

**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 12, 2022, at  
6:30 p.m.

		Estimated Completion Time
<b>A.</b>	<b>Call to Order</b>	
A.1.	Chair Mann's opening remarks	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.	Public Comment Period *	7:00 p.m.
A.4.	Community Delegation: Handsworth Secondary School Field	7:10 p.m.
A.5.	Stakeholder Comment Period	7:40 p.m.
A.6.	Approval of Minutes (that the minutes of the Public Meeting of March 8, 2022, be approved as circulated)	7:45 p.m.
<b>B.</b>	<b>Action Items</b>	
B.1.	Capital Plan Bylaw No. 2022/2023-CPSD44-01	8:00 p.m.
B.2.	2022/23 Budget Consultation Update and Board Direction	8:20 p.m.
B.3.	Notice of Motion – New Policy on Ableism	8:40 p.m.
<b>C.</b>	<b>Information and Proposals</b>	
C.1.	Social Emotional and Mental Health Continuum	8:55 p.m.
C.2.	Land Management Update	9:00 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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PUBLIC BOARD MEETING  
Tuesday, April 12, 2022, at  
6:30 p.m.

	Estimated Completion Time
C.3. Tuesday, April 5, 2022, Standing Committee Meeting	9:05 p.m.
C.4. Superintendent's Report (including COVID-19)	9:15 p.m.
C.5. Report Out - BC School Trustees Association (BCSTA) and BC Public School Employers' Association (BCPSEA)	9:20 p.m.
C.6. Trustees' Reports	9:30 p.m.
<b>D. Future Meetings</b>	9:30 p.m.
<b>E. Public Question &amp; Comment Period</b>	10:00 p.m.
<b>F. Adjournment</b>	10:00 p.m.

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

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

**Meeting Date:** April 12, 2022  **Board**  **Board, in camera**

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

**Narration:**

As per the motion passed on June 21, 2016 the Board will provide a twenty (20) minute public comment period relevant to the Board’s mandate on a trial basis. Speakers will be allocated a maximum of two (2) minutes each. An additional ten (10) minutes will be provided for Trustee questions of clarification.

Speakers are requested to place their name on a sign up sheet in order to speak during the Public Comment Period. The sign up sheet will be available in the Board Room from 6:20 – 6:30 pm prior to the meeting’s commencement. The Chair will invite those wishing to speak in the order that their name appears on the sign up sheet.

When appearing before the Board, speakers are requested to state their name and address for the record.

During the Public Comment Period, as well as 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.

Speakers may speak only once at the Public Comment Period.

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

**Meeting Date:** April 12, 2022  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** **Community Delegation: Handsworth Secondary School Field**

**Narration:**

Carmen Jensen, Co-Chair of the Handsworth Parent Advisory Council will be addressing the Board of Education to discuss the Handsworth Secondary School outdoor space. Ms. Jensen appreciates what the new school has to offer but also expresses concern about the future of the outdoor space and would like the Board to consider the outdoor space a priority for the Handsworth Community.

Parents want to get involved and advocate to ensure kids in the community will have the space they need for sport and outdoor activity. Parents need to know what the status of the outdoor space is, what discussions are underway with partner groups like the District of North Vancouver and what the community can do to effectively assist in ensuring there is the necessary investment to support the development of this outdoor space as soon as possible.

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

**Meeting Date:** April 12, 2022  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** **Stakeholder Comment Period**

**Narration:**

As per the motion passed on May 26, 2020, the Board of Education will provide a twenty (25) minute stakeholder comment period to allow stakeholders to speak to items on the Board of Education agenda (B and C items). Speakers will be allocated a maximum of five (5) minutes each. An additional five (5) minutes will be provided for Trustee questions of clarification at the end of the comment period.

