sherwood Park Elementary; Seycove Secondary;	More focus	We are lacking enough mental health and well-being support for our ELL students. They need more time dedicated to their process of adapting to the new school system , while also trying to learn the language. Counsellors that speak more languages would be ideal. OR that they could support these students by using a translation device or a translator (SWIS).
Parent/Guardian	Seycove Secondary;	More focus	ELL students are lacking enough mental health and well-being support for our ELL students. They need time dedicated to their process of adapting to the new school system , while also trying to learn the language. Counsellors that speak more languages would be ideal. OR that they could support these students by using a translation device or a translator (SWIS).

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Are you a?	Which school community are you a part of?	Rate our approach:	Mental Health and Well-Being Comment:
Staff member	Cleveland Elementary;	Maintain focus	Good resources but sometimes not helpful. Sometimes, employees just need a "mental day". It wouldn't hurt if the district would just give once a month "mental day" that an employee can take. Paid "mental day" not taken out of sick time or family illness time.
Staff member	Ross Road Elementary;	Much more focus	If I were to choose a direction to go from the items mentioned till here...let's see more restorative practice in schools. More professional development on this subject and more of this from our admin. There isn't much ownership for anything these days. I think this would help. We need counsellors. Children need help when they need help. The 500+ students at my school don't just have problems 2 days a week. It can't be new faces every year. We currently have two people for 2.5 days. Realize that young children and their families struggle with anxiety. It is true that it is doubly apparent in high school. Intervention needs to start earlier. Show more compassion to teachers. Ask for less. Give more. Show care. The gift of time is the most meaningful gift.
Staff member	Handsworth Secondary;	More focus	Having a fund so that PE teachers can bring in experts on various areas of mental health in the curriculum, would be beneficial to students who are struggling with negative mental health outcomes.
Staff member	Sherwood Park Elementary;	Much more focus	We need better supports for students and staff for mental health support and strategies.
Parent/Guardian	Sherwood Park Elementary;	Less focus	More outdoor education - getting the kids outside more especially in North Van, should be encouraged as a focus.
Parent/Guardian	Queensbury Elementary;	Maintain focus	Staff needs better awareness on how to speak to and understand students. Using scare tactics or positional authority to intimidate does not build trust and the administration in my child's school uses intimidation as a way to get students to comply, which affects trust and emotional trauma and anxiety.
Staff member	Queen Mary Community Elementary;	Much more focus	Many families facing economic and emotional instability.
Parent/Guardian	Dorothy Lynas Elementary;	Maintain focus	Past 3-4 years taught people in the world that everything can turn upside down in a single week. maintaining mental health, work-life-study balance and learn to enjoy life should be the key to remain calm and healthy in different situations affecting people in the world.
Parent/Guardian	Lynn Valley Elementary; Argyle Secondary;	Less focus	Ban mobile phone use in schools.
Parent/Guardian	Westview Elementary;	Much more focus	To support mental health,culture and students success.
Staff member	Argyle Secondary;	More focus	I think this is ramping up, and that student awareness of the supports that are there and have been put in place is where the energy needs to go. Prod-D would help for faculty who aren't really thinking of mental health support in their programming.
Parent/Guardian	Eastview Elementary; Argyle Secondary;	Less focus	The teens need to have a venue to share what is affecting their mental health - ie: painful lab stools, friendship drama, teachers who are explaining concepts too quickly because of deadlines, so that solutions can be generated
Parent/Guardian	Cleveland Elementary;	More focus	Continuing to add counselling staff must be a priority! I know that many counsellors are split between multiple schools. I also wish there was more capacity for counsellors to push into classrooms for whole group learning sessions, versus them only operating in a pull out fashion (at least this has the experience at our school.)
Parent/Guardian	Cleveland Elementary;	Much more focus	There are known issues (by staff and parents) with a number of students in the intermediate grades who require social emotional learning with the SEL team. I understand they are already being brought in this year, but believe this is going to be a continued need going forward.
Parent/Guardian	Cleveland Elementary;	More focus	Discussing online safety and behaviour and how this can impact your future
Parent/Guardian	Cleveland Elementary;		It would be great to see if yoga classes would be integrated to the school hours. Healthy breathing, healthy posture and healthy mind would add to this big time both for students and for staff.
Parent/Guardian	Cleveland Elementary;	Less focus	Collaboration with Community Resources: Partnering with community organizations and mental health agencies to provide additional support and resources for students and families in need.

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Are you a?	Which school community are you a part of?	Rate our approach:	Mental Health and Well-Being Comment:
Parent/Guardian	Braemar Elementary; Carson Graham Secondary;	More focus	I believe there is still a solid minority of students lacking the skills and resiliency to deal with adversity and less-than-ideal situations.
Parent/Guardian	Cleveland Elementary;	Maintain focus	Doing great

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Are you a?	Which school community are you a part of?	Rate our approach:	Truth, Healing and Reconciliation Comment:
Staff member	Highlands Elementary;	More focus	Teachers need authentic resources.
Parent/Guardian	Dorothy Lynas Elementary;	Much less focus	While this should be a priority, kids are receiving plenty of content in this space. I am concerned that this is receiving too much focus at the detriment of core learning activities.
Parent/Guardian	Dorothy Lynas Elementary;	More focus	There is always room to improve here. If we think we're doing enough, we're not doing actually progressing this forward enough. Greater engagement with the Indigenous community, more time for learning with this community and hearing their stories and witnessing their teachings.
Staff member	Sherwood Park Elementary;	Maintain focus	This is on track.
Parent/Guardian	Cleveland Elementary; Handsworth Secondary;	Maintain focus	At this time, I believe things are going appropriately well.
Parent/Guardian	Westview Elementary;	Maintain focus	Good work. No changes needed.
Parent/Guardian	Dorothy Lynas Elementary;	Less focus	Redundant -- these are taught in history classes, so emphasizing the sins of our grandfathers and asking our children to atone for them is considerably ludicrous.
Parent/Guardian	Carisbrooke Elementary;	Much less focus	We came a long way ... but it is going nowhere.
Parent/Guardian	Carisbrooke Elementary;	Much less focus	Kids May be from Korea, Cambodia, India, China,Ireland etc and have shattered colonial/ family trauma. Focusing on Canadian first nations trauma- teaches children that some pasts matter and some don't. Teaching compassion and historic anguish shouldn't be focused on which geographical area your great, great grandparents lived- the acts themselves should be taught. Teach about Pol Pot, the Potato Famine, the Uiyghurs
Parent/Guardian	Queensbury Elementary;	Much more focus	It would be great to spend time on First Nations, Nature, History of Canada.
Parent/Guardian	Cove Cliff Elementary; Seycove Secondary;	Much more focus	my children are Indigenous, they receive no additional teachings or support at their school. As mentioned before, there is no person to lead at Cove Cliff anymore.
Parent/Guardian	Blueridge Elementary; Seymour Heights Elementary; Windsor Secondary;	Much less focus	2 years ago you taught the children there were mass graves at residential schools, no graves have ever been found, where is the 'truth' you are teaching? A white person wears an orange shirt on orange shirt day and that makes everything better??? The schools have made the situation worse not better. One of my children still has PTSD from being read, "I am not a number", in the spirit of truth and Reconciliation in Grade 3. Taught them to not trust teachers, good job!
Parent/Guardian	Ridgeway Elementary;	Maintain focus	Visit to showcase culture and historical habitates needed.
Parent/Guardian	Handsworth Secondary;	More focus	We can still do better so thats why I say more focus
Parent/Guardian	Argyle Secondary;	Much more focus	Secondary students could be supported more with counselling, school could also be making a better effort to include and connect with First Nation parents as that will contribute to the overall connection to the school. This needs to be updated to include the new school act amendments (Bil;I 40). Decision making over targeted and other funds that support First Nation students. Also the new Feeding Future Program funding should be covering lunch programs for all indigenous students as a priority.
Parent/Guardian	Larson Elementary;	More focus	Too focused on this
Parent/Guardian	Carson Graham Secondary;	More focus	It is a nice addition to the curriculum to now have Indigenous studies.
Parent/Guardian	Upper Lynn Elementary;	Maintain focus	This is essential for our new generation of children to know and understand to learn from Indigenous ways of learning/being which has never been incorporated in our school systems in the past. Indigenous education/learning focus on whole being, whole learning is much needed in an education system that focuses primarily only on cognitive learning.
Parent/Guardian	Ross Road Elementary; Argyle Secondary;	Much less focus	Though indigenous history is important, I believe it's too much emphasis going into that issue and the whole world history is left out were kids are not aware of the global history at all.
Parent/Guardian	Blueridge Elementary; Windsor Secondary;	More focus	I have very little work in elementary and especially high school around incorporating indigenous culture and exploring indigenous identity and history in Canada.

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Are you a?	Which school community are you a part of?	Rate our approach:	Truth, Healing and Reconciliation Comment:
Parent/Guardian	Braemar Elementary;	Much less focus	My kids are part indigenous, my spouse status indian. We do not support diversion of significant academic resources and time toward this. Awareness of the history is important, but putting accountability on the current generation of kids and prioritizing this over the core purpose of schools we do not agree with.
Parent/Guardian	Handsworth Secondary;	Much more focus	The more we create bridges of healing, the more we are able to walk together towards a brighter future for all. 'Every Child matters day' that is a day off, should actually be a day that the children in the school go from school to support a reconciliation activity in the community. Learning by doing.
Parent/Guardian	Seymour Heights Elementary;	Less focus	Balance is needed.
Staff member	Sutherland Secondary;	Maintain focus	We hear and see more more devotion to respecting the territory of the peoples we work on. Teachers are including excellent resources in their teaching as well. Students are learning about Canada's history with respectful discussions and references and this is showing in how they treat each other. It is nice to see.
Parent/Guardian	Argyle Secondary;	Much more focus	Unfortunately there seems to be a lack of interest, support and empathy in these areas. I often hear negative comments about the purpose of it from both parents and students.
Staff member	Argyle Secondary;	Maintain focus	I am really impressed with the work our district is doing. In particular having an Indigenous Education worker assigned to each family of schools is an excellent model. I know ours Courtney Kessel, is doing an excellent job at connectioning with students and teachers at our highschool and within our family of schools.
Parent/Guardian	Sherwood Park Elementary;	More focus	Identify resources to support the continued process of curriculum design and further development of Indigenous language instruction with the guidance of Skwxwú7mesh Nation and Tsleil-Waututh Nation.
Staff member	Boundary Elementary;	Maintain focus	We have some amazing staff taking the lead on in this. Now to see if the others follow the group plan.
Parent/Guardian and Staff member	Sherwood Park Elementary;	Much less focus	The above topics focuses on a subset of students, while its our history, let's focus on all students.
Parent/Guardian	Sherwood Park Elementary;	Maintain focus	Education about history without bringing in the subtle blame-and-shame game should be front and centre. Have those kids, who's ancestors did atrocious things, learn ways to do and be better going forwards, rather than feel shame about the past. We can't change history but we can focus on how to not let it happen again.
Parent/Guardian	Seymour Heights Elementary;	More focus	The school district could look into costs for school name changes, to move away from glorifying colonizers and towards acknowledging the lands our schools are using.
Parent/Guardian	Highlands Elementary;	Less focus	I appreciate this topic and participate in this topic regularly, but feel other topics need the spotlight in the short term. I would continue to teach about the land, who's land it is and the appreciation and acknowledgement of the land as well as historical injustices.
Parent/Guardian	Lynn Valley Elementary; Argyle Secondary;	Much less focus	The current over-focus on indigenous issues is one-sided and is having the opposite effect. Kids are sick of hearing about it and either tune it out or develop a negative attitude towards indigenous affairs. There is too much politics in school.
Parent/Guardian	Dorothy Lynas Elementary;	Much less focus	Focus on "3 Rs" and school sports. Leave culture stuff alone.
Parent/Guardian	Highlands Elementary;	Maintain focus	N/A as moving to Handsworth so unfamiliar with its approach
Parent/Guardian and Staff member	Ross Road Elementary;	More focus	- More frequent access to Indigenous Support Workers - More frequent access to Indigenous Cultural Educators
Parent/Guardian	Seycove Secondary;	Maintain focus	Continue having opportunities for kids to learn about Indigenous culture, ways, and teachings. Sharing this knowledge helps to provide a good foundation for Truth, Healing, and Reconciliation.
Parent/Guardian	Sherwood Park Elementary;	Maintain focus	Sherwood Park does a great job of this, keep it up. I would like to see ALL students & classes get equal access to the Indigenous Liaison (Q'Puts).
Parent/Guardian	Carson Graham Secondary;	Maintain focus	This seems to be working well at present.
Staff member	Boundary Elementary;	Maintain focus	I appreciate the learning that has gone on. I would like to see easier access to programs in schools with Dallas and other leaders. The challenge is knowing what is available for support in an easy and accessible way.
Parent/Guardian	Lynn Valley Elementary;	Much less focus	Way too much consideration is given to Indigenous ways of knowledge, history: our kids should be exposed to world history.

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Are you a?	Which school community are you a part of?	Rate our approach:	Truth, Healing and Reconciliation Comment:
Parent/Guardian	Sherwood Park Elementary;	Much less focus	First Nations history and culture are an important part of the curriculum. However, no other group or culture should be demonized in this instruction. First Nations culture seems to be put on a pedestal in the current curriculum. I feel that this is not honest or constructive education. Let's not forget that the BC Coastal First Nations were practicing cannibalism and slavery not long before the start of the residential school system was established. Humans are flawed, Whites, First Nations or otherwise. Please don't use the school system to create victims and oppressors; it's not healthy or honest.
Parent/Guardian	Carson Graham Secondary;	Maintain focus	Teaching the full, authentic history of Canada's treatment of Indigenous peoples.
Staff member	Sherwood Park Elementary;All - TTOC;	Maintain focus	While I like and appreciate the spirit of this initiative, it's pushed too hard on students.
Parent/Guardian	Sherwood Park Elementary;	Much less focus	This topic has more than enough focus in the current curriculum. Again, we should keep things simple, teach kids that everyone is unique, that they should treat everyone with respect and how they would like to be treated.
Parent/Guardian	Brooksbank Elementary; Sutherland Secondary;	Maintain focus	Nothing to add— more recent efforts have been solid and must be maintained.
Staff member	Sutherland Secondary;	Maintain focus	As I wrote above, the curriculum now embraces aspects of Indigenous culture. I have seen evidence of this in English literature, history and science.
Parent/Guardian	Ridgeway Elementary;	More focus	If it weren't a dog and pony show this would be great.
Staff member	Argyle Secondary;	Much more focus	I think there needs to be more mandatory classes for teachers and EAs to learn more about the culture and implementation of reconciliation. There is always room for improvement.
Parent/Guardian	Capilano Elementary;	Much less focus	Focus on all areas of truth and reconciliation not just indigenous communities.
Staff member	Boundary Elementary;	Much less focus	Just yet another example of forced evidence of acknowledgement. Yet once again without adequate resources and support.
Parent/Guardian	Ross Road Elementary;	Maintain focus	Continuing to support visit from Indigenous leaders, teachers, or artists is great for the kids and community
Parent/Guardian	Sherwood Park Elementary;	Maintain focus	Doing well, continue to offer the First Nation educator to each class with teachings, art, outdoor exploration.
Parent/Guardian	Cove Cliff Elementary;	Maintain focus	There has been a large change over the last few years stick with it and see how things land during the next few years.
Parent/Guardian	Handsworth Secondary;	Maintain focus	The school is doing a good job of this and I'm happy to see the new graduation requirement. All classes (where possible) should be incorporating these teachings into the curriculum. We want our future leaders to know how they can make life better for all Canadians in the future.
Parent/Guardian	Dorothy Lynas Elementary;	Maintain focus	This is a part of history and should be taught at school
Parent/Guardian	Argyle Secondary;	Much less focus	Remove this curriculum
Parent/Guardian and Staff member	Boundary Elementary;	Maintain focus	Our school is doing a really good job with the education side of this and introducing aspects of indigenous ways of knowing. Would be great to see some more exploration of the TRC calls to action - First Nations Child & Family Caring Society has an excellent resource that is more digestible for elementary students
Parent/Guardian	Lynnmour Xá7elcha Elementary;	Maintain focus	I'm curious why only two of our schools have a First Nations name.
Parent/Guardian	Carson Graham Secondary; Argyle Secondary;Dorothy Lynas Elementary;		Really? The first people's don't want your woke propaganda either. No one does.
Parent/Guardian	Sherwood Park Elementary;	Maintain focus	Exceptional and genuine efforts toward reconciliation.
Parent/Guardian	Queen Mary Community Elementary;	Less focus	Model respect, support students from disadvantaged backgrounds generally. Inclusion of Indigenous peoples in history lessons is important. Beyond this, focus on academics and avoid contemporary social issues.
Parent/Guardian	Capilano Elementary;	Maintain focus	Maintain focus.



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Parent/Guardian	Handsworth Secondary;	More focus	Identify resources to support the continued process of curriculum design and further development of Indigenous language instruction with the guidance of Skwxwú7mesh Nation and Tsleil-Waututh Nation.
Parent/Guardian	Eastview Elementary;	Less focus	Super proud of our school district's dedication to Truth, Healing, and Reconciliation. How about we sprinkle some extra magic by fine-tuning policies, diving into cool curriculum designs with Indigenous guidance, and giving some extra love to early years' literacy and numeracy?
Parent/Guardian	Ross Road Elementary;	Maintain focus	I believe this is adequately addressed.
Parent/Guardian	Sherwood Park Elementary; Seycove Secondary;	Less focus	More can always be done. I feel Sherwood Park is doing a good job at this, but Seycove needs to share more of the steps they've taken to share with families how wonderful their engagement is with TH&R
Staff member	Handsworth Secondary;	Maintain focus	Progress is being made in this important area and NVSD is a leader in this area. Ensure supports are in place for teachers teaching new indigenous based curriculum so that teachers and students can continue to advance this important initiative
Staff member	Braemar Elementary;	Maintain focus	I am proud of our districts efforts to move T, H and R forward.
Parent/Guardian	Seycove Secondary;	Much less focus	This movement is breeding a generation of non-indigenous children to feel guilty for things they didn't do. And it is a breeding a generation if Indigenous people feeling entitled to things they have not earned. While I understand the rationale behind the movement, it is leading to some very negative social consequences.
Staff member	Ross Road Elementary;	More focus	reinstate the indigenous support worker at our school.
Staff member	Cove Cliff Elementary;	More focus	Ensuring there is sufficient staff to provide culturally appropriate resources and programming to each school is crucial.
Staff member	Braemar Elementary;Argyle Secondary;	Maintain focus	More accessible resources to include EAL students in understanding the concepts.
Parent/Guardian	Ross Road Elementary;	Much less focus	Stop teaching the horrors of what happened to Indigenous children in residential schools to children in elementary school. This is adult subject matter and should be introduced only at the earliest in grade eleven. Stop allowing teachers to make children feel guilty for something they haven't done. Re-educate teachers and support staff to stop cycling pain. Bring Indigenous elders in to schools to teach their truly valuable ways in a truly valuable way that will really benefit all. Teaching pain inflicts pain and causes more pain. Teach true love and tolerance and then true healing will happen. Celebrate real truth - love. History is one of the most important human subjects to be remembered, shared and taught, but only at the appropriate times and age levels. We must protect all children, please stop teaching and cycling pain and fear.
Parent/Guardian and Staff member	Larson Elementary;	Much more focus	I think that the district is doing a great job on this and are really pushing this in schools. I do think we need more Indigenous educators. We have Dallas Gus once a month at our school and there isn't enough time for him to go to all classrooms. As a white teacher I think it's important for First Nations people to be teaching about their culture to the kids as it is authentic
Parent/Guardian	Dorothy Lynas Elementary;Seycove Secondary;	Much less focus	Get staff to take the Indigenous university level 12 week course
Parent/Guardian	Handsworth Secondary; North Vancouver Online Learning;	Maintain focus	Very interested in this and enjoying what is being done. I don't feel equipped to give feedback on more or less with respect to this and defer to those that are better versed in it. Also, unclear which end of the scale means what.
Parent/Guardian	Sherwood Park Elementary;	Maintain focus	as above
Parent/Guardian	Queen Mary Community Elementary;	Much less focus	Indigenous ways of knowing are great for a history class, and an interesting exercise for scientific inquiry, but functionally useless for an IB program and building a global worldview. Learning about other cultures is far more important.

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Parent/Guardian	Ridgeway Elementary;	Much more focus	Would be interesting to see how indigenous language can be taught as an option like french
Parent/Guardian	Queensbury Elementary;	Much less focus	You do lots...Orange Shirt Day and land acknowledgements. However please stop teaching that there are unmarked Graves at every residential school. They found soil disturbances...not a single bone has been found. Weren't there records kept? Don't native communities know the names of children that didn't return? I feel everyone has been misled. I believe a teacher was fired for bringing this up. Please let conversation FLOW. Don't shut it down.
Parent/Guardian	Brooksbank Elementary;	Much less focus	Too much focus on this.
Parent/Guardian	Braemar Elementary;	Maintain focus	Use resources as guided by the local first nations
Parent/Guardian	Carson Graham Secondary; Argyle Secondary;	Much less focus	Indigenous affairs should be part of the inclusion culture. There is no need to create a specific target towards indigenous people. Students must understand how to interact, respect and support other cultures (including indigenous groups), races, sexual orientation, etc.
Parent/Guardian	Highlands Elementary;	Much less focus	Why innocent children must be put through this. Perhaps church should go through it.
Staff member	Carisbrooke Elementary;	More focus	We need indigenous teachers to lead teachers and admin. As a non-ingenuous person, I can not teach indigenous cultural in a genuine and authentic way.
Parent/Guardian	Windsor Secondary;	Much more focus	I am not an Indigenous person so it is not my place to say what needs to be done in these areas. I would expect you to be collaborating with first peoples who would direct your work. This is not an appropriate question to ask.
Staff member	Argyle Secondary;	Maintain focus	Continue to make the day of truth and reconciliation a time of reflection as a community and celebration of indigenous culture and resilience
Parent/Guardian	Sherwood Park Elementary;	Much less focus	Our children spend too much time on this topic.
Staff member	TTOC;	More focus	Indigenizing education- more indigenous art, SS, learning the local dialect
Staff member	Braemar Elementary;	Maintain focus	we're doing good (the district). lots of opportunities and access to information, staff, and resources.
Staff member	Westview Elementary;	More focus	Similarly to Mental-Health and Well-Being learning outcomes, Indigenous knowledge should be woven into everyday curriculum so as to establish Indigenous knowledge and an intrinsic part of curriculum and learning. Support and guidance for teachers would greatly help this priority.
Parent/Guardian	Eastview Elementary;	Less focus	The school has done a tremendous job in this area. However, I feel this can be organically incorporated as part of the day-to-day without having to be a specific focus. Just let this become the new norm. Acknowledgement that we are all here today, and our path forward can be togetherness and in support.
Staff member	Carson Graham Secondary;	Maintain focus	I believe that Carson needs to maintain its focus here, but that it is already doing a good job of focussing on truth, healing, and reconciliation within the confines of the system we are bound by. One area to grow is to evolve some of the unnecessary traditional structures we are bound by to accomodate further truth and healing to happen in the next several generations. One small example: Burocracy and lengthy processes required for a student to qualify for designations/testing/additional supports. Another small example: teachers valuing text-based information and knowledge sharing above experiential, oral, and artistic knowledge sharing.
Staff member	Carson Graham Secondary;	Maintain focus	Bring back the NVSD Indigenous Ed Newsletter
Parent and staff member	Larson Elementary;	Less focus	We should receive more time with Indigenous support workers
Staff member	Carson Graham Secondary;	Maintain focus	Continued support for Indigenous language instruction - language is culture is identity. Support for teachers (non indigenous) tasked with teaching the grade 11/12 Ind. Lang and Lit. courses. Ongoing staff developement re. teaching/ including the Indigenous worldviews, ways of learning etc.
Staff member	Argyle Secondary;	More focus	I see we need more momentum. There is a desire to support this, but a lack of newer material.