Stakeholders will be invited to speak to the Board of Education in a rotating order each meeting. The Chair will invite those wishing to speak in the order that is determined prior to the meeting. For the April 12, 2022 Public Board Meeting, the following order will be observed:

- North Vancouver Parent Advisory Council (NVPAC)
- North Vancouver Teachers' Association (NVTA)
- Canadian Union of Public Employees (CUPE Local 389)
- District Student Leadership Council (DSLCL)
- North Vancouver Administrators (NoVA)

When appearing before the Board of Education, speakers are requested to state their name for the record.

During the Stakeholder Comment Period, as well as 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.

Speakers may speak only once at the Stakeholder Comment Period.

## 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, March 8, 2022.

**PRESENT:** K. Mann, Chair  
L. Munro, Vice Chair  
C. Gerlach  
M. Higgins  
C. Sacré  
M. Tasi Baker  
G. Tsiakos

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### A. Call to Order

Board Chair Kulvir Mann called the meeting to order at 6:30 p.m. and acknowledged the traditional territorial lands of the Skwxwú7mesh (Squamish) Nation and səliłwətaʔt (Tseil-Waututh) Nation.

#### A.1. Chair Mann's opening remarks

Chair Mann began by sharing her thoughts and gratitude on a wonderful celebration for the new Handsworth Secondary School. Congratulations was provided to the new CUPE Local 389 president and thanks was provided to the outgoing president. Chair Mann extended a welcome to Sylvia Russell, Acting Superintendent, and thanked Superintendent Mark Pearmain for making the North Vancouver School District a world class learning community.

Chair Mann acknowledged Nutrition Month, Music Therapy Awareness Month, Distracted Driving Awareness Month, International Women's Day, World Down Syndrome Day, and International Transgender Day of Visibility, all which are occurring in the month of March.

#### A.2. Approval of Agenda

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

#### A.3. Education Week: Trustee Reception Video

Chair Mann introduced this agenda item sharing that each year, the North Vancouver Board of Education takes time to reflect and acknowledge the countless number of people and organizations who contribute to the North Vancouver School District being a great place to learn, share, and grow.

A short video was shared to acknowledge the support the school district has received this past year from teachers and staff; families and parent advisory councils; education partner groups; Indigenous rights holders, Skwxwú7mesh Nation and Tseil-Waututh Nation; provincial and municipal leaders and staff; business owners and external organizations; community members at large; and, students.

#### A.4. Public Comment Period

The twenty minute comment period is intended to be relevant to the Board's mandate. The Chair requested that those wishing to speak should sign on the Public Comment Sign-Up Sheet.

There was no one wishing to speak.

**A.5. Stakeholder Comment Period**

As per the motion passed on May 26, 2020, the Board of Education provided a twenty minute stakeholder comment period to allow stakeholders to speak to items on the Board of Education Agenda.

Katrina Russell, President of the North Vancouver Teachers' Association (NVTAs), asked questions regarding the following topics: schools are over capacity, when considering new builds is there potential to make them larger projects?; calendar timetables, do all schools have to have a semester system?; and, mental health and wellbeing, is there the possibility to add more counselling time to schools?

Moe Zhang, executive member of the District Student Leadership Council (DSLCC), provided an update on behalf of the DSLCC. There is excitement with students for the opportunity to start meeting in-person as creating networks, communication and connections are harder to establish in a virtual and online platform. Thanks was provided to the Board of Education for meeting with the executive team on March 1, 2022. Special thanks was provided to Superintendent Pearmain for his support and always being accessible and valuing student voice.

**A.6. Approval of Minutes**

Moved by C. Sacré

that the minutes of the public meeting of February 15, 2022, be approved as circulated.

Seconded by M. Tasi Baker

Carried

**B.1. Proposed 2022/23 School Calendar for Board Approval**

Assistant Superintendent Chris Atkinson provided the Board of Education with an update on the work that has been completed with the proposed school calendar for the 2022/23 school year. The proposed 2022/23 calendar was developed by the School District's School Calendar Committee and was published on the School District website on February 1, 2022. Notification of a one-month public comment period was provided to staff and parents of students. Highlights were provided on the comments received.

Responding to Trustees' questions, Assistant Superintendent Atkinson clarified questions surrounding linear vs semester schools.

Moved by M. Higgins

that the Board of Education approve the Proposed 2022/23 School Calendar as attached to the Administrative Memorandum of March 8, 2022.

Seconded by G. Tsiakos

Carried

**C.1. Policy 213: School Completion Certificate – Administrative Procedures Update**

Janis Mann, District Vice Principal, Inclusive Education, presented final draft changes to *Policy 213: School Completion Certificate* to the Board of Education.

**C.2. Notice of Motion – New Policy on Ableism**

Trustee Cyndi Gerlach introduced this agenda item regarding a new policy on ableism. Trustee Gerlach noted that a policy on ableism fits within the Strategic Plan, will support trauma informed practice and will continue to help break down stigma around mental health, disability and racism.

Clarification on the proposed timeline and the scope of the motion was discussed. It is important to the Board of Education to ensure that enough time is provided to address this policy in a throughout and respectful manner.

**C.2. Notice of Motion – New Policy on Ableism (continued)**

The motion regarding a New Policy on Ableism will be on a future agenda in the action items for a formal vote from Trustees.

**C.3. Land Management Update**

Superintendent Pearmain updated the Board of Education on the Argyle Secondary and Handsworth Secondary School Replacement Projects and the Mountainside Secondary Seismic Upgrade. Updates on the Cheakamus Centre's Environmental Learning Centre, Lynn Valley Elementary addition and the status of the new Cloverley Elementary School were also provided. Superintendent Pearmain responded to comments regarding capacity of new school builds.

**C.4. Superintendent's Report (including COVID-19)**

Superintendent Pearmain started by providing an update on COVID-19 noting that test kits continue to arrive at school for students. Special thanks was provided to staff, students and families for continued support when following the Provincial Health guidelines. Superintendent Pearmain shared highlights from his visits from schools.

Superintendent Pearmain updated the Board of Education on the status of motions that have been passed at Public Board Meetings.

Concluding the Superintendent's Report, Superintendent Pearmain, on his last update, expressed his thanks and gratitude to the Board of Education for the opportunity to lead the North Vancouver School District. Superintendent Pearmain shared the honour he felt serving the community and working with extraordinary people.

**C.5. Report Out - BC School Trustees Association (BCSTA) and BC Public Schools Employers' Association (BCPSEA)**

Trustee Tasi Baker shared that the BCSTA AGM is being held on April 21-24, 2022 and motions would be shared with Trustees in the coming weeks.

There was no update on BCPSEA.

**C.6. Trustees' Reports**

Trustees submitted their reports on their activities on behalf of the Board as follows:

- Meetings attended by Trustees included:
  - Public Board Meeting
  - In Camera Meetings
  - Trustee Seminar Meetings
  - Inclusion Committee Meeting
  - Sustainability Committee Meeting
  - Indigenous Education Council Meeting
  - Various School Meetings
  - Various PAC Meetings
  - Meeting with Squamish Nation and Tsleil-Waututh Nation – Continuing Conversation
  - Board Chairs Meeting with Minister Whiteside
  - BCSTA Metro AGM and General Meeting
  - BCPSEA Board Chair and Trustee Representative Meeting
  - Integrated Transportation Committee Meeting
  - CNV4ME Action Team Meeting
  - Meeting with NVREC Commission Chair
  - Meeting with District Student Leadership Council Sponsor
  - Meeting with Presentation House Theatre

**C.6. Trustees' Reports (continued)**

- Events attended by Trustees included:
  - Board of Education Official School Opening of Ecole Handsworth Secondary
  - Board of Education Meeting with District Student Leadership Council
  - Board of Education Meeting with North Vancouver Recreation Culture Commission
  - NVSD 25 Year Service Employee Recognition Event
  - Board of Education Governance Training Session
  - West Vancouver District Parent Advisory Council Education Event: Dr. Yong Zhao
  - North Shore Restorative Justice Society AGM Meeting and Presentation
  - HUB Cycling – 9th Annual Bike Virtual Awards Ceremony

**D. Future Meetings**

<b>Date and Time</b>	<b>Event</b>	<b>Location</b>
Tuesday, March 8, 2022 at 6:30 p.m.	Public Board Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, April 5, 2022 at 7:00 p.m.	Standing Committee Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, April 12, 2022 at 6:30 p.m.	Public Board Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, May 3, 2022 at 7:00 p.m.	Standing Committee Meeting	Education Services Centre 2121 Lonsdale Ave, N 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.