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Parent/Guardian	Lynn Valley Elementary;	Much more focus	I have a total of 4 children. 2 currently are at school. 3rd and 4th will be joining in the next year and 3rd year. The indigenous staff we saw with our first has greatly diminished, we only saw them in grades K and 1 and then haven't seen them since, no they are in [Personal Detail]. My children are of indigenous status, and identify as indigenous. I feel all the support has gone to the schools who have more indigenous students and we share someone who hasn't seemed to make a presence at our school. I feel like if there is even just one indigenous student, there should be made a priority that an indigenous staff member makes a presence for that child. My child looked forward to seeing Gord (the staff that used to come), and it was a way for connection and learning. I feel now it's lacking and my other son who is now in [Person] hasn't seen a staff at all, but he was the lucky one who has another student who's mom organized some special learning last year which was wonderful and way he was able to connect.
Parent/Guardian	Mountainside Secondary;	Maintain focus	Carry on at this level.
Parent/Guardian	Eastview Elementary;	Maintain focus	This is important as equality is a staple of the community.
Staff member	Carson Graham Secondary;	Much more focus	Do a survey as to how to support the Indigenous students. The current school system model may not be working for a lot of them. Not to mention, that they travel the most to get to school in all sorts of weather, from the reserves.
Parent/Guardian	Handsworth Secondary;	Maintain focus	It is important to support all students with diverse backgrounds. Indigenous people have been overlooked for a long time and should be recognized for their history in this country as well as their present day realities.
Parent/Guardian	Carson Graham Secondary; Argyle Secondary;	Much less focus	Learning about First Nations is fine, but just keep it at a reasonable level. There are teachers who are extremely connected to First Nations, and all of the classroom activities focus around First Nations. It is too much.
Staff member	Cleveland Elementary; Seymour Heights Elementary; Sherwood Park Elementary; Seycove Secondary;	Maintain focus	This is an area where the district is thriving.
Parent/Guardian	Seycove Secondary;	Maintain focus	Thriving area
Staff member	Cleveland Elementary;	Maintain focus	Keep doing what they are doing. It's good that it's included in the curriculum now.
Staff member	Lynnmour Xá7elcha Elementary; Brooksbank Elementary; Carson Graham Secondary; Windsor Secondary;	Much more focus	Students often don't have space designated for Indigenous education. At Windsor, Indigenous students are dependent on one teacher's classroom as a safe space. At Carson, students must walk through a divided classroom space in order to get to the Indigenous classroom safe space, or they'll avoid this by walking outside and entering through a backdoor. It makes students feel like they are an afterthought in buildings on their own territories. Indigenous support staff often don't have designated space to work with Indigenous students. In offering support, they may have to either share space with another support educator at the same time (ex: ELL support), find days where a learning support teacher is not using their office or room (not putting the student's needs first) or modify a supply closet. There is a possibility to book rooms, however these rooms are often either already booked, or structured like boardrooms and/or positioned near the school office. It would be beneficial to consider how this district can make space for Indigenous education, both in the physical sense of having accessible rooms and also a welcoming space that allows Indigenous educators to succeed in their positions.
Staff member	Ross Road Elementary;	Maintain focus	We have to keep on this for 7 generations.
Staff member	Handsworth Secondary;	Maintain focus	I feel as though the school has adequate funding to indigenize the curriculum and uses it effectively.
Staff member	Sherwood Park Elementary;	Maintain focus	We do this well at SPE
Parent/Guardian	Queensbury Elementary;	Maintain focus	This is mandatory and being watched so this is the only thing that seems to be right at this school at this point.
Staff member	Braemar Elementary;	Maintain focus	we do a fantastic job at this already.
Parent/Guardian	Dorothy Lynas Elementary;	Less focus	Similar to Q8. I do appreciate first nations impact into the North American history, but excessive inclusivity leads to exclusion of those, who are not matching to the affinity cultures and groups. I appreciate equality that will allow to focus on the skills and results, rather than just recognition based on racial/color/affinity difference.

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Parent/Guardian	Lynn Valley Elementary; Argyle Secondary;	Much less focus	The constant pushing of Indigenous awareness is creating resentment and a feeling of irrelevance in young people, has nothing to do with academics and achievement and only fosters a sense of guilt in innocent children.
Parent/Guardian	Westview Elementary;	Maintain focus	Celebrating the success of Indigenous students and Indigenous communities.
Staff member	Argyle Secondary;	Much more focus	Adding more resources is not the answer. Training admin and teachers to shift their lens of viewing the world is a much bigger task. These goals are all still based on oppressive, colonial systems and ways of learning and knowing. Seeking guidance from elders is a good start, and strengthening relationships, for sure, but positionality work, privilege work, on the part of all colonizers needs to happen, which isn't even on anyone's radar.
Parent/Guardian	Ross Road Elementary;	Much less focus	Racializing children and community members appears at odds with the other goals of NVSD.
Parent/Guardian	Eastview Elementary; Argyle Secondary;	Less focus	Communicate with the nations who used to reside on eastview lands and look at co stewardship
Parent/Guardian	Cleveland Elementary;	More focus	Doing great but there's so much more to be done

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Parent/Guardian	Dorothy Lynas Elementary;	More focus	Kids need more field trips, more opportunities to explore learning outside of the classroom. Again, more EAs will support this likely (from a parent's perspective).
Staff member	Sherwood Park Elementary;	Maintain focus	This is on track.
Parent/Guardian	Sherwood Park Elementary;	More focus	Invite community volunteers to supplement education in this area.
Parent/Guardian	Cleveland Elementary; Handsworth Secondary;	More focus	At this time, I believe things are going appropriately well - but, climate change is real and only going to become more prevalent through my children's lives.
Parent/Guardian	Westview Elementary;	Maintain focus	Good work. No changes needed.
Parent/Guardian	Dorothy Lynas Elementary;	More focus	Very important topic, considering our future is at stake. More focus is needed to not only raise awareness, but invite students to take action.
Parent/Guardian	Carisbrooke Elementary;	More focus	The amount of trash generated by hot lunches is ludicrous.
Parent/Guardian	Queensbury Elementary;	Much more focus	Sounds very good, but except sex education and lgtb books and stories I have 0 information what is happening in school.
Parent/Guardian	Handsworth Secondary;	Less focus	WE NEED A FEILD AT HANDSWORTH
Parent/Guardian	Cove Cliff Elementary; Seycove Secondary;	Maintain focus	I think the schools in Deep Cove pride themselves in this.
Parent/Guardian	Blueridge Elementary; Seymour Heights Elementary; Windsor Secondary;	More focus	I think this would be great if it was about community, NOT ENVIRONMENT. Community Gardens Community clean ups Community recycling
Parent/Guardian	Ridgeway Elementary; Sutherland Secondary;	More focus	I feel that teachers do a great job here, but the school district does not stand behind its principles, with many schools facing the environmental impact of climate change with no sustained way to protect trees, gardens or plants - a no-watering approach is no longer sustainable.
Parent/Guardian	Ridgeway Elementary;	Less focus	Child needs to be educated on how a sustainable business plan can be created to safeguard the environment. Beacule it all boils down to Capitalism and Money. Sustainability needs to be aligned with learning new business practices as both consumer and producer.
Parent/Guardian	Larson Elementary;	Less focus	Plant grass. Let the kids run around on a safer field instead of gravel.
Parent/Guardian	Carson Graham Secondary;	Much more focus	It would be nice to take advantage of where we live to have more day trips and explore our beautiful environment with more outdoor learning opportunities.
Parent/Guardian	Ross Road Elementary; Argyle Secondary;	Much less focus	Though I believe that environment issues are important to learn, kids should be taught prior to this basic knowledge about physics biology chemistry so they can make informed decision about environment themselves instead of being just indoctrinated with agenda
Parent/Guardian	Lynn Valley Elementary;	Much more focus	Children need more opportunities to study science, language, music outdoors.
Parent/Guardian	Blueridge Elementary; Windsor Secondary;	More focus	The playgrounds are full of garbage. There is limited student accountability. We need to start small.
Parent/Guardian	Braemar Elementary;	Less focus	Environmental stewardship is important, which was also taught to me in school 30 years ago. We don't know the right balance but currently there is more than enough focus on the climate in our places of learning. Again, every hour or dollar spent on one thing is at the expense of another.
Parent/Guardian	Handsworth Secondary;	More focus	I think that the school district should be allowing students to use creativity and critical thinking and in consultation with real world settings, to find solutions to the problems that are now part of their reality and their future.
Parent/Guardian	Seymour Heights Elementary;	More focus	Combine with science, technology, and math curriculum.
Staff member	Sutherland Secondary;	Maintain focus	If anything, provide more resources for teachers, or grants for teacher to explore options with their students.
Parent/Guardian	Handsworth Secondary;	Less focus	Little emphasis is given to outdoor learning.

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Parent/Guardian	Sutherland Secondary; Ridgeway Elementary;	More focus	more fieldtrips including overnight stays plastic free schools
Parent/Guardian	Seymour Heights Elementary;	More focus	I think learning and exploring in nature could be a larger focus.
Staff member	Windsor Secondary;	Much more focus	Need more avenues to promote this, learning spaces, etc.
Staff member	Argyle Secondary;	More focus	I think it would be great to look into creating a sustainability academy or a sustainability science course that could learn about land stewardship, gardening and more innovative hydroponics practices.
Parent/Guardian	Sherwood Park Elementary;	More focus	Continue to support outdoor learning experiences, which enhance personal well-being, support learning about our environment and foster stewardship.
Staff member	Boundary Elementary;	Less focus	This again is highly critical, criticized, and unfortunately full of hypocrisy.
Parent/Guardian and Staff member	Sherwood Park Elementary;	Less focus	Lets focus on all learning. While issues above are important, they are not the only ones.
Parent/Guardian	Highlands Elementary;	Maintain focus	This cannot go away. I would focus on what we can do every day individually to look after our environment from turning off the light, to recycling as well as the overall impact on the climate of the things we chose to do in later life.
Parent/Guardian	Lynn Valley Elementary; Argyle Secondary;	Much less focus	The climate change fear mongering in school is inducing anxiety into children. In reality, there is no scientific basis for that, only politics. Stick to core academics.
Parent/Guardian	Dorothy Lynas Elementary;	Less focus	Packing food garbage home just makes a mess of backpack
Parent/Guardian	Highlands Elementary;	Maintain focus	N/A as moving to Handsworth so unfamiliar with its approach
Parent/Guardian and Staff member	Ross Road Elementary;	Much more focus	- Student/parent managed school gardens - Net-zero goals (heating, windows, solar power, green spaces)
Parent/Guardian	Seycove Secondary;	Maintain focus	Have schools work toward things such as Beach Clean Up events, and continue evolving course content to include environmental focus. For example, Life Science 11 is being updated to include an environmental element / focus, which is great.
Parent/Guardian	Sherwood Park Elementary;	More focus	While Sherwood Park does some of this already, I believe there could be more opportunities for outdoor experiences and environmental stewardship. Sherwood Park has an amazing location with great access to nature - we should be optimizing this!
Parent/Guardian	Carson Graham Secondary;	Much more focus	SD44 has a number of buildings with huge building and land footprints. Few if any have solar power or alternative heating/lighting systems. Solar panel arrays on secondary schools are an easy fix. Far more parking spaces dedicated to electric vehicle charging are needed in school parking lots. Student generated trash left in playgrounds should not be left for days and weeks by janitorial staff to blow into adjacent streams and waterways.
Staff member	Boundary Elementary;	Less focus	I don't feel that there is enough support or staff to support this. I'd love to see a half day in class and half day outdoor ed program for primary grades.
Parent/Guardian	Boundary Elementary;Sutherland Secondary;	Much more focus	would love to see a half day school half day outdoor education program
Parent/Guardian	Carson Graham Secondary;	Maintain focus	Supporting environmental initiatives that champion sustainability
Parent/Guardian	Sherwood Park Elementary;	More focus	Considering that we are surrounded by forest and 2 blocks from the ocean, there are more opportunities than are utilized for place based learning and environmental stewardship
Staff member	Sherwood Park Elementary; All - TTOC;	Maintain focus	This idea is great but students aren't really exposed to the industrial misbehaviours for context. It's always what you the person can do with your choices regarding the environment, but doesn't focus enough on punishing corporations for their lack of stewardship. This problem is 70ish % companies, and it needs to be made much more clear to kids that this is the situation. Their little actions are drops in an ocean, but teach them to withhold investment in companies that promote destructive practices, and the problem will be gone in a generation.

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Parent/Guardian	Sherwood Park Elementary;	Maintain focus	I would like to see much less focus on climate change, which kids are not able to influence nor see their impact, and rather focus on local environment. What can local kids do to minimize plastic going into the ocean? Rebuild salmon habitat? Improve bear interactions? If we're going to fund programs for kids, it should be tied back into the local community and environment. The Seymour Hatchery tour is a fantastic example of this.
Parent/Guardian	Brooksbank Elementary; Sutherland Secondary;	More focus	More more more outdoor experiences! Empower students to challenge the historical environmental practices that got us to this dire climate situation.
Parent/Guardian	Argyle Secondary;	Much more focus	This is critically important given the state of the world and future for the students.
Staff member	Windsor Secondary;	More focus	Acknowledge role all animal products play in contributing to climate change, do not serve at district events.
Staff member	NA;Sutherland Secondary;	Maintain focus	I see evidence of this in the materials in courses and in school activities, such as community cleanup days.
Parent/Guardian	Ridgeway Elementary;	Much less focus	Less narrative and politics more science and open discussion please.
Staff member	Argyle Secondary;	More focus	Environmental focus should be discussed more in schools and I feel everyone as a whole should be learning more about it, not just specific classes.
Parent/Guardian	Larson Elementary;Argyle Secondary;	Maintain focus	Continue to provide broad perspective on our impact in the world around us.
Staff member	Boundary Elementary;	Maintain focus	While I support it, once again - lack of adequate support and resources. There seems to be a common theme. All ideas are fine, yet the district fails to support how everything can be delivered in a sustainable manner. We are at a breaking point yet no one seems to notice or is listening.
Parent/Guardian	Ross Road Elementary;	Less focus	I do not see much effort in this regard at all. A single bike to school week is pretty weak.
Parent/Guardian	Sherwood Park Elementary;	More focus	Increase outdoor projects, connecting with community organizations, learning in nature.
Parent/Guardian	Cove Cliff Elementary;	Much more focus	Some programs put in place don't stick if a teacher at the school isn't promoting or pushing it hard. More need to be involved We had a garden which took time and money to build and it seems to be falling apart now. Lots of learning can take place with those garden boxes Environmental learning should be a focus of children's education
Parent/Guardian	Handsworth Secondary;	More focus	Not much has been done in this area for my son since Gr 8 and 9. I'm trying to teach him at home, but he doesn't feel the importance of it yet. So, I think more could be done at school through the curriculum.
Parent/Guardian	Brooksbank Elementary;	Much less focus	I think Climate Alarmism needs to be avoided as various forms of environmental apocalyptic narratives have been promoted for 5+ decades and dismisses legitimate criticisms by stating things such as "the science is clear", "trust the science", "scientific consensus..." Ultimately climate alarmism has been shown to cause mental health issues, which counteracts one of your previous goals. Writing this off to "oh they're just a climate denier" is lazy and is exactly what politicians, NGO's, Netflix, and movie stars have convinced you as the correct response.
Parent/Guardian	Lynnmour Xá7elcha Elementary;		I really love that our students have the opportunity to learn outside in nature, I think getting the kids outside to experience being near creeks and trees is an important part of their education. I would support anything that increases time outside.
Parent/Guardian	Carson Graham Secondary; Argyle Secondary;Dorothy Lynas Elementary;		Give everyone free money and free electric cars and lots and lots of free stuff.
Parent/Guardian	Sherwood Park Elementary;	Maintain focus	My child comes home reflecting this priority. They are developing a strong sense of who they are and the responsibilities that we have to the environment.
Parent/Guardian	Capilano Elementary;	Maintain focus	Maintain focus.

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Parent/Guardian	Handsworth Secondary;	More focus	There are many current and emerging events that are affected by climate change. Ideally, curriculum tracks these events to help identify direct correlations so students and better understand how the climate is changing around them. I am aware of at least one Vancouver-based geotechnical engineering firm that has a program to support outreach to communities to share climate information. BGC Engineering Inc.'s - the name of the program is BGC Squared < <a href="https://www.bgcengineering.ca/bgc-squared/">https://www.bgcengineering.ca/bgc-squared/</a> >
Parent/Guardian	Eastview Elementary;	Less focus	Thrilled to see our school district rocking it in Environmental Stewardship! 🌱🌳 How about we take it up a notch by prioritizing more outdoor learning experiences, spreading awareness about environmental stewardship among students and the community, and focusing on a climate action plan to reduce our carbon footprint? Let's make our school a green paradise! 🌍👉 #EcoChampions
Parent/Guardian	Dorothy Lynas Elementary; Ridgeway Elementary;	More focus	Promote other local outdoor education program involvement other than just the Cheakamus Centre
Parent/Guardian	Ross Road Elementary;	More focus	I see evidence of these themes in my child's learning. In addition to wider themes of global climate change, I would like to see greater focus on everyday practices, particularly the 'Reduce' part of 'Reduce, Reuse, Recycle' - namely practices that can reduce unnecessary consumption.
Parent/Guardian	Sherwood Park Elementary; Seycove Secondary;	Less focus	It is a hurdle for elementary schools to do any sort of outdoor learning. Sherwood park is currently raising funds for an outdoor classroom but have been shut down by administration. See Cove is doing an excellent job with programming for this and it would be wonderful if Sherwood would have more options to engage students outdoors .
Staff member	Handsworth Secondary;	More focus	More recycling containers in schools. Provide teachers who attend Outdoor School (overnight) with one day in lieu to allow this important program to continue without overburdening staff. One day in lieu would show staff who go to outdoor school that this important program is not only valued but it's recognized the extra effort being put in by attending staff.
Parent/Guardian	Seycove Secondary;	More focus	The school system needs to start teaching and celebrating the importance of our natural resource sectors and the role they play in a green and sustainable future. If we are serious about transitioning away from fossil fuels, we will need to support our mining industry and encourage it to provide the metals needed for batteries and transmission lines and fuel cells and solar panels etc.
Staff member	Cove Cliff Elementary;	Less focus	I love our commitment to environmental stewardship and the outdoors. My instinct is to say that I feel it's crucial to maintain our outdoor learning programming (the Cheakamus Centre is pretty special for instance) and certainly global climate impacts are abundantly clear. My only fear is that such programming is so expensive that maintaining it means sacrificing a monetary focus on student-centered programs for neuro-diverse students. It's a hard call....if we can do it all, then yes, maintain the current approach. If not, perhaps we re-evaluate our focus?
Staff member	Braemar Elementary; Argyle Secondary;	Much more focus	More focus on school gardens and outdoor learning spaces and education with trained staff specialists.
Parent/Guardian	Ross Road Elementary;	Much more focus	We must focus on healing ourselves, our children, and our Mother Earth. I fully support this initiative and would like to see Indigenous ways woven in to a curriculum regarding stewardship of our land and animals. Thank you
Parent/Guardian and Staff member	Larson Elementary;	Much more focus	Larsons K outdoor learning program in the spring is excellent. We also have a garden club and have grown vegetables to have a school wide salad day. I wish I had ideas for this!
Parent/Guardian	Highlands Elementary; Handsworth Secondary;	Less focus	This is an area that already receives an outsized amount of focus. Reducing unnecessary alarmism and being realistic about the environment rather than treating it like a religious cult would help promote a trusted learning environment and likely improve the mental wellbeing of the students and community who are being taught to despair at the inevitable impending doom of the climate crisis.