There was no one wishing to speak.

**F. Adjournment**

The established agenda being completed, the Chair adjourned the meeting at 8:29 p.m. and thanked those who attended.

Certified Correct:

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

\_\_\_\_\_  
Kulvir Mann  
Chair, Board of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

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

**Meeting Date:** April 12, 2022  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** Capital Plan Bylaw No. 2022/2023-CPSD44-01

**Narration:**

The Ministry of Education has provided their written response to The Board's 2022/23 Annual Five-Year Capital Plan submission of 2021.

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

- Seismic Mitigation (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)
- School Enhancement Program (SEP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BAP)

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 2022/23 annual capital programs that are 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 2022/23:

MAJOR CAPITAL PROJECTS (SMP, EXP, REP, RDP)

Projects in Development from Previous Years

SCHOOL PROJECT (S)			
Project #	Project Name	Project Type	Next Steps & Timing
128120	Cloverley Elementary	New School	Please provide Final PDR by March 31, 2022.
150078	Lynn Valley Elementary	Addition	Please provide Final PDR by May 31, 2022.

MINOR CAPITAL PROJECTS

New Projects for SEP, CNCP, BEP, PEP

SCHOOL PROJECT (S)			
Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Windsor Secondary	SEP – Electrical Systems Upgrade	\$250,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2023.
Seycove Secondary Community	SEP – Electrical Systems Upgrade	\$250,000	Proceed to design, tender & construction. Project is to be completed by March 31, 2023.
Seycove Secondary Community	SEP – HVAC Upgrades	\$600,000	Proceed to design, tender & construction. Project is to be completed by March 31, 2023.
Cleveland Elementary	CNCP – HVAC Upgrades	\$350,000	Proceed to design, tender & construction. Project is to be completed by March 31, 2023.
TBA	PEP – New – Universally Accessible Playground Equipment	\$165,000	Proceed to design, tender & construction. Project is to be completed by March 31, 2023.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a Capital Bylaw for its approved 2022/23 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. 2022/2023-CPSD44-01*

**RECOMMENDED MOTION:**

that School District No. 44 (North Vancouver) Capital Bylaw No. 2022/23-CPSD44-01 be read a first time;

that School District No. 44 (North Vancouver) Capital Bylaw No. 2022/23-CPSD44-01 be read a second time;

that School District No. 44 (North Vancouver) Capital Bylaw No. 2022/23-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. 2022/23-CPSD44-01**  
**CAPITAL PLAN 2022/23**

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, 2022 from the 2022/23 Capital Plan is hereby adopted.
- 2. This Bylaw may be cited as School District No. 44 (North Vancouver) Capital Bylaw No. 2022/23-CPSD44-01.

READ A FIRST TIME THE 12th DAY OF APRIL, 2022;  
READ A SECOND TIME THE 12th DAY OF APRIL, 2022;  
READ A THIRD TIME, PASSED AND ADOPTED THE 12th DAY OF APRIL, 2022.

**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. 2022/23-CPSD44-01 adopted by the Board the 12th day of April, 2022.

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

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

**Meeting Date:** April 12, 2022  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** **2022/23 Budget Consultation Update and Board Direction**

**Narration:**

At the November 16, 2021 Public Meeting, the Board of Education approved the budget process for the 2022/23 Preliminary Annual Budget. The five partner groups; North Vancouver Parent Advisory Council (NVPAC), North Vancouver Teachers' Association (NVTAs), Canadian Union of Public Employees (CUPE Local 389), North Vancouver Administrators' (NoVA), and District Student Leadership Council (DSLCC) were invited to attend information sessions and participate in discussions about the 2022/23 Budget Priorities at the scheduled Finance and Facilities Standing Committee meetings. The Board requested that the 2022/23 budget priorities be framed in the context of the 2021-2031 Strategic Plan.

At the February 8, 2022, Finance and Facilities Standing Committee meeting, attendees were provided with the key components for the 2022/23 budget development including historical and current revenues and expenses, budget timelines, operating grant and the three-year forecast. Participants and interested individuals were asked to provide their suggestions for the 2022/23 budget priorities by emailing, online through a survey, attending meetings virtually and in-person and by traditional mail.

On March 11, 2022, the Ministry of Education announced the 2022/23 preliminary operating grant based on the three-year enrolment forecast submitted by the school district in February 2022. For 2022/23, there is no change to the funding levels for enrolments or supplement for unique students. Funding for the Classroom Enhancement Fund (CEF) has been allocated at 100% of last year's allocation. Adjustments to the funding levels are anticipated based on the negotiation of new collective agreements, which expire June 30, 2022.

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.

The focus of the April 5, 2022 Finance and Facilities Standing Committee Meeting was presentations related to 2022/23 budget priorities. Updates were provided on the context for developing next year's budget. Partner groups presented their budget priorities. Attendees were asked to discuss and provide further input on the budget priorities for the 2022/23 through small and large group discussions.

Based on the April submissions from partner groups and community members, the Executive Committee has organized this input and offered recommendations and will provide an update on the 2022/23 budget development.

**Attachments:**

- A. Annual Budget Priorities - Executive Committee Recommendations

**Partner Group Presentations**

- B. Canadian Union of Public Employees Local 389
- C. North Vancouver Administrators' Association
- D. North Vancouver Parent Advisory Council
- E. North Vancouver Teachers' Association

**On line survey responses**

- F. Summary by theme
- G. Written comments

**RECOMMENDED MOTION:**

that the Board direct staff to proceed with the development of the 2022/23 Annual Budget incorporating the budget priorities recommended by the Executive Committee, as outlined in Appendix A.

## 2022/23 ANNUAL BUDGET STRATEGIC PRIORITIES EXECUTIVE COMMITTEE RECOMMENDATIONS

In consideration of expressed Board of Education strategic priorities, provincial mandate, operational needs, the public input opportunities for budget 2022/23, partner group budget presentations, and input from our local Rights Holders, 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 in alignment with the school district's 2021-2031 Strategic Plan as outlined.

### **Mental Health and Well Being**

Community, connection, and the mental well-being of students and staff was identified as a high priority area for the Board's consideration.

Input in this area requires consideration across many different initiatives, and an understanding of the District's desire for an ethic of shared responsibility related to student mental health supports. Universal strategies inclusive of physical literacy, and outdoor education, to targeted strategies inclusive of trauma informed and restorative practices, as well as intensive strategies, which may include strategic staffing considerations.

It is recommended that resources be identified to support a balance of universal, targeted, and intensive strategies and supports for both student and staff Mental Health and Well Being. These supports should be in alignment with our [Social Emotional Learning and Mental Health Continuum](#).

### **Truth, Healing and Reconciliation**

The *Declaration of the Rights of Indigenous Peoples Act* has a significant influence on the relationship between school districts and Indigenous Peoples. It is recommended that resources be identified to support a process of reviewing and updating Board Policy in concert with the Act.

Indigenous Language is central to culture and reconciliation. It is recommended that resources be identified to begin and support the process of curriculum design, and Indigenous language instruction in consultation with Squamish Nation and Tsleil-Waututh Nation.

There remains inequitable outcomes for some Indigenous students. It is recommended that resources be identified for targeted instructional needs with a focus on the early years in the areas of Literacy and Numeracy for students who self-identify as Indigenous.