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Parent/Guardian and Staff member	Sutherland Secondary;	Maintain focus	All of these focus areas are worthy and important. But I would like to see more focus on classroom time ie instructional hours! Between tutorial time (which my kids don't use because it's not mandatory, there's no scheduled teaching so they don't seem to be missing anything, and it's early in the morning); multiple snow days that are not made up (how about using "review and completion" to make up this missed instructional time??); two-week March Break (which was supposed to be a special adjustment for 2010); three-day "review and completion (what is this and WHY is it not instructional time? It's just a fancy name for 3 days off); our kids are significantly disadvantaged by the comparatively low number of instructional hours they receive. I support the later start time for secondary students, but why not extend the end time a corresponding amount? The instructional time for our kids is constantly being eroded, but never seems to get made up. Yet we hear from the kids that teachers are scrambling to get the course material completed, or pieces are just being cut out. Please spend some budget on expanding actual instructional hours!
Parent/Guardian	Lynnmour Xá7elcha Elementary;	More focus	Is key for the next generations to come. Is gives the opportunity to early start to think circular and be a potential upcoming purpose driven entrepreneur
Parent/Guardian	Dorothy Lynas Elementary; Seycove Secondary;	Much less focus	More on growing food, healthy food and how you it current food practices affect the environment
Parent/Guardian	Handsworth Secondary;North Vancouver Online Learning;	Maintain focus	In my experience this happens. Suspect it is also something that should be ever-present and focussed on more but don't know how to rate that with the way you've worded this.
Parent/Guardian	Sherwood Park Elementary;	More focus	While we've just moved to the NVSD as stated above. However, I think this is an issue and area we feel strongly about and I can't say I recall an special or notable focus on this topic as of yet..
Parent/Guardian	Queen Mary Community Elementary;	Much more focus	There is no amount of effort that can be put into environmental stewardship and climate awareness and action which would be too much.
Parent/Guardian	Eastview Elementary;		There's an opportunity to improve this survey. I don't have a prescription, but am widely open to participate in comments, dialogue and input.
Parent/Guardian	Ridgeway Elementary;		More outdoor learning for sure
Parent/Guardian	Queensbury Elementary;	Much less focus	I don't believe we are in a climate crisis, that's just where the dollars are. Please listen to one of the most educated climate scientists, Judith Curry. Please don't teach students the world is going to burn unless we tax everyone to death. It's ruining Canada. Teach environmental stewardship, sure. No alarmist rhetoric please.
Parent/Guardian	Brooksbank Elementary; Sutherland Secondary; Mountainside Secondary;	More focus	How the students can make meaningful changes to help the environment.
Parent/Guardian	Braemar Elementary;	Maintain focus	Providing climate action education and leadership opportunities to students
Parent/Guardian	Carson Graham Secondary; Argyle Secondary;	Maintain focus	Keep promoting environmental and climate change education.
Parent/Guardian	Windsor Secondary;	Maintain focus	A question better suited for staff or persons in this field of expertise , I am not an expert in climate change or environmental studies. Before I hit submit to find out I can not add any additional comments, I will write here that this survey was the worst written survey I have seen yet come out of this school district. Perhaps next time you should consult with parents before sending these out. It is confusing to know what you are asking for and how to respond to this. Missed opportunity unfortunately.
Staff member	TTOC;	More focus	Dedicated time each day/ week outside. Creating more community gardens.

**North Vancouver School District**  
**Detailed Survey Responses - 2024/25 Budget Priorities**  
Comments are shared as received, personal details have been removed

Are you a?	Which school community are you a part of?	Rate our approach:	Environmental Stewardship Comment:
Parent/Guardian	Seycove Secondary;	Much more focus	All of this sounds good, please make it happen with urgency, so vital in this climate crisis that our youth have the education and awareness and skills to be leaders in environmental stewardship. Opportunities for meaningful action can bring hope. Also consider connections with mental health and well-being and Truth, Healing and Reconciliation. Each school could be involved in local environmental stewardship activities. Partner with community organizations. Communicate how Environmental Stewardship priorities are being implemented. Evaluate honestly.
Staff member	Westview Elementary;	More focus	In order to advance this priority, there needs to be a student/staff awareness of the role that capitalism, consumerism, consumption, and mental health play in the destruction of our environment.
Parent/Guardian	Eastview Elementary;	Much more focus	We need to step this up more. Our world is in crisis here and these young minds could be learning more foundational information to help their own futures.
Staff member	Carson Graham Secondary;	More focus	Simplest area to work on: Lowering the bar for teachers to take their students out onto the land or out on field trips. The amount of time, effort, and money required to meet all the protocols around field trips leads to teachers simply not taking students out.
Parent/Guardian	Sutherland Secondary;	Much more focus	Workshops that teaches about environment ,how to grow and cook what they grow
Student	Seycove Secondary;	Much more focus	Surrounded by nature, school needs to contribute more to the environment through stewardship as well as reducing long distance field trips to cut down on plane carbon emissions.
Staff member	Carson Graham Secondary;	Maintain focus	Increased staff development in how to include awareness of environmental stewardship into our lessons in a way that keeps in mind students' mental health (there's a lot of stress in the younger generation over this issue.)
Staff member	Argyle Secondary;	More focus	Recycling is still difficult, when it should be simple now. Very little is said about the environment. It has taken less priority over other school needs.
Parent/Guardian	Lynn Valley Elementary;	Maintain focus	Again, I'm not sure what outdoor learning experiences the district provides other than outdoor school which I know the district owns but students still pay a portion to cover this so its not fully funded. So I may be wrong there. I do feel our school is lacking in the nature department and the teacher if they have enough staff on a day/time try to take the kids to the nearby creek. But this is not a school district property. It's part of the district parks. In regards to supplies, well, we are buying supplies each year so I feel that's not environmentally conscious, paper towel is being used in the bathrooms and going into garbage cans not recycling/compost and I know there are separate containers for recycling/compost/garbage but I am not sure of that whole process and if it's actually being collected. environmentally conscious paper towels would be best as considering neurodivergent individuals, I wouldn't want only blow dryer style hand dryers.
Parent/Guardian	Mountainside Secondary;	Less focus	This is overly promoted at all levels now, kids need to be kids and not be overly stressed by everything in the world
Parent/Guardian	Eastview Elementary;	Much more focus	This is the crisis of our time. Education is key to understanding one's actions as they relate to the greater good.
Parent/Guardian	Ridgeway Elementary; Sutherland Secondary;	More focus	I would love to see students and staff becoming more involved - whether through adopting storm drains, taking care of a section or Grand Boulevard or whatever
Parent/Guardian	Ridgeway Elementary;	More focus	Outdoor learning, excursions
Staff member	Carson Graham Secondary;	Much more focus	Our cafeterias are packing and using a shameful amount of plastic.
Parent/Guardian	Handsworth Secondary;	Maintain focus	It is important for students to be aware of the natural world. Students should be aware also of how their actions can benefit the natural world.
Parent/Guardian	Carson Graham Secondary;Argyle Secondary;	Maintain focus	More field trips
Staff member	Cleveland Elementary; Seymour Heights Elementary; Sherwood Park Elementary; Seycove Secondary;	Maintain focus	The school dsitric thrives in this area.
Parent/Guardian	Seycove Secondary;	Maintain focus	Thriving area

**North Vancouver School District**  
**Detailed Survey Responses - 2024/25 Budget Priorities**  
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Are you a?	Which school community are you a part of?	Rate our approach:	Environmental Stewardship Comment:
Staff member	Cleveland Elementary;	Less focus	More free outdoor/fieldtrip opportunities.
Staff member	Ross Road Elementary;	Maintain focus	Just an idea....how about invest some money for property beautification? Show care for the appearance of the school property. Is there still grass to enjoy? Are there still trees for shade and for animals? Are there flowers/plants? When a plant is removed, can it be replaced? How do you help the staff who are garden champions? Is there water for the plants? Can the district help access plants for gardens and the school property?
Staff member	Handsworth Secondary;	Maintain focus	I feel as though the school has adequate funding and uses it appropriately for environmental stewardship.
Parent/Guardian	Queensbury Elementary;	Less focus	Too much time in this area, focus can be steered toward more important areas of building awareness of social issues and current events.
Staff member	Queen Mary Community Elementary;	Much more focus	More community sustainability projects.
Staff member	Braemar Elementary;	Much more focus	more focus on the local environment and geography and geology
Parent/Guardian	Dorothy Lynas Elementary;	Maintain focus	I believe, in my kid's school environmental awareness takes a great balanced focus that teaches kids how to take care of Earth and at the same time learn other critical skills.
Parent/Guardian	Lynn Valley Elementary; Argyle Secondary;	Less focus	Fostering a connection with nature and the environment is good. Scaring children over natural long term climate variations is unscientific and damaging for children and has to stop.
Parent/Guardian	Westview Elementary;	More focus	Providing climate action education and leadership opportunities to students.
Staff member	Argyle Secondary;	Maintain focus	This is a strength for the district. Continue to foster gratitude and honouring our beautiful area.
Parent/Guardian	Cleveland Elementary;		The school district should prioritize environmental stewardship by implementing initiatives such as reducing waste through recycling and composting programs, conserving energy through efficient lighting and incorporating environmental education into the curriculum, and fostering partnerships with local environmental organizations to engage students in hands-on conservation efforts and raise awareness about the importance of protecting our planet for future generations.
Parent/Guardian	Cleveland Elementary;	Much more focus	More exterior classes!
Staff member	Argyle Secondary;	Much more focus	Waste & recycling education for staff & students School wide volunteer/activities for care of the outdoor space (trash, invasive plants) Planting native plants on the school campus to provide learning opportunities about nature and indigenous knowledge around the plants (names, uses).

**North Vancouver School District**  
**Detailed Survey Responses - 2024/25 Budget Priorities**  
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Are you a?	Which school community are you a part of?		Public Comment
Parent/Guardian	Carson Graham Secondary		<p>My daughter, who is currently in [Personal Details] at Carson School, has been facing challenges related to the absence of a dedicated basketball coach for her grade. It has come to my attention that the budget constraints at the school have affected the morale of [Personal Details] students, and this year, they had inexperienced basketball coaches from the 11th-grade team, leading to disappointing results in all the games.</p> <p>The lack of an experienced coach has not only impacted the team's performance but has also affected my daughter's enthusiasm for basketball. The coaches from the 11th-grade team, being unfamiliar with coaching [Personal Details] students, struggled to lead and motivate the team. Unfortunately, the team lost all their games, leading to a sense of disappointment among the players.</p> <p>As a concerned parent, I believe it is crucial for the school to address these issues promptly. Investing in experienced coaches for each grade level can significantly enhance the students' sports experience, fostering a positive environment and helping them develop both athletically and personally.</p> <p>I kindly request that the school administration reconsider the coaching structure for [Personal Details] basketball and allocate resources to ensure the students receive proper guidance and support. This not only benefits the current students but also contributes to the overall development of the school's sports programs.</p> <p>Thank you for your attention to this matter. I look forward to seeing positive changes that will benefit the sports education and development of the students at Carson School.</p>
Staff member			<p>After working many years in the school district (35+), I have seen the changes in personnel to our maintenance department. Sadly, it has been because of budget cut backs that has shrunk our maintenance support staff. CUPE Local 389 has lobbied the Board of Education many times on this issue and would definitely support any improvements to staffing again.</p> <p>I believe it is time to go back and look at the apprenticeship programme to educate and train staff from within. We have had 2 successful apprenticeships in the past - 1 painter and 1 electrician. One came from the custodial department, another came to us as a student from high school. We were a model for other school districts at the time to follow. We still have the painter but he works part-time. The student was in the electrical department and rose up the ranks to become an assistant planner in the Facilities and Planning department. He eventually went to work for Telus and has a great career there. This could work again given the funding.</p> <p>We need to look at expanding our maintenance teams - we only have 2 plumbers on staff - not enough to service the whole school district efficiently and in a timely manner. If one is off sick or on vacation we are now down to one.</p> <p>Carpentry is another area that needs support - I believe we are operating on a reduced staff load as well. Grounds as well - I believe we are operating on a reduced staffing load.</p> <p>It would be prudent to ask the Maintenance Co-ordinators their opinion on staffing and the need to increase their departments with skilled trades people to better serve the school district with timely responses to school work order issues. Adding staff to the maintenance departments fits into providing a Welcoming, Safe and Healthy work place, not to mention supports the learning environment of our children. Being good stewards of our building and grounds is to provide timely and efficient responses to the needs of our play areas and facilities.</p> <p>I know that budgets are difficult and hard decisions always need to be made. Parents and school staff depend on our services and the support given by our school district's maintenance department.</p> <p>I hope you will take time to look at this matter more in depth and consider adding the much needed people resources to this department.</p>
Parent/Guardian			<p>Just to let you know that the survey you had sent for parents to be part of, is quite one-sided, unclear, and does not allow for different opinions to be expressed properly.</p> <p>Thank you.</p>

**North Vancouver School District**  
**Detailed Survey Responses - 2024/25 Budget Priorities**  
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Are you a?	Which school community are you a part of?		Public Comment
Staff member	Sutherland Secondary		<p align="center"><b>Personal Details</b></p> <p>Many years ago, the school district used to have the night school program which was run out of Carson Graham and a few other of our schools. You could take any kind of education that you wished, cooking sign language, chess carpentry, art metal, another language or any number or variety of other courses, even just upgrading to an academic course.</p> <p>One of the Courses that was offered at the night schools was in house training of the custodial department. This could work again given the funding. Not only would they be given the skills needed but they would also learn about the school district that they would like to work in. I took this course and was hired only a few weeks later to a full time position and the benefit was tenfold for both my family and myself.</p> <p>I have seen the changes in my years in the custodial department sadly not for the good. When we were going through Covid our schools were beyond clean! We had the time to do a more thorough job with schools hardly being used. And every room was cleaned everyday, which was not the practice pre-covid or now with day one and day two cleaning.</p> <p>Sadly, it has been because of budget cutbacks to support staff that has affected the cleanliness of our schools. More years ago than I can remember there was a full time day person in EVERY school. I remember being a day custodian for Highlands and Larsen and having to run between both schools if a student was ill. And I mean run as I do not drive. It is not a prerequisite of employment.</p> <p>CUPE Local 389 has lobbied the Board of Education many times on this issue and would definitely support any improvements to staffing again.</p> <p>Adding staff to the custodial department fits into providing a Welcoming, Safe and Healthy workplace. I have worked on many budgets and know they are a juggle, but it is a doable do. I'm aware of how budgets are difficult and hard decisions always need to be made, but shouldn't be made at the expense of our children's or workers health.</p> <p>Parents and school staff depend on our services and the support given by our school district's custodian department. It seems unjust to me that the two departments that keep our buildings in a healthy and safe environment are the least funded!</p> <p>I hope you will take time to look at this matter more and consider adding the much needed people resources to this department.</p>
Community Member			<p>I am writing to you regarding your upcoming 2024/2025 budget. Please keep in mind that businesses and families in North Vancouver are struggling to keep their doors open and feed their families. Increasing property taxes would only add to those struggles. Thank you.</p>
Parent/Guardian	Ridgeway Elementary		<p>I am interested in finding out if there is any planned investment in school hot-lunch programs. Can you please direct me to resources to find out more about this?</p> <p>My daughter attends Ridgeway elementary and participates in PAC hot lunch program on Fridays. I would like to know if there is any planned expansion of such lunch programs (paid and/or funded by the government).</p>
Staff member	Sutherland Secondary		<p>Our district currently does not explicitly have language or allotment for budget expenditure for replacing old capital equipment. A lot of machines and gear we have been from when the school was first built 40 years ago and are at a stage where repairs are becoming impossible. New machines can cost anywhere from a few thousand dollars to tens of thousand dollars. The yearly Block Budget we receive (around \$5k for the entire department) is not enough to purchase any large machinery, as we also need the funds to replace and maintain smaller items such as sharpening blades, purchasing gas and rental tanks, etc. Other school districts have solid language designating funds for capital replacement. Please see image attached below based on information gathered from our Tech Ed Teachers in BC (BCTEA Organization). I hope this can offer you some insights, thank you!</p>

**North Vancouver School District**  
**Detailed Survey Responses - 2024/25 Budget Priorities**  
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Are you a?	Which school community are you a part of?		Public Comment
Parent/Guardian	Upper Lynn Elementary		<p>I am writing to make requests for some outdoor improvements, desperately needed, at Upper Lynn Elementary school. My <small>Personal Details</small> has some mobility issues, which makes getting around outside on school grounds difficult. However, I think many outdoor improvements would benefit all kids' safety. At the back of the school, there are some concrete stairs going up from the building to the field and playground. (The outdoor stairs I refer to lead from the school door near the library and indoor stairs) The stairs are very narrow and steep. There is also a bank that goes from the building/walkway up to the field. When it rains, the water runs down this bank and the steep stairs leaving gravel and rocks; this makes the stairs very dangerous for kids running around and any adults as well; I've seen many kids slide on the gravel and fall. There is a better ramp to walk up to the field, but it is at the far end of the school grounds. The kids only have a short time outside, and by the time kids like my <small>Personal Details</small>, or kids using a walker/wheelchair get up to the field/playground recess is almost over, only to turn around and make the long trek back into the building. The school needs to make the way from the building up to the field/playground accessible for ALL kids. If Upper Lynn (or any North Van school) is going to welcome kids with mobility difficulties, the outdoor space also needs to be able to accommodate kids getting outside in a timely manner to play with their peers. Recess isn't very long. Also, at the East side of the school building, outside, there are some stairs and a very steep hill/ramp that leads up to the undercover area/basketball courts, and this is also dangerous and not accessible. This is the main pathway from the front of the building to the back. It is a very busy area, but it is so tight and narrow! Not much space for such a highly used area. The space is slippery and dangerous in the rain, frost, snow. Even on a dry sunny day I've seen many kids fall. Many parents use the walkway with strollers, which is very difficult with such a steep hill and high traffic space. Another item, the playground areas currently have the wood chips. Can we please get the soft rubber flooring? I know a few schools have this, what a difference it would make for all kids, especially kids with mobility issues!! This should not be an item paid for by the PAC, I never understand why the playgrounds are paid for by the PAC, this is part of the school grounds. As mentioned, my <small>Personal Details</small>. There is another <small>Person</small> using a walker currently in <small>Personal Details</small>. I would love to see some outdoor improvements ASAP!! All kids deserve to enjoy the full recess time and not be left behind.</p> <p>I am happy to go over these recommendations in more detail. Please let me know if any of the requests get approved. I know many parents at the school have expressed concern over these outdoor problems.</p>

# Standing Committee: Budget Input 2024-25

What recommendations do you have for the board of education's budget process to enhance in each of these areas?

## Student Centered Education

- ⇒ **Provide equity-based education that supports the learning needs of all students. We do this by:**
  - improving educational outcomes and promoting personal, social and academic excellence for all students through differentiated instruction
  - teaching to the diversity of students and embracing all abilities
  - supporting student goals, priorities and definitions of success
  - providing opportunities for students to take control of their education and learning
  - empowering educators to meet the diverse learning needs of students

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## ⇒ Current Practices: Literacy

### FESL Goal: To improve Early Literacy outcomes

- Primary Literacy Teacher Facilitators
- Structured Literacy Series
- Sharing Resources: UFLI Foundations, Decodable Syllasense Books, etc.
- ELA - review, update, and continue

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**Anonymous** 3/6/24 3:57AM  
continue to use evidence based resources for literacy instruction

**Anonymous** 3/6/24 4:03AM  
technology to support literacy development- apps and devices

**Anonymous** 3/6/24 4:21AM  
time for school teams to engage in literacy programs such as UFLI

**Anonymous** 3/6/24 4:34AM  
Support of ELA and other such assessments to better understand needs of learners

**Anonymous** 3/6/24 4:41AM  
Continue to support research-based resources

**Anonymous** 3/6/24 5:59AM  
**Summary:** Continue to use evidence-based resources for literacy instruction; continue to inquire into technological resources to support literacy; continue to build time and opportunities for schools to explore literacy programs such as UFLI; continue district-wide consistent assessments (such as ELA) to better understand needs of learners

## ↩️ New Initiatives: Literacy

### FESL Goal: To improve Early Literacy outcomes

- Extension to Intermediates
- Strategic and aligned professional development for specialist staff
- Review and refresh of literacy-related apps on iPads

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**Anonymous** 3/6/24 3:57AM

Continue to support literacy development at the primary grades but expand to the intermediate grades

**Anonymous** 3/6/24 4:07AM

It would be helpful to support UFLI resources (or similar to them) for French Immersion

**Anonymous** 3/6/24 4:10AM

opportunities for LSTs to have OG training or more training to support students at the intensive level given the increased demand

**Anonymous** 3/6/24 4:32AM

Increase EA's and supports for academics for all students

**Anonymous** 3/6/24 4:32AM

aligning resources / staff to the resources used-- question about what does this look like for literacy centre-- perhaps will help identify student need/gaps to make sure the students that need it

**Anonymous** 3/6/24 4:34AM

Dyslexia screening and research based supports for students with Dyslexia

**Anonymous** 3/6/24 4:44AM

Getting students the assessments they need in a timely manner (Psych-Ed, language assessments etc.)

**Anonymous** 3/6/24 6:08AM

**Summary:** continue literacy supports in primary and extend to intermediate; inquire into expansion of literacy resources to French Immersion (such as UFLI); strategic and aligned professional development for specialist staff through Networks (include topics related to supporting ALL learners in having their areas of growth and areas of strength identified and supported through Universal-Targeted-Intensive approach) (also include collaborative work related to how does OG fit into the system with LST & LSW; how does Lit Centre work align; etc)

## ↩️ Current Practices: Numeracy

### FESL Goal: To improve foundational numeracy skills

- Numeracy Teacher Facilitators
- Math Festival / Fair

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**Anonymous** 3/6/24 3:51AM

Seycove math club - connect the numeracy teacher/faciliator. Julia Robinson's work

**Anonymous** 3/6/24 3:53AM

High school Math Fairs for Elementary schools in FOS

**Anonymous** 3/6/24 3:54AM

Physics/ Math Knowledge - incorporating more hands on experience

**Anonymous** 3/6/24 3:55AM

Opportunity to collaborate with other schools on numeracy clubs - between Secondary Schools

**Anonymous** 3/6/24 4:18AM



The practical experience can also be closely related to GRASP tasks

**Anonymous** 3/6/24 4:41AM

scope and sequence for numeracy, what resources align with the new reporting order

**Anonymous** 3/6/24 4:51AM

Updated math textbooks

**Anonymous** 3/6/24 6:10AM

**Summary:** Continue inquiring into developing a scope and sequence and finding resources for numeracy that aligns with curriculum and new reporting order; continue to find opportunities for learners to connect within FOS with a focus on numeracy and science (secondary to secondary, secondary to elementary); continue to provide hands-on and practical learning experiences

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## ⇒ **New Initiatives: Numeracy**

### **FESL Goal: To improve foundational numeracy skills**

- *Inquire into Numeracy Framework*
- *Inquire into Numeracy Assessment*
- *Inquire into Numeracy Resources*
- *Review and refresh of numeracy-related apps on iPads*

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**Anonymous** 3/6/24 3:55AM

Traditional Math vs. New Applications? Feedback on time/money

**Anonymous** 3/6/24 3:57AM

Looking for research on Numeracy - FSA scores? Grade 4/7 markers. As we implement it does it cause a shift?