### **Welcoming and Inclusive Culture**

An important part of a welcoming culture is how we support each other's sense of belonging and well-being. It is recommended that resources be identified for training in trauma informed practice for all employees.

Employee well-being is linked to confidence in a safe and caring workplace. It is recommended that resources be identified to support employee safety and well-being in the work place.

### **Student Centered Education**

Key to student-centered education is a highly qualified educational staff. It is recommended that resources be identified to support educator professional development in key pedagogical areas such as differentiation, literacy, and numeracy.

Educational Assistants play a central role in supporting a range of diverse learners. It is recommended that resources be identified to support a continuum of training opportunities for Educational Assistants.

Principals and Vice-Principals lead complex environments and require ongoing development to excel. Further discussion is needed regarding the universal and targeted investments to determine the optimal approach to support professional development of school-based administration.

### **Innovative Instruction**

Innovation stems from educators working with each other in collaborative inquiry, research, and the sharing of practice. It is recommended that resources be identified to support teacher collaborative inquiry, school rounds, and teacher networks of practice.

Career education is one of the three goals of public education. It enhances a student's personal focus in their education and a focus of our Framework for Enhancing Student Learning. It is recommended that resources be identified to support the development of our district's career development programs from K-12.

Innovative approaches to instruction require resources for teachers to differentiate for their students. It is recommended that monies be identified to support the acquisition of resources in the areas of teaching of Literacy, Numeracy, Differentiation, and working with diverse learners.

Educators develop throughout their career. Newer teachers require significant support and benefit from focused mentorship. It is recommended that resources be identified to maintain continued support for the District and NVTAs' joint initiative for mentorship.

### **Environmental Stewardship**

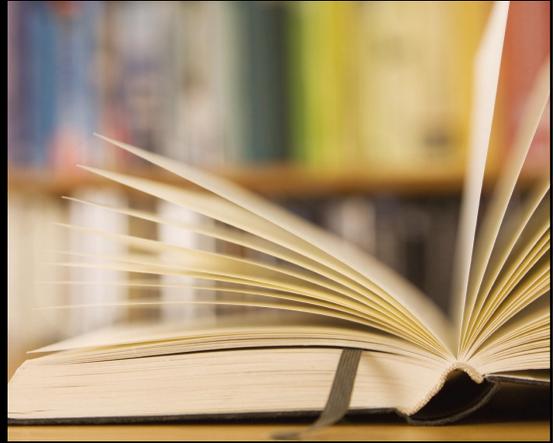
North Vancouver School District prides itself on as the 'Natural Place to Learn'. Outdoor learning enhances personal well-being, but can also be a place to learn about our environment and being good stewards. It is recommended that resources be identified to support curriculum development to support Environmental Stewardship and Outdoor learning experiences.

### **Operational Requirements**

In addition to the strategic priorities, the preliminary budget will support changes to the operating budget in support of inflationary pressures, contractual obligations, exempt and administrator compensation, collective agreement provisions and other targeted pressures such as cyber security.

# North Vancouver School District

**CUPE LOCAL 389**  
**TOP BUDGET PRIORITIES**



## Land Acknowledgement



With gratitude and respect CUPE Local 389 acknowledges that we live and work on the traditional and unceded territories of the x<sup>w</sup>məθkwəyəm (Musqueam), Skwxwú7mesh (Squamish), and Səlilwətał (Tsleil-Waututh) Nations.

With this acknowledgement, we thank those Indigenous people who still live on and care for these lands, and honour those who have passed.

We ask for their guidance on this day, where the work we need to do, needs to be guided by respect, understanding and contemplation. May this be shown in the way we conduct ourselves and in the decisions we make.

## Appreciation

We thank you for working in collaboration with us  
and with so many others.

Together, we hope to form the strongest and  
most supportive foundation that we can provide  
for the students we care for, the staff we work  
with, and the community we serve.

### CUPE 389 Staff Implement The Goals Of The District Everywhere

Accounts Payable Assistant  
Accounts Receivable Assistant  
Administration Receptionist Assistant  
Administrative Assistant International Students  
ADT Assistant  
Autism Support Worker  
Behaviour Support Worker  
Bus Drivers  
Community Education Facilitator  
Digital Media Academy Assistant  
Education Assistant (EA)  
Indigenous Support Worker  
Learning Support Worker  
Dependent Care/Medical  
Elementary School Administrative Assistant  
Elementary School Assistant  
Facilities & Planning Administrative Assistant  
Food Program Aide II  
French Assistant  
HR Assistant  
HR Benefits Administrative Assistant

ICT Trainer/Application Support  
Laboratory Technician  
Learning Services Administrative Assistant  
Learning Services Assistant  
Library Assistant  
Library Technician  
Maintenance Administrative Assistant  
Maintenance Service Technician  
Payroll Supervisor  
Payroll Systems Assistant  
Records Clerk  
Program Assistant Artist for Kids  
Records Clerk  
Records Management Assistant  
Records Clerk (Central Registration)  
Secondary Athletic Program Assistant  
Secondary School Administrative Assistant  
Secondary School Assistant  
Senior Accountant  
Senior Payroll Assistant  
Strong Start Facilitator Supervision Aide (Elementary)

Supervision Aide (Secondary)  
Webmaster & Communications Assistant  
Work Experience Facilitator  
Youth Engagement Worker  
Adult Crossing Guard  
Carpenter/Painter Supervisor  
Computer Network Engineer  
Computer Systems Technician  
DDC Systems Technician  
Delivery Truck Driver  
Grounds Worker Grounds Transportation Supervisor  
Janitor (B4)  
Mechanical Electrical Supervisor  
Night Custodian (B3)  
Senior Custodian - Elementary (B1)  
Senior Custodian - Secondary (A)  
Trades - Carpenter  
Trades - Electrician  
Trades - Heating Mechanic  
Trades - Painter  
Trades - Plumber/Gas Fitter  
Trades - HVAC Technician

## North Vancouver School District Values

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*“Shared values set the tone for how we relate to one another in pursuing  
Common goals, assist us in demonstrating consistent and fair leadership,  
And guide us in working collaboratively and productively to realize our vision.*

*Our values of trust, responsibility, respect and collaboration form the  
Foundation of our work and are present throughout our strategic plan.”*

Executive Summary

Strategic Plan 2021 - 2031

## Introduction

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In preparing for our top budget priorities  
**CUPE 389** reviewed and focused on North Vancouver School District's

**Policies & Procedures**  
**Vision & Educational Priorities**  
**Strategic goals 2021 – 2031**

This was done with thoughtful intention to support these documents, visions and goals.  
Our focus in all of this was on the most important priority, **students**, and how to best  
implement these goals to each student's individual needs.

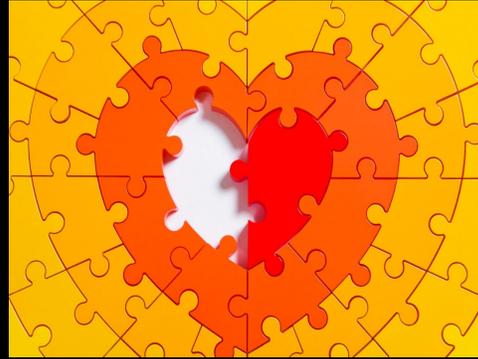
*Our six strategic goals take us above and beyond our mandate in the pursuit of providing students and the community with the highest level of service.*

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**CUPE** staff **implements** these goals.

**CUPE** staff ensures that these goals are not just words on paper....we bring them to life, put them into action to *go above and beyond in providing students and the community with the highest level of service!*



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## Mental Health & Wellbeing

Living Wages

Work Culture

Trauma Informed Approach Support

Exceptional & Consistent Training

Addressing Risk of Injury

**“There is a direct connection between staff wellness and classroom/student wellness.”**

Job satisfaction, income and work culture, all determine someone staying at their job. Our members **love** what they do, but we have little control over the rest. These changes are out of our control. We rely on our employer to implement these improvements.