**Anonymous** 3/6/24 3:57AM

ELA for Numeracy k-3

**Anonymous** 3/6/24 3:58AM

different schools testing different assessment practices to see the growth

**Anonymous** 3/6/24 4:40AM

if we are exploring common research based literacy resources for schools---see a need for numeracy too since we no longer have a common "text book"

**Anonymous** 3/6/24 6:11AM

**Summary:** inquiry into numeracy assessments (different ideas on how that could be found and implemented shared); inquiry into numeracy resources

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## ⇒ **Current Practices: Equity**

### **FESL Goal: To improve equity of outcomes for students**

- *Teacher Leaders*
- *Increased access to resources/tools to support English Language Learners and Newcomers*
- *Continue focus on Universal Design for Learning and Differentiation*
- *Continue focus on Reporting*
- *Continue and strengthen Networks*
- *Continue supporting a minimum of 1 device / 6 students ratio of technology deployment*
- *Continue upgrades to classroom experience (i.e. projector, wifi improvement)*
- *Extend pilot of providing easier access to technological support for learners*

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**Anonymous** 3/6/24 3:59AM

Technological Supports for the ELL students has been invaluable - creating connections, supporting learners, and so much more!

**Anonymous** 3/6/24 4:09AM

BYOD (bring your own device) support so students can use their own devices if they choose to do so

**Anonymous** 3/6/24 4:12AM

Support of Universal Design for Learning - different types of learning opportunities (hands-on, practical learning)

**Anonymous** 3/6/24 4:27AM

love that we are updating outdated technology...ensure that all projectors also have wall mounted speakers

**Anonymous** 3/6/24 4:36AM

Highschool students bring devices

**Anonymous** 3/6/24 4:42AM

Continue to use quick formative student check-ins/methods (i.e. Kahoot)

**Anonymous** 3/6/24 6:13AM

**Summary:** Continue technological resources/supports for ELL students and newcomers; continue providing UDL approach to learning that is also hands-on and practical; continue using fun and interactive formative student check-ins; continue updates to technology; continue opportunity for students to bring their own device

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⇒ **New Initiatives: Equity**

**FESL Goal: To improve equity of outcomes for students**

- *ELL Assessment Pilot to support Indirect English Language Learners*
- *Inquire into Child Development*
- *Continue exploration of providing student agency and access to learning*
- *Refresh of teacher devices*
- *Review and refresh of apps and digital resources*
- *Plan to support AAC Communication becoming streamlined*

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**Anonymous** 3/6/24 3:49AM

Intermediate Team query around students bringing their own device to learn at school?

**Anonymous** 3/6/24 4:02AM

Opportunities to support new students - peer connections are so important. Creating a good student ecosystem would be so supportive.

**Anonymous** 3/6/24 4:03AM

Student Buddies might support new students. Having a peer who can provide guidance would be so helpful

**Anonymous** 3/6/24 4:30AM

Need for communication about technology with a PAC Rep present (when the School Technology Plans are being discussed)

**Anonymous** 3/6/24 4:34AM

Student idea around digital resources/textbooks? How would that work with amount of technology available currently?

**Anonymous** 3/6/24 6:14AM

**Summary:** inquiry into students bringing their own device extending from secondary to elementary; idea to use student buddies to support newcomers; ICT might want to include PAC Rep at the schools when discussing School Technology Plans; opportunity to inquire into digital resources / textbooks

## ↪ Innovative Connections and/or Ideas

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**Anonymous** 3/6/24 4:04AM

Ideas about supporting new students to the school and/or country were shared. Peer connections are most impactful - a buddy to help provide guidance; opportunities for peers to connect; etc. (More included above in Equity section)

## Innovative Instruction

### ↪ Enhance innovative and effective approaches and curriculum to develop educated citizens. We do this by:

- promoting academic excellence, lifelong learning and the pursuit of diverse personal journeys
- supporting students to learn from the past, engage in the present and prepare for the future
- employing proven, innovative and adaptable teaching strategies
- preparing students to safely and responsibly engage in a digital world
- incorporating Indigenous ways of knowing

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## Innovative Instruction

Enhance innovative and effective approaches and curriculum to develop educated citizens.

### ↪ BUILD CONNECTION - Increase opportunities for Educators to connect with each other and to innovate instruction for ALL learners

- Professional development - Consider opportunities to enhance Universal Design for Learning
- Mentorship, Collegial Collaboration, Networks
- Try innovating 'systems' pilots
- Budget - Consider Release time and Network support

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**Anonymous** 3/6/24 4:35AM

Database for instructional materials, lesson plans , videos etc that all teachers can share and access

### ↪ BUILD COMMUNITY - Increase opportunities for students to learn and share outside of the classroom and within our community

- Opportunities include Career Fairs, K-12 Career Exploration, Work Experience, BC SKilled Trades, Festivals and Exhibits, Artists in Residents, French Cultural Week, Robotic competitions, Trade Discovery, Field trips, and much more
- Budget - Continued Funding, Consider Career Curriculum supports, Secondary French Facilitator (PT)

⇐ **BUILD CURIOSITY - Develop Networks for Educators to continue to learn and design instruction integrating Assessment FOR Lifelong Learning**

- Assessment becomes a lifelong tool to learn about each other and ourselves
- Assessment can be used to inform learning and instruction, and to promote journeys (not just to 'judge' students)
- Budget - Consider release time and network support, Consider release for educators to learn more about Proficiencies and implementing the Ministry's new reporting order

⇐ **Other Innovative Instruction ideas**

**Anonymous** 3/6/24 3:50AM

Career Coord. direct positive impact - the new website is amazing - opportunities is starting to get out

**Anonymous** 3/6/24 3:51AM

French Immersion cultural fair sounds cool - lots of organizing

**Anonymous** 3/6/24 3:52AM

AI - impact on instruction - as a tool not to be afraid of it - how can we teach and build skills

**Anonymous** 3/6/24 3:53AM

Youth in Trades - indigenous Squamish Trade fair - energy - loved the exploration - hands on in the space

**Anonymous** 3/6/24 3:54AM

Artist for Kids art academy - Griffin art project actually interacting with artists

**Anonymous** 3/6/24 3:54AM

Art Academy - collaboration with Griffin Art Projects (Youth Hub Program)

**Anonymous** 3/6/24 3:55AM

Missed school to go to the opportunities

**Anonymous** 3/6/24 3:56AM

Work experience and shadowing - but not for other students

**Anonymous** 3/6/24 3:56AM

Presentations at school have different feel than going out into the community to learn about careers

**Anonymous** 3/6/24 3:57AM

I wish I new more about trades

**Anonymous** 3/6/24 3:58AM

I appreciate innovative teachers - English at Carson - individualizes the learning - field trips - reflect after word

**Anonymous** 3/6/24 3:59AM

Providing opportunity for individual student voice - individual check-ins

**Anonymous** 3/6/24 3:59AM

Setting up the classroom to allow for individualized learning

**Anonymous** 3/6/24 4:00AM

ownership of learning - instead of I have to do it, I want to do it

**Anonymous** 3/6/24 4:00AM

Opportunity for working with smaller groups.

**Anonymous** 3/6/24 4:01AM  
Create more space to allow for teachers to individualize you could also lower the classsize

**Anonymous** 3/6/24 4:01AM  
Building the relationship and connection

**Anonymous** 3/6/24 4:02AM  
if you feel you have a connection with someone you feel more connected to the school

**Anonymous** 3/6/24 4:02AM  
Teachers saying how they build safety and connection

**Anonymous** 3/6/24 4:03AM  
Online Field Trip process - online

**Anonymous** 3/6/24 4:03AM  
Teachers find it hard to create field trips because it is so much work - paperwork

**Anonymous** 3/6/24 4:07AM  
Flex Time and innovative structures could help allow time for teachers to talk with other teachers or plan for fieldtrips

**Anonymous** 3/6/24 4:26AM  
Mentorship, mentorship, mentorship

**Anonymous** 3/6/24 4:27AM  
Release time for teacher networks

**Anonymous** 3/6/24 4:31AM  
Mentor money from before is a finite cost - NVTA looking for 4 blocks (+1) paid for by the Board 5 to 79 pairs (Dramatic increase)

**Anonymous** 3/6/24 4:32AM  
Support early in the career is key but its actually great for the experienced teacher as well

**Anonymous** 3/6/24 4:37AM  
Expand opportunities for gifted learners

**Anonymous** 3/6/24 4:37AM  
Indigenous learning built in for all learners

**Anonymous** 3/6/24 4:39AM  
Summer writes - very effective

**Anonymous** 3/6/24 4:41AM  
Summer write made the new Career Pathways Website highly successful - this communicates all the opportunities that students didn't know about previously

**Anonymous** 3/6/24 4:42AM  
Teaching resources

**Anonymous** 3/6/24 4:53AM  
replace outdated versions of textbooks please!

## Welcoming & Inclusive Culture

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- ⇒ **Enhance our welcoming, safe and inclusive culture and learning environment. We do this by:**
  - celebrating the diverse cultures, skills and experiences of our community
  - acknowledging, teaching and proactively working to address historical and present-day societal and systemic inequities experienced on the basis of race, physical, mental, or intellectual ability, sex, sexual orientation, gender identity or expression and others
  - championing respect, restorative practices and open dialogue among students and staff
  - empowering educators with skills to enable a safe and harassment-free learning environment
  - designing welcoming, engaging and accessible learning spaces
  - recognizing the contributions of racialized persons in Canadian history

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**Welcoming and Inclusive Culture**  
 Enhance our welcoming, safe, and inclusive culture and learning environment.

- ⇒ **Sense of Belonging:**
  - Targeted training for school counselors to support mental health for neurodivergent students and students with disabilities.
  - Increase in targeted funding to Libraries to audit current collections/resources through equity lenses, and add to current collections
  - Targeted learning opportunities both school based and district wide focused on Anti-Racism and Anti-Ableism

👍 3 🗨️ 0 🗳️ 2

**Anonymous** 3/6/24 4:28AM  
 Need for targeted funds for visual representation in schools- not just the library but around the schools?

**Anonymous** 3/6/24 4:33AM  
 District wide initiative for what works in schools around visual representation- share information district wide and use for each school's diverse community



- ⇒ **Removing Accessibility Barriers:**
  - Targeted training for teachers on Inclusive Assessment Practises as guided by the New Reporting Policy
  - Continued training for all Case Managers and Teachers on CB IEP development
  - Increase accessibility within buildings

👍 3 🗨️ 0 🗳️ 1

**Anonymous** 3/6/24 4:40AM  
 Training for staff on differentiated accommodations and IEP implementation



- ⇒ **Increase opportunities for educators:**



- Targeted professional development series for LST's focused on Reading intervention (targeted)
- Expansion of literacy intervention training across all Secondary schools for student's with higher support/communication needs (intensive)
- Increase in student centred technology
  - targeted Learning Services devices to support speech to text, text to speech, assistive technology teacher support

👍 2 🗨️ 0 📄 2

**Anonymous** 3/6/24 4:19AM

remove barriers to sharing of learning through use of devices and technology

**Anonymous** 3/6/24 4:43AM

Neuro affirming practices

↩️ **Supports for Newcomer Families:**

- Community Partnerships
- Translation Services
- Opportunities for connection within school community

👍 1 🗨️ 0 📄 3

**Anonymous** 3/6/24 3:49AM

Also supporting the transition for families of students with diversities, as navigating the medical system here is complicated. They are also not able to access financial supports through autism funding.

**Anonymous** 3/6/24 3:50AM

Community connections to support newcomer families and students.

**Anonymous** 3/6/24 4:25AM

So many barriers to accessing needed supports.

↩️ **Literacy Instruction**

Targeted instruction/intervention. Intensive level of direct teaching around access to literacy.

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↩️ **Access to technology**

Assistive technology for accessing text to speech and speech to text functionality to remove barriers to learning

👍 2 🗨️ 0 📄 2

**Anonymous** 3/6/24 4:06AM

Devices such as ipads to learning services departments to support students and remove barriers to learning

**Anonymous** 3/6/24 4:23AM

Explore multiple ACC devices that work best for individual students, not a one size fits all

↩️ **Library Resource Collection Development**

Library resources should reflect the diversity and perspectives of the school community. Target and enhance resource collection development - anti-racist, disability, and sogi resources

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**Anonymous** 3/6/24 3:56AM

Library audits, with resources to supplement and enhance upon completion.

**Anonymous** 3/6/24 3:56AM

Classroom resources that are more reflective of the diversity within community

**Anonymous** 3/6/24 4:08AM

Funding to be needed to replace/update collection from what was removed in the audit

**Anonymous** 3/6/24 4:36AM

How to support ALL schools with insertions of diverse and equity centred resources?

**Anonymous** 3/6/24 4:37AM

3 year plan to bolster library funding similarly to the technology equitable distribution plan rolled out

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⇒ **Anti-racism and anti-ableism**

support school with inviting in guest speakers and presenters to target these two areas

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**Anonymous** 3/6/24 4:24AM

Developed and provided by those with lived experience

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⇒ **Anti-Racism and Equity Educaiton**

Expanding resources and conversations around this topic.

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**Anonymous** 3/6/24 4:28AM

How can we make schools more visibly inclusive (posters, language, translation, etc.) that does not land on schools themselves to pay for it?

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⇒ **More funding on field trips**

Outdoor learning for high school  
Outdoor community partners to fund bus, field trips  
Funding for training the trainer program for high school students then after the program the grads will be the trainer and given volunteer program.

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⇒ **Sensory spaces in all schools**

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**Anonymous** 3/6/24 4:42AM

Appropriate sensory spaces in all schools

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⇒ **Other**

Welcoming and inclusive culture for staff in the system- what are we doing?



## Mental Health & Well-Being

### ⇒ Promote mental health and well-being through social emotional learning and trauma-informed practices. We do this by:

- teaching social-emotional skills to support mental health, physical well-being and student success
- establishing a culture and physical environment that promotes mental health and resilience
- supporting staff and students to navigate the challenges they face at, and outside of schools
- building capacity and professional learning around evidence-based, trauma-informed practices
- supporting age-relevant learning around physical literacy, healthy relationships, sexual health, and drug and alcohol use



## Mental Health and Well-Being

Promote mental health and well-being through social emotional learning and trauma-informed practices.

### ⇒ Improve the sense of belonging and wellness of students and staff

- Staff Wellness Plan
- Support NVSD Newcomers
- MDI- Survey Administration
- Targeted staffing to address school avoidance, internalizing behaviours & transition

pad4420 3/6/24 3:37AM

how are we welcoming all the newcomers to our learning communities

pad4420 3/6/24 3:38AM

school avoidance and internalizing behaviours - looking at targeted staffing to support this increasing challenge

pad4420 3/6/24 3:47AM

language based supports so all newcomers have increased accessibility to all resources

pad4420 3/6/24 3:57AM

health and wellbeing of staff - culture not necessary money - staffing shortages affects everyone

pad4420 3/6/24 3:59AM

mentorship funding - nvta and nvsd both invest in a mentorship program - right now the nvta mentorship grant pays for 1/2 of the mentorship program (specifically release time) - this money will run out eventually from the nvta and we need to have the money keep this mentorship program going

pad4420 3/6/24 4:01AM

teacher leaders should also have mentorship as part of their roles

pad4420 3/6/24 4:01AM

what are the data points that say that there is an improvement in wellness

pad4420 3/6/24 4:02AM

learning rounds - Dorothy Lynas and Cleveland - example of networking and connection between colleagues improving their

sense of mental health and wellbeing

pad4420 3/6/24 4:03AM

networks are another example of collaboration and networking that improve mental health and wellbeing

pad4420 3/6/24 4:03AM

staff wellness network

pad4420 3/6/24 4:06AM

individual or staff struggling - have a difficult time - there are a few themes - workload, agency, destabilization - impacts of mental health - what direct support is needed - increased support for complex situations and individual learners (eg LSTs - additional supports - more LST time)

Anonymous 3/6/24 4:06AM

New students come to Canada, as International Students and are looking for peres to help them around the school (mentors), short term services for a month or two.

pad4420 3/6/24 4:08AM

a lot of non-cost items - looking at creative ways to solve workload issues that take items off the plate of teachers not add to their plate and find efficiencies

Anonymous 3/6/24 4:09AM

In service for SEL for teachers and admin

Anonymous 3/6/24 4:09AM

How do we make SEL part of everything we do in every class?l to make it feel like one more thing?

pad4420 3/6/24 4:11AM

building a culture of data informed decision making - doesn't always have to be so formal - simple tools of questions and gathering data

Anonymous 3/6/24 5:37AM

Increase elementary vp time to allow for more student support

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⇐ **Implement the continuum of mental health and social emotional learning (SEL) in all schools**

Staffing: SEL Team and Counselling

Open Parachute & Second Step

Counsellor training to support neurodivergent youth

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pad4420 3/6/24 3:39AM

targeted staff supporting with mental health and SEL tools and strategies to support classroom teachers

pad4420 3/6/24 3:40AM

counselling support for neurodiverse students - collaboration between Inclusive Education and Safe and Healthy Schools

pad4420 3/6/24 3:48AM

We need a full time counsellor in every elementary school

pad4420 3/6/24 3:48AM

Parents agree that a full time counsellor would enhance the ability to provide a healthy learning community for all students

pad4420 3/6/24 3:50AM

questions about the counselling model - looking at the allocation of counselling resources between secondary and elementary

pad4420 3/6/24 3:50AM

Parents are struggling at Elementary - school avoidance - parents are looking for support - particularly from counsellors

pad4420 3/6/24 3:51AM

SEL and mental health - parents are saying there is not enough resources in elementary schools to support increased challenges with mental health

pad4420 3/6/24 3:52AM

what does the EDI data tell us about the changes that we are seeing - margin of change - McCreery would also provide this data

**pad4420** 3/6/24 3:53AM

school avoidance is an increased area of challenge for students - anxiety, etc - how does the school district make this an area of focus to support the implementation of necessary supports

**pad4420** 3/6/24 3:53AM

attendance is a good data point to support evidence of need

**pad4420** 3/6/24 3:54AM

please stop connecting parents to the foundry - elementary aged students - this has been happening

**pad4420** 3/6/24 3:55AM

foundry is not funded for students in elementary - rather CYMH but even there is a long wait

**Anonymous** 3/6/24 4:11AM

bridging between schools and outside agencies to support MH

**pad4420** 3/6/24 4:45AM

more trauma informed practice support for teachers to lead to more understanding and support for all learners

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⇒ **Include health and safety-related topics universally and across curricular areas**

K-12: Substance Use Education  
Social Media & Electronic Device Educ'n  
Targeted education to support cell phone restrictions  
Targeted health topics >> sexual health and relationships, disordered eating  
Parent/Family Education around all topics related to health & safety  
Staff Threat Assessment Training

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**pad4420** 3/6/24 3:41AM

increasing connections with outside agencies to best support the ever changing needs of students

**pad4420** 3/6/24 3:41AM

substance abuse education at younger and younger ages

**Anonymous** 3/6/24 4:19AM

cell phones are needed for school work in schools - how to balance this with cell phone restrictions

**Anonymous** 3/6/24 4:19AM

Find balance of good and distraction with cell phones

**Anonymous** 3/6/24 4:20AM

Supporting families with all aspects of mental health education

**pad4420** 3/6/24 4:37AM

need more access to alternative supports - Indigenous students need targeted supports - getting academic and options for support - from ISW or teacher

**pad4420** 3/6/24 4:38AM

teachers in general - greater understanding and flexibility from teachers - if we need SEL or mental health support - teachers make me feel uncomfortable

**Anonymous** 3/6/24 4:46AM

More empathy for students who are struggling with mental health more willing to actually meet them where they are at

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⇒ **Improve food access across all NVSD schools**

Staffing and Distribution  
Targeted Programs

**pad4420** 3/6/24 3:43AM  
supporting newcomers to our community with food access

**pad4420** 3/6/24 3:44AM  
providing resources in different languages to support

**pad4420** 3/6/24 3:44AM  
Feeding futures - fresh and healthy food available to students to improve overall student wellness which improves student learning

**pad4420** 3/6/24 3:46AM  
need more staff to support the healthy delivery of feeding futures - making sure that the students in all schools are getting what they need (distribution, etc)\

**Anonymous** 3/6/24 4:24AM  
High school food needs have been higher than anticipated

**Anonymous** 3/6/24 4:26AM  
Food in classrooms

**pad4420** 3/6/24 4:27AM  
student voice - having more food helps with learning - Squamish teacher taught us that when we eat we are eating what we learn

**Anonymous** 3/6/24 4:27AM  
Backpack buddies helps home school partnership

**pad4420** 3/6/24 4:28AM  
foods - groceries for the food classes - we share our food - Indigenous education - choices students eat all of our food

**Anonymous** 3/6/24 4:28AM  
Indigenous students need their own food program - not shared with Choices.

**Anonymous** 3/6/24 4:29AM  
Pantry at secondary sites would help for families

**pad4420** 3/6/24 4:30AM  
make groceries available at the Secondary level - many families are struggling - hard to get around and carry the food

**pad4420** 3/6/24 4:31AM  
accessibility of the food and making it available - maybe a variety of locations to pick up food

**pad4420** 3/6/24 4:33AM  
food vouchers more accessible for students that need it - the cafeteria food is really expensive

**Anonymous** 3/6/24 4:33AM  
Quality of food in high school cafeteria

**pad4420** 3/6/24 4:34AM  
working at getting a credit card

**pad4420** 3/6/24 4:34AM  
healthier choices and more variety for different diets and eating habits

**pad4420** 3/6/24 4:35AM  
less processed foods

**Anonymous** 3/6/24 4:49AM  
Creating a safer and accepting space to ask for help that's needed

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## Truth, Healing & Reconciliation



- Having visible Indigenous staff in schools and authentic sharing of culture/knowledge

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⇒ **Professional Development for all staff**

- professional development for all staff specifically for teaching Indigenous students and ensuring instruction and environment are positively impacting Indigenous students academic growth

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⇒ **Food Access & Food Equality**

- Continue Food Access, particularly for lunch
- Ensure equal all-day access to food, ensure quality of food is same for all students (especially when visible)

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⇒ **Learning Services Blocks - consistency of class size for targeted interventions**

- Equitable funding for Indigenous support teachers with enrolling blocks, for example, LAC and Choices targeted support blocks have a cap of 12 students under the umbrella of Learning Services classes. There is currently no cap on Indigenous support blocks. Currently, for example, there are 24 enrolling students in an enrolling Indigenous support block a Secondary School – could this be funded for 2 blocks (capped at 12) so the targeted support is funded the same as other Learning Services enrolling blocks. Students are choosing to enroll in this support, which means it is effective and preferred.

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⇒ **Curricular Supports**

Earmarked funding for Indigenous resources, not just with EFP courses, but with English Departments in general

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**Environmental Stewardship**

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↩ **Lead on sustainable practices and nature-based learning to address environmental challenges. We do this by:**

- promoting learning in, with and about nature
- providing climate action education and leadership opportunities for students
- bringing an environmental lens to our decisions and our teaching practices
- supporting environmental initiatives that champion sustainability
- implementing building and organizational infrastructure that reflects the values of environmental stewardship

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## Environmental Stewardship

Lead on sustainable practices and nature-based learning to address environmental challenges.

↩ **Curriculum Framework**

Development of district-wide framework supporting environmental learning and sustainability education.

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**Anonymous** 3/6/24 4:23AM

Pro Day funding for intentionally providing Environmental stewardship initiatives, sustainable practices, and curriculum connections for all

**Anonymous** 3/6/24 4:28AM

Funding to support a Teacher Leader in the area of Environmental stewardship and curriculum connections to support both student and staff growth and learning in this area

**Anonymous** 3/6/24 4:38AM

Annual Instructional focuses- where in those plans can we encourage focus areas and times on Place Based Learning- Teacher Leader supported, guided

**Anonymous** 3/6/24 4:43AM

Outdoor lesson resources (including weather gear for a class or two- supplies and drying racks/ability for schools- in order to allow for ALL learners to be outside to connect with the land without a barrier). Teacher mentoring to build capacity for outdoor place based learning and education

**Anonymous** 3/6/24 5:00AM

It is so important to keep the Cheakamus program highlighted as an important learning opportunity that is entirely unique for our students. It is one of the biggest memories for many and provides connection to place based learning for years

**Anonymous** 3/6/24 5:02AM

Discretionary budget for DOIs or schools to provide coverage for combined classes back at schools when teachers attend Cheakamus with part of their classes

↩ **Enhancing district level and school-based sustainability initiatives**

- Support for energy, water, waste, biodiversity, transport, food systems, climate resilience

- Opportunities for greater intentionality especially with dedicated resources to support school teams with capacity building

👤 0 🗨️ 0 📅 7

**Anonymous** 3/6/24 4:13AM

Spend money to support gathering spaces outside. Especially at the secondary level. Tables, maintained grass spaces.

**Anonymous** 3/6/24 4:18AM

Funding for the creation of a strategic network that supports Social Justice educators around Environmental sustainability-funding to support student experiences and place based learning

**Anonymous** 3/6/24 4:19AM

Funding for the revitalisation of outdoor spaces for learning, socializing at all schools (particularly High Schools) to encourage students to move outdoors more often

**Anonymous** 3/6/24 4:21AM

Encouraging connection and interaction with local partners for learning - field trips to ecology centre, Shipyards, Polygon, Hatcheries, Harbour tours, etc. Funding and transportation to support this for learning for all

**Anonymous** 3/6/24 4:35AM

Outdoor classroom development at High Schools- provides land-based learning and Indigenous ways of knowing (connection to nature) for grounding, learning, and embracing learning

**Anonymous** 3/6/24 4:50AM

Food sustainability and connection with expanding the community gardens

**Anonymous** 3/6/24 4:57AM

Increasing provisional pay for extended instructional support while attending Cheakamus programs (EAs in particular in order to ensure ALL students can participate equally in the opportunity





pad4420 2/17/2024

# Principals' Meeting Feb 22: Budget Input 2024-25

What recommendations do you have for the board of education's budget process to enhance in each of these areas?

## Student Centered Education

PAD4420 2/17/24 2:42AM

**Provide equity-based education that supports the learning needs of all students. We do this by:**

- improving educational outcomes and promoting personal, social and academic excellence for all students through differentiated instruction
- teaching to the diversity of students, embracing all abilities
- supporting student goals, priorities and definitions of success
- providing opportunities for students to take control of their education and learning
- empowering educators to meet the diverse learning needs of students

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PAD4420 2/17/24 2:42AM

### QUESTIONS

How are you equitably improving students' educational outcomes?

What data is driving your decision-making?

How are you empowering educators to meet the diverse learning needs of students and/or student agency?

\*Consider: staff & student technology, literacy, numeracy, equity

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2/22/24 4:52PM

### Equity & Technology

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2/22/24 4:52PM  
How are we leveraging AI to support students?

**Anonymous** 2/22/24 4:53PM  
Translanguaging Goal - access be available on all the devices rather than just the ELL phones?

**Anonymous** 2/22/24 4:54PM  
Application App (Clicker 8) - supporting students - possible to make it sustainable?

**Anonymous** 2/22/24 4:55PM

Speech-to-text on devices - could they be on the devices already rather than having to request it?

Ratio of 1:3 for devices might be helpful (in relation to the 1:6 question) - helps support ELL and neurodivergent learners

**Anonymous** 2/22/24 4:56PM

Need for district approved translation apps

**Anonymous** 2/22/24 4:56PM

Possibility to still have the hardwire option when wifi fails

**Anonymous** 2/22/24 4:57PM

Who pays for the devices when it breaks for learners who are needing it for their intensive planning?

**Anonymous** 2/22/24 5:32PM

Access to technology for the EAs?

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⇒ **ANONYMOUS** 2/22/24 4:58PM

**Literacy**

We need more UFLI resources

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**Anonymous** 2/22/24 5:07PM

Decodable Syllasense books are needed

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⇒ **ANONYMOUS** 2/22/24 5:01PM

**Literacy and Numeracy**

Resources and workshops are helpful; need to continue

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**Anonymous** 2/22/24 5:02PM

Facilitators are making a huge difference

**Anonymous** 2/22/24 5:02PM

Math took a boost due to the Numeracy Fair

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⇒ **ANONYMOUS** 2/22/24 5:02PM

**SLP**

How are they incorporated into supporting neurodiverse learners? with resources?

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⇒ **ANONYMOUS** 2/22/24 5:02PM

**More Pro-D opportunities for EAs**

To learn how to use technology

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⇒ **ANONYMOUS** 2/22/24 5:03PM

**Furniture**

Needing student furniture - have old items at the school currently that need to be improved

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⇒ **ANONYMOUS** 2/22/24 5:04PM

**International Funding**

The change in funding impacted the school - could there be a review of the way it is calculated? Consideration of ratios

The change in funding impacted the school - could there be a review of the way it is calculated? Consideration of ratios

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⇒ ANONYMOUS 2/22/24 5:05PM

**Lit Centre**

Equitable access?

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⇒ ANONYMOUS 2/22/24 5:06PM

**Change in funding per students?**

Has there been a shift in the funding per students?

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⇒ ANONYMOUS 2/22/24 5:08PM

**Equitable Access to Pro-D**

Afterschool opportunities does not support equitable access for the students since it is independent choice. How do we provide in-service instead?

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Anonymous 2/22/24 5:09PM

Trauma-informed Practice; Literacy Day --> connect it to old CI Day format

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⇒ ANONYMOUS 2/22/24 5:09PM

**Collaboration Time**

Those schools that have it built in weekly - how do we replicate that at a larger level so all schools could benefit for?

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⇒ ANONYMOUS 2/22/24 5:10PM

**Communication**

Advance communication so admin know to plan their budget to expect resources that are coming

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⇒ ANONYMOUS 2/22/24 5:12PM

**Instruction Networks**

Continue with Primary and Intermediate Instruction Networks

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Anonymous 2/22/24 5:31PM

Networks are getting stronger

Anonymous 2/22/24 5:31PM

Primary Instruction Networks are strong; growing the Intermediate Instruction Networks

⇒ ANONYMOUS 2/22/24 5:28PM

### Writing & Technology

Needing to support literacy - PAC purchased Clicker 8 resources. Servicing 25 kids with 5 licenses. The cost of the device is expensive but the renewal of the license needs to be made. It is friendly for student, ELL, LST, teacher.

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Anonymous 2/22/24 5:28PM

How do we sustain this? Provide it others?

Anonymous 2/22/24 5:29PM

Clicker 8 is better than Lexia

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⇒ ANONYMOUS 2/22/24 5:28PM

### New Program / Application

Who teaches the staff?

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Anonymous 2/22/24 5:29PM

SETBC instructed the team in relation to Clicker 8 --> now the team is teaching it to each other

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⇒ ANONYMOUS 2/22/24 5:30PM

### Intermediate students

Support for intermediate students? Now that we have the ELA -- unity that it brings amongst the primary teachers and how it is implemented. Discussion that comes from the data is monumental. It is sporadic when it gets to grade 4 and up. Amazing programs but they don't necessarily align. What system can be put in place?

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Anonymous 2/22/24 5:33PM

School-wide writes? Conversations around it is what matters

Anonymous 2/22/24 5:35PM

Clarity in the system

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⇒ ANONYMOUS 2/22/24 5:37PM

### Technology

Shifting to the tablet - moving away from keyboard input. Access their own devices at the school. Leverage it

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Anonymous 2/22/24 5:37PM

How can we use Microsoft more effectively? Lots of things that students and staff can access

Anonymous 2/22/24 5:38PM

How can we be using the programs that we already have?

Anonymous 2/22/24 5:39PM

How do we work with teachers in the classroom to better understand their technology?

Anonymous 2/22/24 5:40PM

Have we explained what is appropriate and not when using AI?

Anonymous 2/22/24 5:41PM

How do we provide access to all the training?

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⇒ ANONYMOUS 2/22/24 5:39PM

Access to the device that allows the administrator to do their job effectively such as a MacBook rather than Dell.

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Anonymous 2/22/24 5:58PM  
This is important

## Innovative Instruction

⇒ PAD4420 2/17/24 2:42AM

**Enhance innovative and effective approaches and curriculum to develop educated citizens. We do this by:**

- promoting academic excellence, lifelong learning and the pursuit of diverse personal journeys
- supporting students to learn from the past, engage in the present and prepare for the future
- employing proven, innovative and adaptable teaching strategies
- preparing students to safely and responsibly engage in a digital world
- incorporating Indigenous ways of knowing

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## Innovative Instruction

Enhance innovative and effective approaches and curriculum to develop educated citizens.

⇒ PAD4420 2/17/24 2:48AM

### QUESTIONS

What opportunities has your school offered this year to support learning?

What specific challenges are you facing, or what resources do you require, to advance further?

What data are you considering?

\*Consider: Assessment, Communication of Learning, Universal Design for Learning, Careers opportunities outside the classroom.

How do the Arts allow every student to learn and share about their personal journey?

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⇒ ANONYMOUS 2/22/24 4:48PM

literacy programs need a revamp (English & French), how much more can we adapt our instruction, or adapt our system? example shifting schedule and work week. we keep trying to adapt within the structure we have - instead of adapting the structure.

How to get LST into more global support rather than tied to individuals

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⇒ ANONYMOUS 2/22/24 4:49PM

rebuild resources  
foundational set of resources that are current

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⇒ ANONYMOUS 2/22/24 4:52PM

During covid didn't get SLP support  
requiring more SLP - early intervention  
higher ratios of SLP

allocation of point time by actual days available (example  
if point time is on Mondays, loose to holidays and prod)

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⇒ ANONYMOUS 2/22/24 4:55PM

sinking feeling coming out of covid, did  
some assessments and shocked by results

younger staff don't have awareness of pre-covid norms.

people thirsty for support. (kristy goto)  
feels like a hustle to put support in place.

How do we look at the system and structure  
to create accessible supports for schools.

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⇒ ANONYMOUS 2/22/24 4:56PM

What is the structure and system  
to support Innovative instruction?

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⇒ ANONYMOUS 2/22/24 4:57PM

TTOCs not looking to move off list  
into positions, due to paid on scale.

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⇒ ANONYMOUS 2/22/24 4:58PM

Free up specialist teacher  
structures, but also the right person.  
extra wiggle room in staffing to allocate where  
support and innovation fit school community.

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⇒ ANONYMOUS 2/22/24 4:59PM

Non enrolling - can't be person looking for the easy gig.

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⇒ ANONYMOUS 2/22/24 5:03PM

Collaboration  
Has it changed the model?

Confident LSTs work alongside  
and challenge classroom teachers.

Conversations wasn't about adapting  
for IEP was about UDL mindset.

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⇒ ANONYMOUS 2/22/24 5:05PM

Support the passionate educators,  
In-school teacher leader. (POSR)  
Instructional coach model

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⇒ ANONYMOUS 2/22/24 5:07PM

Secondary timetable - how can it align with  
the outside world better? (linear or semester)

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⇒ ANONYMOUS 2/22/24 5:08PM

TTOC - internally building into the school  
Co-teaching models

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⇒ PAD4420 2/22/24 5:12PM

### CREATIVE SCHEDULING

At secondary, it is challenging for schools to engage  
in special events, programs and activities (eg. full day  
at Longhouse, Art w AFK, etc) due to scheduling.  
Consideration could be given to establishing a  
'reading week' or the like each term or semester to  
support and encourage involvement in the  
community

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⇒ ANONYMOUS 2/22/24 5:14PM

Collaborative - Coteaching  
teachers are happier, more connected.

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⇒ ANONYMOUS 2/22/24 5:25PM

Struggle without a specialist at elementary  
school - dance and music seem to be left out.

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⇒ ANONYMOUS 2/22/24 5:26PM

UDL workshops appreciated.  
Pull out worked but add push in models.  
Pro-d  
Maybe subject focused

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⇒ ANONYMOUS 2/22/24 5:27PM

Music - In Service  
district teacher to work alongside classroom teacher.

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⇒ ANONYMOUS 2/22/24 5:28PM

Importance of people coming  
alongside and push into classroom.  
Classrooms increasingly more complex,  
so tangible real time mentorship training.  
UDL - focused support

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⇒ ANONYMOUS 2/22/24 5:30PM

Secondary - TLs and UDL  
Edleadership top up to free up TLs to push  
into classrooms to co-teach, mentor staff.

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⇒ ANONYMOUS 2/22/24 5:31PM

Careers  
Website has been a great one stop shop for information.  
Being able to share in community newsletters, is helpful.

How can we imbed the career  
conversation in the classrooms more?

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⇒ ANONYMOUS 2/22/24 5:32PM

All teachers see themselves as a careers teachers (coach)

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⇒ ANONYMOUS 2/22/24 5:34PM

Look at transitions not just from gr 7  
- secondary and secondary-beyond.

Look at transitions each year

☆ 0 0

⇒ ANONYMOUS 2/22/24 5:36PM

Release time to free up passionate educators  
to co-teach.

Teacher are very skilled don't leave their  
classes because they love what they do.

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⇒ ANONYMOUS 2/22/24 5:38PM

WEX facilitator in secondary  
more of a coordinator - event planning  
redefining their roll?

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⇒ ANONYMOUS 2/22/24 5:45PM

Flex time - learning about what you need that time for?  
sleep, math, art, workout...? (executive functioning)

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## Welcoming & Inclusive Culture

⇒ PAD4420 2/17/24 2:42AM

**Enhance our welcoming, safe and inclusive culture and learning environment. We do this by:**

- celebrating the diverse cultures, skills and experiences of our community
- acknowledging, teaching and proactively working to address historical and present-day societal and systemic inequities experienced on the basis of race, physical, mental, or intellectual ability, sex, sexual orientation, gender identity or expression and others
- championing respect, restorative practices and open dialogue among students and staff
- empowering educators with skills to enable a safe and harassment-free learning environment
- designing welcoming, engaging and accessible learning spaces
- recognizing the contributions of racialized persons in Canadian history



## Welcoming and Inclusive Culture

Enhance our welcoming, safe, and inclusive culture and learning environment.

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⇒ PAD4420 2/17/24 2:50AM

**QUESTIONS**

What structures and strategies are you implementing in your school to improve student sense of belonging and create a welcoming space for *all* learners?

What data are you using to monitor sense of belonging?

\*Consider District, School, and Classroom.

What supports do you need to enhance this work in your schools?

Please share any budget recommendations that align with this work.

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⇒ ANONYMOUS 2/22/24 5:06PM

Opportunity: National Indigenous Day events at school and FOS levels

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⇒ ANONYMOUS 2/22/24 5:19PM

**Anti-Racism**

Need more focused support for responding to incidents of racism, but also teaching about anti-racism (Universal, Targeted, Intensive)

Other districts seem to have more focus on this area.

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⇒ ANONYMOUS 2/22/24 5:20PM

**Counselling**

Increase in externalized behaviour, and mental illness, leading to challenges to meet needs in both elementary and secondary.

Particular challenge in supporting students with neurodiversity and co-occurring mental illness. Counselling time and expertise is a challenge.

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⇒ ANONYMOUS 2/22/24 5:21PM

**Accessibility**

Hard for schools to be welcoming when there are so many physical barriers to accessibility. From parking lot to front doors, at front doors,

between front doors and office or gym, etc. Can we be focussing on improving accessibility?

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⇒ ANONYMOUS 2/22/24 5:22PM

**Clubs/Activities**

Trying to consider how clubs and activities can be broadened to connect with more diverse interests and skills.

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⇒ ANONYMOUS 2/22/24 5:23PM

**School Plans**

Sense of Belonging and Inclusive/Diverse communities living within school plans, and a focus of school/staff development.

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⇒ ANONYMOUS 2/22/24 5:25PM

**Ed Leadership time**

Using EL Time to create time for LST, Classroom Teacher, and EA's to meet to discuss IEP, in order to more clearly articulate needs for individual students.

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⇒ ANONYMOUS 2/22/24 5:26PM

**SOGI**

A focus in intermediate and secondary on clubs, teams, etc with a focus on SOGI and diversity.

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⇒ ANONYMOUS 2/22/24 5:27PM

**Secondary Counselling**

Need to consider role of secondary counsellor. Much of their role is connected to guidance and programming, which is not clinical or supporting mental health directly. Wonder about how to clarify their roles to be more intentional about supporting MH/SEL in secondary?

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⇒ ANONYMOUS 2/22/24 5:28PM

**Equity Committee**

Focused on anti-racism and sense of belonging.

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⇒ ANONYMOUS 2/22/24 5:29PM

**PBIS**

How can PBIS support work for universal, targeted, and intensive sense of belonging at school sites?

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⇒ ANONYMOUS 2/22/24 5:30PM

**Supporting Parents**

Example of anxiety and neurodiversity presentation for parents. How do we support parents? Is there an opportunity to intersect with community partners?

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⇒ PAD4420 2/22/24 5:31PM

**NEW to CANADA / Students with IDENTIFICATIONS**

How can we expand our welcome to immigrant and refugee families? Some are using the Violence Prevention grant to address anti-racism, applying PBIS strategies. Perhaps a group to create strategies for welcoming, opportunities to bring families into the school / community. Same applies to students with identifications and their families.

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⇒ ANONYMOUS 2/22/24 5:32PM

**FOS Model for Parent Support**

Can we be hosting more parent sessions on important topics using FOS model?

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⇒ PAD4420 2/22/24 5:33PM

**PARTNERSHIPS with FAMILIES**

Schools to offer and sponsor events, and community connections that provide supports with parenting, financial / food security, mental health & well-being, etc.... District guidance and targeted funds might accelerate offerings.

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⇒ ANONYMOUS 2/22/24 5:34PM

**Tension Between Home and School**

Concern that sometimes what we are teaching about inclusion, welcome, acceptance, caring, are not being supported or modelled at home? How can we bridge that gap?

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⇒ PAD4420 2/22/24 5:35PM

**SOCIAL MEDIA INFLUENCE**

Schools would benefit from strategies to help parents / community understand and navigate how students are influenced

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⇒ ANONYMOUS 2/22/24 5:37PM

**Code of Conduct**

How can an increased focus on Code of Conduct help support re-define how we as a community treat each other and ourselves? How do bring parents along with this new code of conduct as key partners?

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⇒ ANONYMOUS 2/22/24 5:41PM

**What do we believe in?**

How do we not rely on "programs" to build inclusive cultures, but pull back to a focus on our "why" and "what are we all about"? Need to not assume that a program alone can do that.

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⇒ ANONYMOUS 2/22/24 5:43PM

**Data**

How can we be more intentional with existing data (YDI, MDI, McCreary, SLS) or seek new data (student voice and experience) to help guide vision and direction, as well as strategies for teachers, parents, etc.

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⇒ ANONYMOUS 2/22/24 5:47PM

**Support for Settling Families**

How can we improve our transition supports for families coming from out of country and not speaking the language or have experience with BC culture? Are there opportunities to partner with other agencies to support this area?

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**Mental Health & Well-Being**

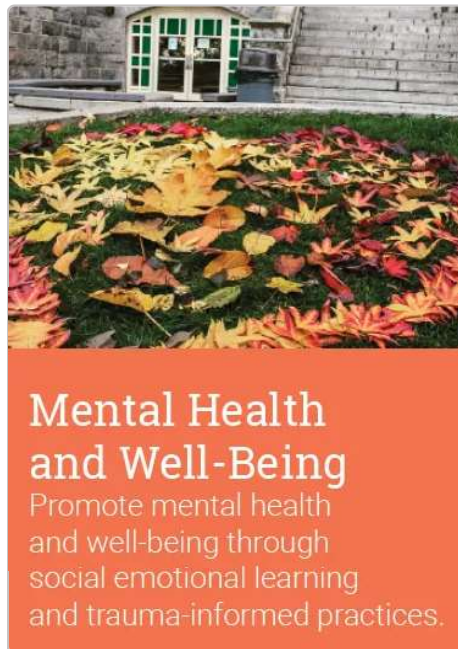
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⇒ PAD4420 2/17/24 2:42AM

**Promote mental health and well-being through social emotional learning and trauma-informed practices. We do this by:**

- teaching social-emotional skills to support mental health, physical well-being and student success
- establishing a culture and physical environment that promotes mental health and resilience
- supporting staff and students to navigate the challenges they face at, and outside of schools
- building capacity and professional learning around evidence-based, trauma-informed practices
- supporting age-relevant learning around physical literacy, healthy relationships, sexual health, and drug and alcohol use

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⇒ PAD4420 2/22/24 4:45PM

**QUESTIONS**

- How does the concept of sense of belonging and wellness live within your school community? Ex. School plan
- What data are you using to track progress?
- What structures are in place?
- What is getting in the way?
- How can this information support the budget process?

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⇒ PAD4420 2/22/24 4:54PM

**Getting in the way**

Recent increase of materials children are consuming is coming into the school - especially around extreme views - navigating this with parents - parent education is needed here

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⇒ PAD4420 2/22/24 4:55PM

**Memes**

students are seeing more and more damaging information on social media - so harmful and making its way back into the schools

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⇒ PAD4420 2/22/24 4:56PM

**Parent education**

Need for more parent education regarding social media, how to navigate this in a community

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⇒ PAD4420 2/22/24 4:57PM

**Local education**

Bringing parent education to local schools - help parents navigate from a universal, targeted and intensive lens (not just about one individual)...

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⇒ PAD4420 2/22/24 4:58PM

**Increase presence of SWISS workers**

With the increase of newcomers - more connections with language and cultural based services

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⇒ PAD4420 2/22/24 4:59PM

**Coffee mornings at schools**

Eg - Norgate is hosting weekly morning breakfasts that include community workers and SWIS workers

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⇒ PAD4420 2/22/24 5:01PM

**Bullying**

Dealing with families - don't really have a great understanding of SEL and discipline - Carisbrooke sends newsletters specifically identifying areas that can help parents have a deeper understanding of how the school navigates challenging behaviour from a universal, targeted and intensive lens

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⇒ PAD4420 2/22/24 5:02PM

**Code of Conduct**

Having a shared understanding is so important and we need to do a better job of making this clear to families

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⇒ PAD4420 2/22/24 5:03PM

**Parent challenges around discipline**

This continues to be an area of challenge - and schools are a place of learning and parents need a deeper understanding around how we support situations at the school level

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⇒ PAD4420 2/22/24 5:06PM

**Parent supports**

Community supports for parents - from a universal targeted and intensive lens

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⇒ PAD4420 2/22/24 5:06PM

**Mental Health and Well-being**

We need more support from community agencies - how do we connect further partnerships to support students who are really struggling

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⇒ PAD4420 2/22/24 5:07PM

**Healthy relationships**

SEL skills still need to be taught

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⇒ PAD4420 2/22/24 5:08PM

**More counselling**

Schools need more universal programming from trained counsellors

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⇒ PAD4420 2/22/24 5:08PM

**Open Parachute**

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⇒ PAD4420 2/22/24 5:08PM

**Counselling**

Schools need more time with counselling

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⇒ PAD4420 2/22/24 5:09PM

**Teacher inservice**

More training for teachers around SEL - universal, targeted and intensive - Open parachute - Second step

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⇒ PAD4420 2/22/24 5:11PM

**Parents**

Parents need help - where do we have resources to support them with tools - workshops, connections, etc - hard for Principals to always send these out - is there someone that can be responsible for parent communication and information regarding resources from the district level



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⇒ PAD4420 2/22/24 5:12PM

**Community agency fair**

Bring in community agencies for parents to get exposed to and opportunities that are available to them

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⇒ PAD4420 2/22/24 5:13PM

**Communication pathways**

Provide more supports for parents regarding community supports

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⇒ PAD4420 2/22/24 5:24PM

**Data re teachers wellness and leaves etc**

Teacher data around leaves for mental health and wellbeing reasons - how are we using this data to help the system? What can we be doing to support? What can we do to be more pro-active?

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⇒ PAD4420 2/22/24 5:25PM

**Open parachute and second step**

Making sure that we make sure these programs to keep going - funding and professional development - these programs are so important

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⇒ PAD4420 2/22/24 5:26PM

**Parent education around school counselling**

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⇒ PAD4420 2/22/24 5:26PM

**Common language**

Parent education around common language around mental health and well being

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⇒ PAD4420 2/22/24 5:27PM

**School avoidance**

This is increasing more and more and how are we able to leverage community partners

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⇒ PAD4420 2/22/24 5:27PM

**Role of the counsellor**

Secondary and Elementary roles are very different

Need MORE counselling at the elementary level

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⇒ PAD4420 2/22/24 5:28PM

**Counselling**

More counselling time is needed for universal targeted and intensive supports

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⇒ PAD4420 2/22/24 5:28PM

**Second Step and Open Parachute**

INSERVICE - scope and sequence  
- district expectations and training

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⇒ PAD4420 2/22/24 5:30PM

**Counselling**

Value mental health and funding needs to reflect this value - MORE counselling is essential

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⇒ PAD4420 2/22/24 5:31PM

**Feeding futures**

Game changer - needs dedicated staffing to feeding futures to support this

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⇒ PAD4420 2/22/24 5:32PM

**Feeding futures**

Inconsistency around service delivery - staffing issues - staffing would help so much to ensuring ALL students get what they need and the impact of student learning is huge when kids are fed

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⇒ PAD4420 2/22/24 5:34PM

**Counselling**

What is the role of counsellor? Do our counsellors understand the service delivery model? Support interim support - and connect families to community based programs? Or is it to provide the clinical counselling? This is too much for the number of students require this support?

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⇒ PAD4420 2/22/24 5:35PM

**Counselling support**

Does the service delivery model need change? Do we know what they do? Are we clear what the role of counsellor?

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⇒ PAD4420 2/22/24 5:36PM

**Teachers need training**

What is the model of universal, target and intensive service delivery model? And who is responsible for what? Clarity of roles...

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⇒ PAD4420 2/22/24 5:37PM

**Behaviour piece**

Counsellors - H and R case management - do they have a clear understanding of how to support students with this intensive level of need...

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⇒ PAD4420 2/22/24 5:38PM

**Counselling supports**

Need to relook at service delivery model and need for clarity and supports for counsellors with the changing landscape

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⇒ PAD4420 2/22/24 5:40PM

**Physical literacy**

Used to be so many community programs and resources that support healthy movement and physical literacy - now we have to do it ourselves

Many schools have stations and school based supports - physical literacy supports

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⇒ PAD4420 2/22/24 5:40PM

**Sensory pathways**

Great for students - more schools?

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⇒ PAD4420 2/22/24 5:42PM

**Sensory pathways**

Longevity - schools need to be cleaned in the summer

Painting - having the staff to paint the lines - the district needs to figure out how to get these down

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⇒ PAD4420 2/22/24 5:43PM

**Adult wellbeing**

Staff and admin - making sure supports are in place for admin well being as well

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⇒ PAD4420 2/22/24 5:44PM

**HR decisions that could improve hours to schools**

Eg - Sup aide supporting feeding futures - add 15 - 20 hour positions...

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⇒ PAD4420 2/22/24 5:44PM

**Efficiency audit**

Homewood health - do we actually know how this working? Who is accessing?

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⇒ PAD4420 2/22/24 5:45PM

**Parent conduct**

This needs significant work - education needs to be done here.

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**Truth, Healing & Reconciliation**

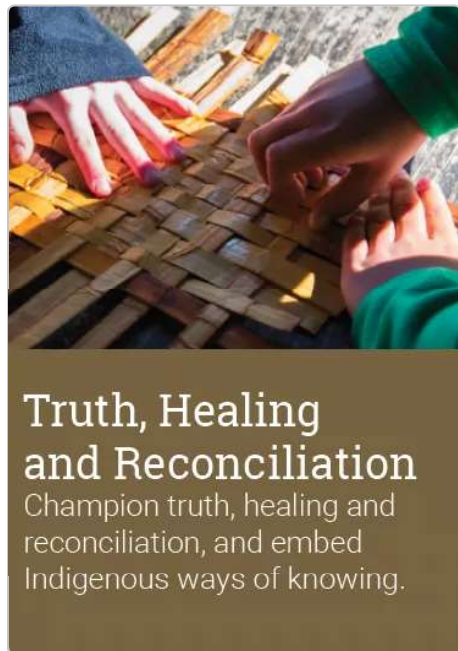
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⇒ PAD4420 2/17/24 2:42AM

**Champion truth, healing and reconciliation, and embed Indigenous ways of knowing. We do this by:**

- celebrating the success of Indigenous students and Indigenous communities
- strengthening the relationship with Skwxwu7mesh and Tsleil-Waututh Host Nations, and seeking guidance from Indigenous partners
- including Indigenous worldviews, ways of knowing and protocols in our teaching and learning
- aligning with the Truth and Reconciliation Commission of Canada Calls to Action and the BC Declaration on the Rights of Indigenous Peoples Act
- teaching the full, authentic history of Canada's treatment of Indigenous peoples

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⇒ PAD4420 2/17/24 2:51AM

**QUESTIONS**

In what ways is your school championing truth, healing, and reconciliation, and embedding Indigenous ways of knowing?

\*Consider how you are Including Indigenous worldviews, ways of knowing and protocols in teaching and learning.

What data is concerning and and how is it driving your decision-making?

Please share ways that the 2024-25 budget may help your school with this targeted area.

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⇒ ANONYMOUS 2/22/24 5:08PM

**Funding Needed**

Targeted funds for school projects directed toward staff and/or students

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⇒ ANONYMOUS 2/22/24 5:10PM

**Funding Requests**

Funds to support the maintenance and sustainability of welcoming poles ... Sutherland has a program underway

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⇒ ANONYMOUS 2/22/24 5:15PM

**Funding Requests**

Continued funding for special projects like students attending the march for murdered and missing indigenous women; resources for indigenous themed courses ongoing

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⇒ ANONYMOUS 2/22/24 5:19PM

**Funding Request**

Clear process for accessing District funds.

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⇒ ANONYMOUS 2/22/24 5:23PM

**Funding Request**

Funding to enable students to attend the Nishka new year celebration in March

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⇒ ANONYMOUS 2/22/24 5:25PM

**Funding Request**

Opportunities for small schools to have welcoming figures at their school

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⇒ ANONYMOUS 2/22/24 5:30PM

**Finding request**

Grant to create indigenous themed green teaching space.

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⇒ ANONYMOUS 2/22/24 5:34PM

**Programming ideas**

Ethnobotany resources

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⇒ ANONYMOUS 2/22/24 5:36PM

**Funding**

Need indigenous support workers to support the work on every level ... and we need to have an image of the future could look like.

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⇒ ANONYMOUS 2/22/24 5:47PM

**Funding Request**

Build on the success of the indigenous support workers by equipping them with the tools and resources needed to maximize their impact

## Environmental Stewardship

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⇒ PAD4420 2/17/24 2:42AM

**Lead on sustainable practices and nature-based learning to address environmental challenges. We do this by:**

- promoting learning in, with and about nature
- providing climate action education and leadership opportunities for students
- bringing an environmental lens to our decisions and our teaching practices
- supporting environmental initiatives that champion sustainability
- implementing building and organizational infrastructure that reflects the values of environmental stewardship

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⇒ PAD4420 2/17/24 2:51AM

**QUESTIONS**

In what ways is your school community bringing an environmental lens to decisions, teaching, and learning?

What data would be helpful to enhance your understanding of the impact your community is making?

What unique opportunities is your school providing for regular learning outdoors?

What supports would help you promote an enhanced focus on sustainability and environmental stewardship?

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⇒ ANONYMOUS 2/22/24 5:49PM

**Alignment with other priority areas**

Recognizing the different initiatives that connect with learning in/with/about nature are often embedded in other strategic priorities (ie Innovative Instruction).

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⇒ ANONYMOUS 2/22/24 5:55PM

**Organizing Framework**

Recognition in the value in of developing a district framework around Environmental Stewardship to assist schools in focusing efforts and identifying alignment in and across priority areas.

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⇒ ANONYMOUS 2/22/24 6:00PM

**Funding Support**

Increased discussion/concern around providing compensation for staff involved in supporting co/extra-curricular learning (@ Cheakamus and elsewhere)

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**Standing Committee Attendance**

⇒ PAD4420 2/17/24 3:48AM


**March 6**

If you would like to support dialogue at the upcoming Standing Committee alongside DPs, please note your name and the Strategic Plan area(s) of most interest.

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Parent Input  
March 2024  
SD#44  
Budget  
Priorities

### Operating Budget Strategic Plan Relationships

The strategic goals for 2021-2031 for the North Vancouver School District

-  **Student-Centred Education:** Provide equity-based education that supports the learning needs of all students.
-  **Innovative Instruction:** Enhance innovative and effective approaches and curriculum to develop educated citizens.
-  **Welcoming and Inclusive Culture:** Enhance our welcoming, safe and inclusive culture and learning environment.
-  **Mental Health and Well-Being:** Promote mental health and well-being through social emotional learning and trauma-informed practices.
-  **Truth, Healing and Reconciliation:** Champion truth, healing and reconciliation, and embed Indigenous ways of knowing.
-  **Environmental Stewardship:** Lead on sustainable practices and nature-based learning to address environmental challenges.



## NVPAC Budget Priorities

North Vancouver Parent Advisory Council appreciates the North Vancouver School District’s approach and consideration to the budget process for partner groups.

NVPAC has consulted with PAC executive members in regards to the budget consultation process.

With so many competing priorities we have provided for the Board a summary of the strategic plan categories with the input we have heard from Parents & Caregivers within the NVSD, as the NVPAC budget priority areas of focus for the upcoming year.



## Student Centered Education

### Student-Centred Education

Provide equity-based education that supports the learning needs of all students.

We do this by

- Improving educational outcomes and promoting personal, social and academic excellence for all students through differentiated instruction.
- Teaching to the diversity of students and embracing all abilities.
- Supporting student goals, priorities and definitions of success.
- Providing opportunities for students to take control of their education and learning.
- Empowering educators to meet the diverse learning needs of students.

1. Increase EA support staff
2. Additional resources and adaptive curriculum for students with disabilities or who are neurodivergent and increase training for staff on implementation
3. Additional appropriate and research-based supports for students with dyslexia and learning disabilities



## Innovative Instruction

### Innovative Instruction

Enhance innovative and effective approaches and curriculum to develop educated citizens.

#### We do this by

- Promoting academic excellence, lifelong learning and the pursuit of diverse personal journeys.
- Supporting students to learn from the past, engage in the present and prepare for the future.
- Employing proven, innovative and adaptable teaching strategies.
- Preparing students to safely and responsibly engage in a digital world.
- Incorporating Indigenous ways of knowing.



1. Consistent appropriate training for all staff around universal design and IEP implementation in the classroom
2. Increase capacity and expand the current LAC programs
3. Increase enrichment opportunities for gifted learners

## Welcoming & Inclusive Culture

### Welcoming and Inclusive Culture

Enhance our welcoming, safe and inclusive culture and learning environment.

#### We do this by

- Celebrating the diverse cultures, skills and experiences of our community.
- Acknowledging, teaching and proactively working to address historical and present-day societal and systemic inequities experienced on the basis of race, physical, mental, or intellectual ability, sex, sexual orientation, gender identity or expression, and others.
- Championing respect, restorative practices and open dialogue among students and staff.
- Empowering educators with skills to enable a safe and harassment-free learning environment.
- Designing welcoming, engaging and accessible learning spaces.
- Recognizing the contributions of racialized persons in Canadian history.



1. Appropriate sensory friendly spaces in all schools
2. Investment in creating more accessible and upgraded playgrounds/playspaces
3. Additional consistent training and resources for staff on inclusive language, anti-racism & neurodivergent affirmative practices

## Mental Health & Well Being

### Mental Health and Well-Being

Promote mental health and well-being through social emotional learning and trauma-informed practices.

#### We do this by

- Teaching social emotional skills to support mental health, physical well-being and student success.
- Establishing a culture and physical environment that promotes mental health and resilience.
- Supporting staff and students to navigate the challenges they face at, and outside of schools.
- Building capacity and professional learning around evidence-based, trauma-informed practices.
- Supporting age-relevant learning around physical literacy, healthy relationships, sexual health, and drug and alcohol use.



1. Increase full-time councilors to better support with students mental health and anxiety
2. Training for all staff around mental health and wellness, anxiety and behaviours that challenge
3. Additional Mental Health Supports and SEL programs in schools

## Truth Healing & Reconciliation

### Truth, Healing and Reconciliation

Champion truth, healing and reconciliation, and embed Indigenous ways of knowing.

#### We do this by

- Celebrating the success of Indigenous students and Indigenous communities.
- Strengthening the relationship with Skwxwú7mesh and ɔ̓llíwəwət Host Nations, and seeking guidance from Indigenous partners.
- Including Indigenous worldviews, ways of knowing and protocols in our teaching and learning.
- Aligning with the Truth and Reconciliation Commission of Canada calls to action and the BC Declaration on the Rights of Indigenous Peoples Act.
- Teaching the full, authentic history of Canada's treatment of Indigenous peoples.



1. Support for restorative practices with training and ongoing support for staff, students and families
2. Funding for librarians/teachers for indigenous authors and titles
3. Trauma informed training for staff, parents and students

# Environmental Stewardship

## Environmental Stewardship

Lead on sustainable practices and nature-based learning to address environmental challenges.

### We do this by

- Promoting learning in, with and about nature.
- Providing climate action education and leadership opportunities to students.
- Bringing an environmental lens to our decisions and our teaching practices.
- Supporting environmental initiatives that champion sustainability.
- Implementing building and organizational infrastructure that reflects the values of environmental stewardship.



1. Additional investments for community gardens
2. Increase opportunities and programming for place based outdoor learning
3. Increased focus on climate action and sustainability within schools and educational opportunities for students



Thank you for working toward the betterment of all of our children's education

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

**Meeting Date:** April 16, 2024  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** **Proposed Revised Policy 108: Trustee Code of Conduct**

**Narration:**

In June 2023, the Ministry of Education and Child Care, together with the British Columbia School Trustees Association issued guidelines for the School Trustees Codes of Conduct. The criteria outlined a common approach to ensure that boards focus on their core responsibilities to deliver an educational program and to support safe and inclusive schools and workplaces.

Trustees have participated in a number of working sessions to review and revise the policy as directed. One of the changes includes renaming of the policy (from Trustee Code of Ethics) to Trustee Code of Conduct. Given the number of wording changes, the proposed revised policy and the track changes version of the policy are attached.

Further revisions to the Administrative Procedures are being completed, and will be brought forward to a Public Board Meeting for information once finalized.

**Attachments:**

- Proposed Revised Policy 108: Trustee Code of Conduct
- Proposed Revised Policy 108: Trustee Code of Conduct (with track changes)

**RECOMMENDED MOTION:**

that the Board of Education approve the Proposed Revised Policy 108: Trustee Code of Conduct, as attached to this Administrative Memorandum of April 16, 2024.

## 108 Board of Education – Trustee Code of Conduct

Adopted: March 12, 2013

Revised: September 25, 2018

Revised: April 16, 2024

### Policy

In accordance with the School Act, the North Vancouver Board of Education acknowledges its primary responsibility to establish policies ensuring the efficient operation of its schools. Aligned with the Mandate for Public Schooling, which reads that "*The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy,*" the Board prioritizes student achievement, encompassing Intellectual, Human and Social, and Career Development. Central to the Board's decision-making is alignment with Policy 106: Statements of Mandate, Vision, and Values.

As democratically elected representatives on the Board, Trustees fully recognize the significant trust bestowed upon the Board by the electorate. They are committed to governing the affairs and business of the North Vancouver School District in a fair, respectful, and professional manner that upholds the rights and dignity of students. Trustees advocate for the diverse needs of the entire School District and community, allocating resources efficiently, inclusively, and responsibly in the best interests of all students.

Furthermore, Trustees actively advocate for public education, championing the values, objectives, and initiatives of the School District to other levels of government and relevant bodies.

### Commitment Statements

1. Promoting Ethical Governance and Collaborative School Culture  
Trustees foster a positive learning and working culture through collaborative engagement with administrators, teachers, parents, and community leaders. They prioritize respect, transparency, and impartiality in governance. Trustees demonstrate ethical conduct, acting with integrity, and taking responsibility for decisions and actions. Trustees arrive at meetings prepared. Attendance at scheduled Board meetings is expected, with prompt notification to the Board Chair for unavoidable absences.
2. Decision Making  
Trustees seek and assess information from all available sources, base their decisions upon all available facts, and vote impartially in every situation. To facilitate effective decision making, Trustees must be knowledgeable about the School Act, statutory requirements, existing Board policy and practices, initiatives, long-range plans, and current educational issues. It is expected Trustees shall be diligent in familiarizing themselves with supporting documents, in advance of meetings, in order to make informed and credible decisions.

3. Confidentiality  
Trustees uphold confidentiality regarding discussions from closed School Board, or committee meetings, and other confidential communications. Trustees refrain from disclosing privileged information until officially released by the Board. Respect for the confidence of fellow Trustees in their role as Board members remains a priority.
4. Working Relationships  
Trustees facilitate respectful and cooperative relationships with fellow Board members, valuing diverse opinions. They refrain from disparaging remarks, unwarranted criticism, or actions that could compromise the Board's integrity or authority. Upholding proper decorum fosters open, respectful discussions. Transparency is maintained by promptly addressing potential concerns.
5. Public Relations  
Trustees encourage and welcome engagement from the broader school community in establishing and interpreting school operation policies, goals, and directions. Actively integrating diverse opinions into Board decisions is a priority. Ensuring timely communication of Board decisions to impacted parties is a key action point. Trustees acknowledge the importance of maintaining healthy relationships with educational partners and rightsholders in their community.
6. Conflict of Interest  
It is the legal duty of Trustees to avoid conflict of interest in all Trusteeship responsibilities. Every Trustee must avoid any situation in which there is or may appear to be, a potential conflict that could interfere with the Trustee's judgement in making decisions in the School Board's best interest. In protecting the Board of Education and integrity in decision-making, it is the responsibility of Trustees to identify potential conflicts of interest. Apparent conflict of interest means any situation where it would appear to a reasonably well-informed, impartial observer that the Trustee is in a conflict of interest situation. Trustees will not use school or School District resources or information for personal gain or the benefit of family, friends, supporters, and interests of others with whom they may be associated. When faced with conflicts, Trustees promptly declare and abstain from deliberating or voting on the issue during official meetings of the Board, upholding fidelity to the corporate Board of Education.
7. Legal Authority of Individual Trustees  
Trustees recognize that, as a Corporate Board, the authority to make decisions must only be made within an official meeting of the Board. Individual Trustees or committees of Trustees may not exercise the rights, duties, and powers of the Board. The Chair is the official spokesperson for the Board; other Trustees shall not speak on behalf of the Board unless authorized to act in such a capacity.



8. Support for Board Decisions  
Trustees express their views through active dialogue at official meetings of the Board and, regardless of minority positions or opposition votes, accept and uphold-majority decisions. Trustees recognize that democracy is served when policies and decisions are voted on at official meetings of the Board and support the School District with decisions made regardless of their individual position.
9. Trustee Professional Development  
Trustees engage in professional development to enhance their understanding of Trustee roles, responsibilities, and current educational trends.
10. Scope of Delegated Responsibility  
Trustees acknowledge and respect the Superintendent of Schools and senior staff's authority, delegating responsibilities for operationalizing Board-established policies and directions. Upholding commitments outlined in the Trustee Code of Conduct; any infractions are addressed following Administrative Procedures.

The Board will review this policy within six months of the Inaugural Board Meeting.

#### **Administrative Procedures**

Policy 108: Board of Education – Trustee Code of Conduct – Administrative Procedures

#### **Resources**

[School Trustee Oath of Office Regulation](#) - Ministry of Education, Province of BC  
[Local Government Elections Regulation](#) - Ministry of Education, Province of BC

## 108 Board of Education – Trustee Code of ~~Ethics~~ Conduct

Adopted: March 12, 2013

Revised: September 25, 2018

DRAFT VERSION: April 16, 2024

### Policy

In accordance with the School Act, the North Vancouver Board of Education ~~recognizes~~ acknowledges its primary ~~mandate~~ responsibility to ~~determine policy for~~ establish policies ensuring the ~~effective and~~ efficient operation of its schools. Aligned with the Mandate for Public Schooling, which reads that "The Board is committed to providing high quality education for all public purpose of the British Columbia school students within a supportive, accessible system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and enriching learning environment attitudes needed to contribute to a healthy society and a prosperous and sustainable economy," the Board prioritizes student achievement, encompassing Intellectual, Human and Social, and Career Development. Central to the Board's decision-making is alignment with Policy 106: Statements of Mandate, Vision, and Values.

As democratically- ~~elected~~  members of representatives on the Board, Trustees fully ~~acknowledge~~ recognize the ~~critical~~ significant trust ~~invested in~~ bestowed upon the Board by the electorate ~~and~~. They are ~~dedicated~~ committed to governing the affairs and business of the North Vancouver School District in a fair, respectful, and professional manner that ~~recognizes and~~ affirms upholds the rights and dignity of students. Trustees ~~represent~~ advocate for the ~~broad~~ diverse needs of the entire School District and ~~the~~ community, allocating resources efficiently, inclusively, and responsibly in the best interests of all students.

Furthermore, Trustees actively advocate for public education ~~and promote~~, championing the values, ~~goals~~ objectives, and initiatives of the School District to other levels of government and relevant bodies.

### Commitment Statements

#### 1. ~~Decorum~~

##### 1. ~~By working collaboratively~~ Promoting Ethical Governance and creatively Collaborative School Culture

Trustees foster a positive learning and working culture through collaborative engagement with administrators, teachers, parents, and community leaders, ~~Trustees model and contribute to a positive and receptive learning and working culture both within the Board and the School District. In exercising their duties of governance, Trustees understand the importance of mutual. They prioritize~~ respect, transparency, and impartiality. Committed to in governance. Trustees demonstrate ethical ~~practice and principles,~~ Trustees shall ~~act~~ conduct, acting with integrity, and ~~be accountable~~ taking responsibility for ~~their actions and decisions. To fulfill the responsibilities of public office effectively, Trustees are expected to attend all and actions. Trustees arrive at meetings prepared. Attendance at~~ scheduled ~~meetings of the Board; in the event of an unavoidable absence, Trustees shall inform~~ Board meetings is expected, with prompt notification to the Board Chair for unavoidable absences.

#### ~~1.2.2.~~ Decision Making

Trustees ~~shall consider~~seek and assess information ~~received~~ from all available sources, base their decisions upon all available facts, and vote impartially in every situation. To facilitate effective decision making, Trustees must be knowledgeable about the School Act; statutory requirements; existing Board policy and practices, initiatives, ~~and~~ long-range plans; and current educational issues, ~~both local and provincial~~. It is expected Trustees shall be diligent in familiarizing themselves with supporting documents, in advance of meetings, in order to make informed and credible decisions.

#### ~~2.3.~~ Confidentiality

Trustees ~~shall preserve the~~uphold confidentiality ~~of information discussed at~~regarding discussions from closed ~~school board~~School Board, or committee meetings, and ~~shall not release~~other confidential communications. Trustees refrain from disclosing privileged information ~~in any format to the public until the Board has done so in an official capacity.~~officially released by the Board. Respect for the confidence of fellow Trustees in their role as Board members remains a priority.

#### ~~3.4.4.~~ Working Relationships

Trustees ~~shall work~~facilitate respectful and cooperative relationships with fellow ~~board members in a spirit of harmony and cooperation and be respectful of differences of opinion.~~Trustees shall refrain from making discrediting comments about others, engaging in Board members, valuing diverse opinions. They refrain from disparaging remarks, unwarranted criticism, or taking private action actions that could compromise the Board's integrity or authority ~~of the Board. Trustees shall observe. Upholding~~ proper decorum ~~and encourage full,~~fosters open, ~~and courteous discussions in all matters with other Trustees. Information that may be of~~respectful discussions. Transparency is maintained by promptly addressing potential ~~concern should not be concealed or withheld~~concerns.

#### ~~4.5.5.~~ Public Relations

Trustees encourage and welcome ~~constructive~~ engagement ~~and participation~~ from the broader school community in establishing and interpreting ~~policy on~~school operations operation policies, goals, and directions. ~~Trustees will endeavour to share and incorporate the opinions and views of others in the deliberations and~~Actively integrating diverse opinions into Board decisions ~~of the Board. Timely reporting out of information will be provided to those who are impacted by~~is a priority. Ensuring timely communication of Board decisions to impacted parties is a key action point. Trustees acknowledge the importance of maintaining healthy relationships with educational partners and rightsholders in their community.

#### ~~5.6.6.~~ Conflict of Interest

It is the ~~ethical and~~ legal duty of ~~each trustee~~Trustees to avoid conflict of interest in all ~~Trusteeship responsibilities. Trustees shall not use the schools or the School District's programs for personal advantage or for the advantage of family and friends. When a trustee becomes aware that he or she is in a position that creates~~Every Trustee must avoid any situation in which there is or may appear to be, a potential conflict ~~of that could interfere with the Trustee's judgement in making decisions in the School Board's best interest or a perceived.~~In protecting the Board of Education and integrity in decision-making, it

is the responsibility of Trustees to identify potential conflicts of interest. Apparent conflict of interest, ~~he or she will~~ means any situation where it would appear to a reasonably well-informed, impartial observer that the Trustee is in a conflict of interest situation. Trustees will not use school or School District resources or information for personal gain or the benefit of family, friends, supporters, and interests of others with whom they may be associated. When faced with conflicts, Trustees promptly declare ~~the nature and extent of the conflict at a public board meeting~~ and abstain from deliberating or voting on the issue ~~giving rise to the conflict, during official meetings of the Board, upholding fidelity to the corporate Board of Education.~~

#### 6.7.7. Legal Authority of Individual Trustees

Trustees recognize that, as a Corporate Board, the authority to make decisions must only be made within an official meeting of the Board. Individual Trustees or committees of Trustees may not exercise the rights, duties, and powers of the Board. The Chair is the official spokesperson for the Board; other Trustees shall not speak on behalf of the Board unless authorized to act in such a capacity.

#### 7.8. Support for Board Decisions

Trustees ~~shall present~~ express their views through ~~the process~~ active dialogue at official meetings of ~~the Board~~ debate. ~~Regardless and, regardless of holding a minority position in debate positions or casting an opposition vote, Trustees shall votes, accept and endorse the uphold~~ majority decisions. Trustees recognize that democracy is served when policies and decisions are voted on at official meetings of the Board and ~~be supportive of any proposed action or implementation that will ensure decisions have the intended outcome. Trustees also recognize and uphold the integrity and merits~~ support the School District with decisions made regardless of their predecessors' work and achievements, individual position.

#### 8.9.9. Trustee Professional Development

~~Trustees will endeavour to take advantage of educational conferences, workshops, and training sessions made available by local or provincial affiliations. Through participating Trustees engage in professional development opportunities, Trustees can to enhance their knowledge understanding of Trustee roles and, responsibilities, and become acquainted with current educational topics and trends.~~

#### 9.10. 10. Scope of Delegated Responsibility

Trustees ~~shall acknowledge and~~ respect the ~~authority vested in the role of the~~ Superintendent of Schools and ~~his/her senior staff and shall give the responsibility to manage and operationalize policies and directions, which have been senior staff's authority, delegating responsibilities for operationalizing Board-established and evaluated by the Board, to its executive officers.~~

~~Trustees will uphold the policies and directions. Upholding commitments articulated in the Trustee Code of Ethics and address any violation(s) through the process outlined in the Trustee Code of Conduct; any infractions are addressed following Administrative Procedures.~~

The Board ~~shall~~ will review this policy within six months of the Inaugural Board Meeting.

## Administrative Procedures

Policy 108: Board of Education – Trustee Code of ~~Ethics—Administrative Procedures (to be brought to the Board at the October 16, 2018 Public Board Meeting)~~Conduct

## Resources

[School Trustee Oath of Office Regulation](#) - Ministry of Education, Province of BC  
[Local Government Elections Regulation](#) - Ministry of Education, Province of BC

DRAFT

**Schedule ...C.1....**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** April 16, 2024       **Board**       **Board, in camera**

**Topic (as per the Memorandum):**      **Educational Update - Framework for Enhancing Student Learning**

**Narration:**

The Framework for Enhancing Student Learning is British Columbia’s approach to continuous improvement of public education. The policy framework is accompanied by a reporting order and guiding principles that support boards of education in the development of their strategic plan, continuous improvement cycles and publishing an annual report on student outcomes. The formalized approach combines accountability with evidence-based decision making to provide a provincial system-wide approach to continuously improve the educational outcomes for all students and improve equity for Indigenous students, child and youth in care, and students with disabilities and diverse abilities.

Assistant Superintendent Chris Atkinson will provide a second update on the priority goal areas and progress for the 2023/24 school year.

**Schedule C.2**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** April 16, 2024       **Board**       **Board, in camera**

**Topic (as per the Memorandum):**      **Policy Update – Policy 611: Privacy – Administrative Procedures**

**Narration:**

At the December 6, 2022 Public Board Meeting, the Board of Education approved revised Policy 611: Privacy. The revised policy reflected necessary changes to ensure compliance with the legislative amendments to the British Columbia *Freedom of Information and Protection of Privacy Act* (FIPPA).

The supporting procedures were divided into separate components including:

- Administrative Procedures – Personal Information Management Program
- Administrative Procedures – Privacy Impact Assessments
- Administrative Procedures – Critical Incident and Privacy Breach
- Administrative Procedures – Social Media

The first three Administrative Procedures have been finalized and are attached for information. Work is underway on the fourth procedure, regarding Social Media, and will be brought to the Board for information once finalized.

# **POLICY 611: PRIVACY – PERSONAL INFORMATION MANAGEMENT PROGRAM ADMINISTRATIVE PROCEDURES**

## **1. PURPOSE**

As a public body that is subject to the British Columbia *Freedom of Information and Protection of Privacy Act* (the “Act” or FIPPA”), the Board of Education (“as referred to as the School District”) is committed to upholding the principles of privacy, transparency and accountability. This means the School District recognizes the fundamental importance of maintaining the privacy and security of the personal information it collects, uses and discloses in the course of its operations and programs. The School District also acknowledges and supports transparency with the community by facilitating access to School District records and information in accordance with the requirements of the Act.

## **2. DEFINITIONS**

- a. **“Consent”** means express written consent to the collection, use or disclosure of personal information.
- b. **“FIPPA”** means the British Columbia *Freedom of Information and Protection of Privacy Act* and regulations thereto.
- c. **“Head”** means the Secretary Treasurer of the School District or any person to whom the Secretary Treasurer has delegated their powers under this Procedure.
- d. **“Personal Information”** means any recorded information about an identifiable individual that is within the control of the School District and includes information about any student or any Staff of the School District. Examples include:
  - Name, address, phone number, personal email address
  - Image (picture or video)
  - Date of birth, grade, school
  - Race, national/ethnic origin
  - Religious or political beliefs or associations
  - Age, sex, sexual orientation, marital status
  - Fingerprints, blood type, DNA information, biometrics
  - Health care, educational, financial, criminal, employment information

Personal Information does not include business contact information, such as business address, email address and telephone number that would allow a person to be contacted at work.

- e. **“Procedures”** means the administrative procedures enacted by the Board under



its Privacy Policy.

- f. **“Records”** include any paper or electronic media used to store or record information, including all paper and electronic records, books, documents, drawings, maps, letters, photographs, audio or visual recordings, computer files, email and correspondence, but does not include a computer program or other mechanism that produces records.
- g. **“Staff”** means all persons employed or engaged by the School District to carry out its operations, and includes independent contractors and volunteers.

### **3. PRINCIPLES**

1. School District Staff are responsible for:
  - making reasonable efforts to familiarize themselves with this Procedure and the requirements of FIPPA, including by participating in privacy training initiatives offered by the School District;
  - following responsible information management practices to ensure the School District collects, uses and discloses Personal Information in compliance with FIPPA and other applicable laws;
  - seeking at all times to protect Personal Information against unauthorized collection, use and disclosure, including by limiting the sharing of sensitive Personal Information on a need-to-know basis;
  - cooperating with School District procedures to facilitate the appropriate release of Records within its custody or control in response to access requests received from members of the community under FIPPA;
  - cooperating with School District procedures for the completion of privacy impact assessments; and
  - reporting privacy breaches to the School District in accordance with the School District’s Procedures.

### **4. RESPONSIBILITY OF THE HEAD**

1. The Secretary Treasurer has been designated by the Board of Education as the “Head” of the Board for the purposes of FIPPA. As Privacy Officer, the Secretary Treasurer is responsible for the administration of this Procedure and may delegate any of their powers under this Procedure or FIPPA to other School District Staff by written delegation.

### **5. COMMITMENT TO PRIVACY PROTECTION**

1. The School District protects the privacy of students, staff and individuals whose Personal Information it collects, uses, shares and retains, and expects all Staff to follow responsible information management practices to ensure the School District fully complies with its obligations under FIPPA and other applicable laws.
2. The School District and Staff respect the privacy and confidentiality of Personal Information entrusted to them in the course of their duties, and collects, uses and discloses Personal Information only where authorized by FIPPA.

## **6. PURPOSES FOR COLLECTING PERSONAL INFORMATION**

1. The School District communicates the purposes for which Personal Information is collected at or before the time the information is collected, unless otherwise permitted or required by FIPPA.
2. In the ordinary course of carrying out its programs and services, the School District collects Personal Information of students for purposes including:
  - registration, enrolment and transfer of students;
  - to provide and deliver educational programs and services;
  - to accommodate student needs for programs and services
  - to communicate with students and respond to inquiries or complaints;
  - to prepare and provide assessments of student performance;
  - to supervise and ensure the safety and security of the School District (such as through the use of video surveillance);
  - to investigate and respond to accidents, safety events, misconduct and similar incidents;
  - to ensure compliance with applicable School District bylaws, policies and other laws;
  - to make all required reports and filings to the Ministry of Education and Child Care; and
  - for other purposes set out in the Administrative Procedures or required under applicable laws.
3. In the ordinary course of carrying out its employment programs and activities, the School District collects the Personal Information of prospective, current and former Staff for purposes including:
  - hiring and recruitment;
  - to manage and administer the employment relationship;
  - to communicate with authorized union representatives;
  - to administer employment compensation and benefits;
  - to evaluate performance and manage disciplinary incidents;
  - to supervise and ensure the safety and security of the School District (such as through the use of video surveillance);

- to investigate and respond to accidents, safety events, misconduct and similar incidents;
- to ensure compliance with applicable School District policies and other applicable laws; and
- for other purposes set out in the Administrative Procedures or required under applicable laws.

## **7. COLLECTION, USE AND DISCLOSURE OF PERSONAL INFORMATION**

1. The School District limits the Personal Information it collects to information to what is related to and necessary in order to carry out its programs and activities or for other purposes authorized by FIPPA.
2. The School District seeks to collect Personal Information by fair, lawful and transparent means, including by collecting Personal Information directly from the individual, except where otherwise authorized by FIPPA.
3. The School District seeks to inform individuals from whom it collects Personal Information the purposes for which the information is being collected, the legal authority for collecting it and the name and contact information of someone at the School District who can answer questions about the collection and use of the information;
4. The School District limits the internal and external use and sharing of Personal Information to what is required and authorized by FIPPA or consented to by the individual.
5. The School District only uses or discloses Personal Information for the purpose for which it was collected, except with the individual's consent or as otherwise required or permitted by FIPPA or other laws.

## **8. SECURING PERSONAL INFORMATION**

1. The School District protects Personal Information by ensuring it has reasonable security safeguards in place which are appropriate to the sensitivity of the information. Such security safeguards shall include consideration of physical security, organizational security and electronic security.
2. All Staff have a duty to protect the privacy and security of Personal Information collected and used by them as part of their ongoing employment responsibilities, including by complying with the terms of this Administrative Procedure, and all related Administrative Procedures.
3. The School District provides training to all Staff to ensure they have the requisite knowledge to ensure compliance with the terms of this Procedure and the FIPPA.

## **9. RETENTION**

1. The School District does not seek to retain Personal Information longer than necessary to satisfy the School District's applicable operational, instructional, financial and legal needs.
2. Personal information that is no longer required for either administrative, operational, financial, legal or historical purposes shall be securely destroyed in a confidential manner in accordance with School District policies and approved record retention protocols.

## **10. ACCURACY AND CORRECTION**

1. The School District shall make reasonable efforts to ensure the accuracy of the Personal Information that it collects and uses in the course of performing its duties.
2. Individuals have the right to request the correction of their Personal Information, and the School District will receive and respond to such requests in accordance with the FIPPA and School District Procedures.

## **11. ACCESS TO INFORMATION**

1. The School District supports appropriate transparency and accountability in its operations by making information available to the public as permitted or required under FIPPA.
2. The Privacy Officer shall consider and designate categories of Records that will be made available to the public without the need to make a request in accordance with FIPPA.
3. The School District recognizes individuals may make requests for access to Records within the custody and control of the School District, and the School District will respond to such requests in accordance with FIPPA and the Procedures.
4. The School District recognizes individuals have a right to access their own Personal Information within the custody and control of the School District, and will facilitate such access in accordance with the requirements of FIPPA.

## **12. COMPLAINTS AND INQUIRIES**

1. Questions or complaints about the School District's information management practices should be directed to the Privacy Officer at [secretarytreasurer@sd44.ca](mailto:secretarytreasurer@sd44.ca).
2. The School District will respond to all complaints in writing.

### **13. RELATED ACTS AND REGULATION**

[British Columbia School Act](#)

[British Columbia Freedom of Information and Protection of Privacy Act \(FIPPA\)](#)

### **14. SUPPORTING REFERENCES, POLICIES, PROCEDURES AND FORMS**

Policy 611: Privacy

Policy 611: Privacy Impact Assessments - Administrative Procedure

Policy 611: Critical Incident and Privacy Breach - Administrative Procedure

# POLICY 611: PRIVACY - PRIVACY IMPACT ASSESSMENTS ADMINISTRATIVE PROCEDURES

## 1. PURPOSE

The Board of Education (“School District”) is responsible for ensuring it protects the Personal Information within its custody and control, including by complying with the provisions of the British Columbia *Freedom of Information and Protection of Privacy Act* (“FIPPA”). FIPPA requires that the School District conduct a Privacy Impact Assessment (“PIA”) to ensure all collection, use, disclosure, protection and processing of Personal Information by the School District is compliant with FIPPA.

A Privacy Impact Assessment is an in-depth review of any new or significantly revised initiative, project, activity or program that involves Personal Information. The assessment is required to ensure the use of Personal Information is compliant with the provisions of FIPPA, to identify and mitigate risks arising from the initiative, and to ensure the initiative appropriately protects the privacy of individuals.

The purpose of this Procedure is to set out the School District’s process for conducting PIAs in accordance with the provisions of FIPPA.

## 2. SCOPE & RESPONSIBILITY

This Procedure applies to all new and significantly revised Initiatives of the School District.

All Staff of the School District are expected to be aware of and follow this Procedure in the event they are involved in a new or significantly revised Initiative.

Departments and management staff are responsible to plan and implement new or significantly revised Initiatives in accordance with the requirements of this Procedure.

## 3. DEFINITIONS

- a. **“Head”** means the Secretary Treasurer of the School District or any person to whom the Secretary Treasurer has delegated their powers under this Procedure.

**“Initiative”** means any enactment, system, project, program or activity of the School District.

**“Personal Information”** means any recorded information about an identifiable individual that is within the control of the School District and includes information about any student or any Staff of the School District. Examples include:

- Name, address, phone number, personal email address

- Image (picture or video)
- Date of birth, grade, school
- Race, national/ethnic origin
- Religious or political beliefs or associations
- Age, sex, sexual orientation, marital status
- Fingerprints, blood type, DNA information, biometrics
- Health care, educational, financial, criminal, employment information

Personal Information does not include business contact information, such as business address, email address and telephone number that would allow a person to be contacted at work.

- “**PIA**” means a Privacy Impact Assessment performed in accordance with the requirements of FIPPA.
- “**Privacy Officer**” means the Secretary Treasurer of the School District or any person to whom the Secretary Treasurer has delegated their powers under this Procedure.
- “**Responsible Staff**” means the Department Head or other Staff who is responsible for overseeing an Initiative, and in the event of doubt, means the Staff designated in the PIA as the Responsible Staff;

“**Staff**” means all persons employed or engaged by the School District to carry out its operations and includes independent contractors and volunteers.

- “**Supplemental Review**” means an enhanced process for reviewing the privacy and data security measures in place to protect sensitive Personal Information in connection with an Initiative involving the storage of Personal Information outside of Canada.

#### 4. RESPONSIBILITY OF THE HEAD

The Secretary Treasurer has been designated by the Board of Education as the “Head” of the Board for the purposes of FIPPA. As Privacy Officer, the Secretary Treasurer is responsible for the administration of this Procedure and may delegate any of their powers under this Procedure or FIPPA to other Staff by written delegation.

#### 5. RESPONSIBILITIES OF ALL STAFF

- Any Staff responsible for developing or introducing a new or significantly revised Initiative that involves or may involve the collection, use, disclosure or processing of Personal Information by the School District must complete and submit a PIA to the Privacy Officer for review and approval **before** moving forward with the Initiative.

- b. All Staff involved in a new or significantly revised Initiative will cooperate with the Privacy Officer and provide all requested information needed to complete the PIA.
- c. All Staff will, at the request of the Privacy Officer, cooperate with the Privacy Officer in the preparation of any other PIA that the Privacy Officer decides to perform.

## **6. THE ROLE OF THE RESPONSIBLE STAFF**

- a. Responsible Staff are responsible for:
  - i. ensuring completed PIAs for new and significantly revised Initiatives for which they are the Responsible Staff are submitted to the Privacy Officer for review;
  - ii. supporting all required work necessary for the completion and approval of the PIA;
  - iii. being familiar with and ensuring the Initiative is carried out in compliance with the PIA; and
  - iv. making amendments to the PIA when needed and when significant changes to the initiative have occurred.

## **7. INITIATIVES INVOLVING THE STORAGE OF PERSONAL INFORMATION OUTSIDE OF CANADA**

- a. Staff may not engage in any new or significantly revised Initiative that involves the storage of Personal Information outside of Canada until the Privacy Officer has approved a PIA and any required Supplemental Review.
- b. The Responsible Staff or Department may not enter into a binding commitment to participate in any Initiative that involves the storage of Personal Information outside of Canada unless any required Supplemental Review has been completed and approved by the Privacy Officer.
- c. It is the responsibility of the Privacy Officer to determine whether a Supplemental Review is required in relation to any Initiative, and to ensure the Supplemental Review is completed in accordance with the requirements of FIPPA.
- d. The Privacy Officer is responsible for reviewing and, if appropriate, approving all Supplemental Reviews, and in doing so must consider risk factors including:



- i. the likelihood the Initiative will give rise to an unauthorized, collection, use, disclosure or storage of Personal Information;
  - ii. the impact to an individual of an unauthorized collection, use, disclosure or storage of Personal Information;
  - iii. whether the Personal Information is stored by a service provider;
  - iv. where the Personal Information is stored;
  - v. whether the Supplemental Review sets out mitigation strategies proportionate to the level of risk posted by the Initiative.
- e. Approval of a Supplemental Review by the Privacy Officer shall be documented in writing.

## **8. CONTACT INFORMATION**

Questions or comments about this Procedure may be addressed to the Privacy Officer at [secretarytreasurer@sd44.ca](mailto:secretarytreasurer@sd44.ca).

## **9. RELATED ACTS AND REGULATION**

*British Columbia School Act*

*British Columbia Freedom of Information and Protection of Privacy Act (FIPPA)*

## **10. SUPPORTING REFERENCES, POLICIES, PROCEDURES AND FORMS**

Policy 611: Privacy

Policy 611: Personal Information Management Program - Administrative Procedure

Policy 611: Critical Incident and Privacy Breach - Administrative Procedure

Policy 611: Social Media - Administrative Procedure

Privacy Impact Assessment – SD44 Internal Template

# **POLICY 611: PRIVACY – CRITICAL INCIDENT AND PRIVACY BREACH ADMINISTRATIVE PROCEDURES**

## **1. PURPOSE**

The Board of Education (“School District”) is committed to ensuring the protection and security of all personal information within its control. That commitment includes responding effectively and efficiently to privacy breach incidents that may occur.

The purpose of this Procedure is to set out the School District’s process for responding to significant privacy breaches and to complying with its notice and other obligations under the British Columbia *Freedom of Information and Protection of Privacy Act* (“FIPPA”).

## **2. SCOPE & RESPONSIBILITY**

All Staff of the School District are expected to be aware of and follow this Procedure in the event of a privacy breach. This Procedure applies to all employees, independent contractors and volunteers of the School District (“Staff”).

## **3. DEFINITIONS**

- a. **“FIPPA”** means the British Columbia *Freedom of Information and Protection of Privacy Act* and regulations thereto.
- b. **“Head”** means the Secretary Treasurer of the School District or any person to whom the Secretary Treasurer has delegated their powers under this Procedure.
- c. **“Personal Information”** means any recorded information about an identifiable individual that is within the control of the School District and includes information about any student or any Staff of the School District. Examples include:
  - Name, address, phone number, personal email address
  - Image (picture or video)
  - Date of birth, grade, school
  - Race, national/ethnic origin
  - Religious or political beliefs or associations
  - Age, sex, sexual orientation, marital status
  - Fingerprints, blood type, DNA information, biometrics
  - Health care, educational, financial, criminal, employment information

Personal Information does not include business contact information, such as business address, email address and telephone number that would allow a person to be contacted at work.

- d. **“Privacy Breach”** means the theft or loss of or the collection, use or disclosure of Personal Information not authorized by FIPPA, and includes cyber and ransomware attacks and other situations where there are reasonable grounds to believe that any such unauthorized activities have taken place or there is a reasonable belief that they will take place.
- e. **“Privacy Officer”** means the Secretary Treasurer of the School District or any person to whom the Secretary Treasurer has delegated their powers under this Procedure.
- f. **“Records”** include any paper or electronic media used to store or record information, including all paper and electronic records, books, documents, drawings, maps, letters, photographs, audio or visual recordings, computer files, email and correspondence, but does not include a computer program or other mechanism that produces records.
- g. **“Staff”** means all persons employed or engaged by the School District to carry out its operations, and includes independent contractors and volunteers.

#### **4. RESPONSIBILITY OF THE HEAD**

The Secretary Treasurer has been designated by the Board of Education as the “Head” of the Board for the purposes of FIPPA. As Privacy Officer, the Secretary Treasurer is responsible for the administration of this Procedure and may delegate any of their powers under this Procedure or FIPPA to other School District Staff by written delegation.

#### **5. RESPONSIBILITIES OF STAFF**

- a. All Staff must without delay report all actual, suspected or expected Privacy Breach incidents of which they become aware in accordance with this Procedure. All Staff have a legal responsibility under FIPPA to report Privacy Breaches to the Privacy Officer.
- b. If there is any question about whether an incident constitutes a Privacy Breach or whether the incident has occurred, Staff should consult with the Privacy Officer.
- c. All Staff must provide their full cooperation in any investigation or response to a Privacy Breach incident, and comply with this Procedure for responding to Privacy Breach incidents.

- d. Any Staff who knowingly refuses or neglects to report a Privacy Breach in accordance with this Procedure may be subject to discipline, up to and including dismissal.

## **6. PRIVACY BREACH RESPONSE**

### **a. Step One – Report and Contain**

- i. Upon discovering or learning of a Privacy Breach, all Staff shall:
  - (1) Immediately report the Privacy Breach to the Privacy Officer.
  - (2) Take any immediately available actions to stop or contain the Privacy Breach, such as by:
    - isolating or suspending the activity that led to the Privacy Breach; and
    - taking steps to recover Personal Information, Records or affected equipment.
  - (3) Preserve any information or evidence related to the Privacy Breach to support the School District’s incident response.
- ii. Upon being notified of a Privacy Breach, the Privacy Officer shall implement all available measures to stop or contain the Privacy Breach. Containing the Privacy Breach shall be the first priority of the Privacy Breach response, and all Staff are expected to provide their full cooperation with such initiatives.

### **b. Step Two – Assessment and Containment**

- i. The Privacy Officer shall take steps to contain the Privacy Breach by making the following assessments:
  - (1) the cause of the Privacy Breach;
  - (2) if additional steps are required to contain the Privacy Breach, and, if so, to implement such steps as necessary;
  - (3) identify the type and sensitivity of the Personal Information involved in the Privacy Breach, and any steps that have been taken or can be taken to minimize the harm arising from the Privacy Breach;
  - (4) identify the individuals affected by the Privacy Breach, or whose Personal Information may have been involved in the Privacy Breach;

- (5) determine or estimate the number of affected individuals and compile a list of such individuals, if possible; and
  - (6) make preliminary assessments of the types of harm that may flow from the Privacy Breach.
- ii. The Privacy Officer shall be responsible to, without delay, assess whether the Privacy Breach could reasonably be expected to result in significant harm to individuals (“**Significant Harm**”). That determination shall be made with consideration of the following categories of harm or potential harm:
- (1) bodily harm;
  - (2) humiliation;
  - (3) damage to reputation or relationships;
  - (4) loss of employment, business or professional opportunities;
  - (5) financial loss;
  - (6) negative impact on credit record,
  - (7) damage to, or loss of, property,
  - (8) the sensitivity of the Personal Information involved in the Privacy Breach; and
  - (9) the risk of identity theft.

**c. Step Three – Notification**

- i. If the Privacy Officer determines the Privacy Breach could reasonably be expected to result in Significant Harm to individuals, then the Privacy Officer shall make arrangements to:
- (1) report the Privacy Breach to the Office of the Information and Privacy Commissioner; and
  - (2) provide notice of the Privacy Breach to affected individuals, unless the Privacy Officer determines that providing such notice could reasonably be expected to result in grave or immediate harm to an individual’s safety or physical or mental health or threaten another individual’s safety or physical or mental health.

- ii. If the Privacy Officer determines the Privacy Breach does not give rise to a reasonable expectation of Significant Harm, then the Privacy Officer may still proceed with notification to affected individuals if the Privacy Officer determines that notification would be in the public interest or if a failure to notify would be inconsistent with the School District's obligations or undermine public confidence in the School District.
- iii. Determinations about notification of a Privacy Breach shall be made without delay following the Privacy Breach, and notification shall be undertaken as soon as reasonably possible. If any law enforcement agencies are involved in the Privacy Breach incident, then notification may also be undertaken in consultation with such agencies.

**d. Step 4 - Prevention**

The Privacy Officer shall complete an investigation into the causes of each Privacy Breach Incident reported under this Procedure, and shall implement measures to prevent recurrences of similar incidents.

District staff will make any changes necessary to operating procedures to prevent recurrences of similar Privacy Breach incidents in the future as instructed by the Superintendent or Privacy Officer.

**7. Contact Information**

Questions or comments about this Procedure may be addressed to the Privacy Officer at [secretarytreasurer@sd44.ca](mailto:secretarytreasurer@sd44.ca).

**8. RELATED ACTS AND REGULATION**

British Columbia School Act  
*British Columbia Freedom of Information and Protection of Privacy Act (FIPPA)*

**9. SUPPORTING REFERENCES, POLICIES, PROCEDURES AND FORMS**

Policy 611: Privacy  
Policy 611: Privacy - Administrative Procedures: Personal Information Management Program  
Policy 611: Privacy - Administrative Procedures: Privacy Impact Assessments  
Policy 611: Privacy - Administrative Procedures: Social Media  
[\*Office of the Information and Privacy Commissioner of British Columbia\*](#)

**Schedule C.3**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** April 16, 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:**

French Immersion Advisory Committee  
Joint Education & Program Implementation Committee  
Policy Review Committee

## French Immersion Advisory Committee Update - April 2024

The North Vancouver School District French Immersion Advisory Committee's purpose is to promote, develop and enhance French Immersion and Core French in our school community. French Immersion and Core French are valuable programs that provide opportunities for students to acquire an additional language.

The role of the Committee is to:

- Explore supports and enhancements to the French Immersion and Core French programs;
- Consult with the various stakeholder representative groups. Representatives will take topics of interest to the representative groups and bring forth voice and recommendations to the Committee;
- Discuss the voice from stakeholders and make recommendations to Senior Executive through the Committee Chair;
- Seek to enhance the School District's French Immersion and Core French programs K-12 by reviewing such issues as accessibility, programming options, student retention and staffing and making recommendations.

The Committee is comprised of representatives from all education partner groups. Attendees at the most recent committee meeting included:

- Committee Co-chair, Greg Hockley, District Principal;
- Committee Co-chair, Jeeniece Chand, District Principal;
- Linda Munro, Trustee Representative for the North Vancouver School District Board of Education;
- Julie Bertrand, Principal, Sherwood Park Elementary, Representative for the North Vancouver Administrator's Association;
- Laura Ames, Vice-Principal, Argyle Secondary, Representative for the North Vancouver Administrator's Association;
- Caren Hall, Vice Principal, Representative for the North Vancouver Administrator's Association;
- Tracy Langer, District French Facilitator, Representative for the North Vancouver Teachers' Association;
- Katrina Russell, Representative for the North Vancouver Teachers' Association;
- Kerry Walker, Representative for the North Vancouver Parent Advisory Council;
- Jessica Young Representative for the Canadian Parents for French;
- Freyja Grewal, French Immersion Student, Representative for the Student Leadership Council;
- Ryder Oliver-Green, French Immersion Student, Representative for the Student Leadership Council.

Topics include:

- Promoting, developing, supporting and enhancing French Immersion, Core French and the culture of language acquisition in our community;
- Reviewing current initiatives and opportunities;
- Building connections between the Board, staff, students, and community supports such as the CPF (Canadian Parents for French);
- Providing a body for parents, students, and staff to have a voice in the district French Immersion and Core French programs.

The last meeting was February 8, 2024 at the Education Services Centre where the following items were discussed:

- Reviewed and updated the committee Terms of Reference;
- Update and discussion on the planned cultural event called "French Fun Week from April 8-11. All French Immersion students from grade 1-7, and grade 10 are invited to be immersed in a



French cultural experience set-up at the Pipeshop located at the Lonsdale Shipyard. The opportunity is free for students funded by a French grant;

- Reviewed Grade 8 French Trip to Quebec for 60 students May 26-June 1. There were 119 applicants. Students were chosen by lottery from the applicants;
- Reviewed the support provided by 3 French Monitors from France;
- Discussed staff and student retention in the French Immersion program;
- Reviewed the Universal Design for Learning professional development opportunity. Teachers used student surveys to create class profiles to help design the learning in classes to be inclusive of all learners; and
- Discussed and provided feedback on the secondary schedule (Semester v Linear).

## Joint Education and Program Implementation Committee (JEPIC) – April 2024

The North Vancouver School District Joint Education and Implementation Committee (JEPIC) determines the appropriate implementation process of new provincially prescribed educational programs and Board authorized locally designed educational programs in the K-12 setting.

The Committee primarily focuses on making joint recommendations regarding implementation of new educational programs. This includes recommendations on the time required, in-service and training and other supports needed to implement new curriculum and ministry initiatives at a district level. This year, the Committee's focus is implementation of the new K–12 Student Reporting Policy.

The Committee is comprised of representatives from the North Vancouver Teachers' Association and the North Vancouver Administrators' Association. During the 2022/23 school year, both associations mutually agreed to an increase of representatives which has continued this year.

Committee members include:

- Committee Co-chair, Greg Hockley, District Principal;
- Committee Co-chair Angelee Bulsara, Association's Professional Development Chair, for the North Vancouver Teachers' Association;
- Committee Co-chair, Jeeniece Chand, District Principal;
- Susan Teegen, Principal, Representative for the North Vancouver Administrators' Association;
- Jennifer Tieche, Principal, Representative for the North Vancouver Administrators' Association;
- Kammi Clark, Vice-Principal, Representative for the North Vancouver Administrators' Association;
- Katrina Russell, President, North Vancouver Teachers' Association;
- Claudia Panton, Secondary teacher, Representative for the North Vancouver Teachers' Association;
- Devan Coward, Elementary teacher, Representative for the North Vancouver Teachers' Association;
- Heidi Postl, Secondary teacher, Representative for the North Vancouver Teachers' Association;
- Jennifer Aragon, Elementary teacher, Representative for the North Vancouver Teachers' Association;
- Kelly Lindahl, Secondary teacher, Representative for the North Vancouver Teachers' Association;
- Myriam Dumont, Elementary teacher, Representative for the North Vancouver Teachers' Association.

The JEPIC steering portion of the Committee initially met in January to formally identify supporting the implementation of the Ministry Reporting Order as the primary focus of the Committee.

In February, we had several meetings and virtual communications to plan for the upcoming General Meeting and to collaborate on a letter of recommendation with regards to the 2024 Curriculum Implementation Day.

On Monday, February 26 we held all representatives JEPIC General Meeting at Carson Graham Secondary. This included one Administrator and one NVTA Representative from each of our schools. The meeting was successful and focussed on key topics to include in a presentation to all staff in schools. The topics included: Descriptive Feedback, Insufficient Evidence, English Language Learners, Proficiency Scales, and Inclusive Assessment Practices.

Currently, members of JEPIC are supporting the design of a spring Communicating Student Learning Series for any interested staff members to delve deeper into three areas: assessment for all learners, the proficiencies, and descriptive feedback. The series will be running after school on April 23, 30, and May 7.

## Policy Review Committee – April 2024

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

Convening no fewer than four times per school year, the Policy Review Committee:

- Provides advice to the Superintendent respecting which policies require clarification and/or amendment;
- Provides advice to the Superintendent respecting which issues require policy development; and, Reviews and provides advice to the Superintendent respecting drafts of proposed new policies prior to their consideration by the Board.

The Policy Review Committee held its fourth meeting of the 2023/24 school year on April 8, 2024, and were briefed on:

- Policy 611: Privacy Administrative Procedures.

The committee discussed:

- Policy 205: Outdoor School/Environmental Education.

A one-year review of the following was conducted:

- Policy 409: Anti-Racism and Equity through Cultural Diversity

An update was provided on the ongoing development of Administrative Procedures for:

- Policy 416: Anti-Ableism.

Additional considerations for policy are ongoing. The committee continues to provide the Superintendent with guidance pertaining to various school district policies.

The committee will reconvene in the 2024/25 school year.

**Schedule C.4**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** April 16, 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 – April 2024

## **Land Management Update –April 16, 2024**

### **Argyle Secondary School**

- No change - New sports court and artificial turf field projects – substantial performance achieved. Minor deficiencies being addressed by District of North Vancouver’s contractors.

### **Carson Graham Secondary School – Heat Pump Renewal**

- No change. Replacement heat pumps ordered for school. Installation planned for summer 2024. This will require summer school to be hosted at another secondary school.

### **Cheakamus Centre’s Environmental Learning Centre – Envelope Rehabilitation**

- Contractor to complete final key hardware deficiency in June.
- Roof deficiency – leak being addressed under new roof warranty.

### **ChildCareBC New Spaces Fund – No changes**

- No change. Application is in progress for childcare spaces and before and after school care at the new Cloverley Elementary School.

### **Cloverley Elementary School**

- Demolition – Proceeding on schedule. Hazardous materials abatement is nearing completion.
- Construction Document Phase – work in progress.
- Building permit application submitted March 15, 2024 and review underway by City of North Vancouver.
- Project to be tendered in June 2024 with construction start anticipated for August 2024.

### **Handsworth Secondary School – Seismic Replacement**

- General Contractor has demobilized from property. Fencing has been removed.
- Additional drainage measures will be completed this spring.
- Additional top soil dressing and additional seeding to fill in bare patches will proceed this spring

### **Lucas Centre**

- No change. Request to the Ministry in the 2024/25 Capital Plan not approved.

### **Lynn Valley Expansion Project**

- Construction documentation 95% complete.
- Request for general contractors to be posted on BC Bid in late April. .
- Building Permit application review is nearing completion.
- Construction activity is scheduled to commence at the end of the school year.

### **Mountainside Secondary School – Seismic Upgrade – No changes**

- Block 1B roof replacement nearing completion (weather dependent).
- Sports field available for practice, further seasonal repairs planned for spring 2024.

### **Portables**

- Four portables ordered for the upcoming school year to address increased enrolments in the Carson Graham and Sutherland families of schools.
- Planning underway for site servicing and building permit applications.

### **School Enhancement Projects**

- Seycove Secondary School – Woodshop Dust Collection System – final deficiencies being resolved.
- Windsor Secondary School – Envelope Project – Consultants have completed a condition assessment report and are preparing specifications and drawings for tendering the first phase of envelope renewal. Phase 1 renewal to be completed during the summer break.

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

**Meeting Date:** April 16, 2024       **Board**       **Board, in camera**

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

**Narration:**

The Board of Education will find attached the meeting summary from the March 5, 2024 Finance and Facilities Standing Committee Meeting.

Trustee Antje Wilson will report on highlights of the meeting.

**Attachment:**

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

**BOARD OF EDUCATION STANDING COMMITTEE  
Finance and Facilities**

**NORTH VANCOUVER SCHOOL DISTRICT**

**Meeting Summary of March 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, March 5, 2024.

**Call to Order:**

Trustee Antje Wilson called the Finance and Facilities Standing Committee meeting to order at 7:00 pm, thanking those in attendance for participating and providing the traditional territorial land acknowledgment. Assistant Superintendent Arlene Martin started the meeting playing the Coast Salish Anthem and providing the traditional territorial land acknowledgments of the Sḵw̓x̓ wú7mesh (Squamish) Nation and sə'íl wətaʔ (Tsleil-Waututh) Nation.

**Budget Session – Development of the 2024/25 Operating Budget**

Senior staff provided the context for development of the annual budget and provided insights into 2024/25. The primary objective was to see input that would inform the 2024/25 budget priorities.

Attendees participated in two of six tables, one for each strategic goal. At the group discussions, staff provided context on current programs and services that support each of the strategic goals. Attendees provided recommendations to enhance each of the area. The recommendations were captured using Padlet and will help inform development of the 2024/ annual budget.

Concluding the evening, Antje Wilson provided closing comments.

The presentation can be found online: [2023/24 Public Meetings](#)

**Next Meeting:**

May 7, 2024

**Schedule ...C.6....**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** April 16, 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:** April 16, 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:** April 16, 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:** April 16, 2024       **Board**       **Board, in camera**

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

**Narration:**

Date and Time	Event	Location
Tuesday, May 7, 2024 at 7:00 p.m.	Standing Committee Meeting	Education Services Centre 2121 Lonsdale Avenue North Vancouver
Tuesday, May 21, 2024 at 6:30 p.m.	Public Board Meeting	Education Services Centre 2121 Lonsdale Avenue North Vancouver
Tuesday, June 18, 2024 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:** April 16, 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](mailto:publiccomments@sd44.ca) or call 604-998-5100 and leave a voicemail. 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.