## Cost of Living

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Rent has increased by **23%** (2021-2022)

Consumer Price Increase has increased **5.7%** nationally, **4.8%** Vancouver (STATSCAN: 18-10-0004-02)

Cost of living impacts low-income and **precarious workers** the most. Earning less than full-time hours makes many of our members precarious workers who struggle to make ends meet.

This is tremendously **stressful**, which can affect the goals that are trying to be achieved.



## Work Culture

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As professionals, staff have direct involvement with students and know the students' needs. They have valuable and vital feedback and strategies to offer.

Inclusion in meetings, whether IEP's, staff meetings or with teachers to facilitate appropriate services, should be encouraged and paid for.



## Support

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Trauma Informed Approach in all processes to ensure all support staff feel valued, respected and appreciated for the service, care, and the skills they bring to this organization.

Debriefing after incidents, collaborative discussions in assessing situations, and respectful overview of supports needed after incidents, will improve the success with students and the District.



## Training

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Students' needs have changed, intensified, and become much more complex.

In depth, consistent training needs to be in-line with the complexities of those changes for staff to support appropriately.

More staff, not less, are needed to be proactive.

Training must be one of the "goals" that go "over and above" for our workers so we can ensure safety for our students and staff.



## Risk of Injury

The essential function of challenging behavior is to communicate to adults that a kid doesn't possess the skills to handle certain demands in certain situations.

Ross W. Greene

quoteancy

“Children do well if they CAN.”

## Risk of Injury

CUPE workers understand that a child's behaviour is communication.

CUPE also has a responsibility to ensure the workers are not at risk.

We must have the difficult conversations regarding risk of injury in the workplace.

We cannot shy away from this, for our employees, nor for our students.



## Risk of Injury

Unfortunately, violence has become “a part of the job” for many of our support staff.

No job should have this as part of the duties. We need to seek viable and respectful solutions for everyone involved.

Reports of injuries have significantly increased over the years.

Sadly, this is only the incidents reported, as many are not reported, for a multitude of reasons.



## Risk of Injury

Without sufficient personnel, specific and specialized training, preventative measures and resources, this issue will not improve.

Prevention is the key, not crisis management or emergency support.

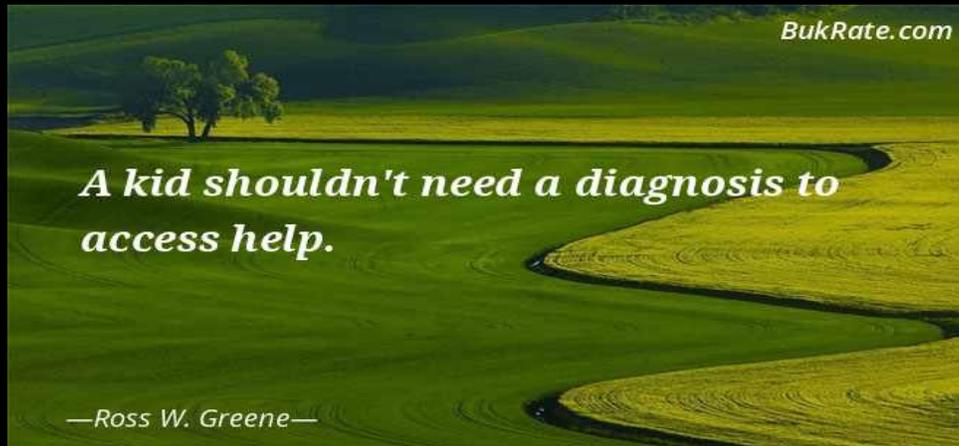
This upward trend is projected to get worse from the residual effects of the pandemic.

More children in crisis need more support.



**“It’s a whole lot more productive to be in problem-solving mode than it is to be in behaviour modification mode”. Ross Greene**

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**Goals Without Personnel To Implement These Goals...  
Are Just Words On Paper**

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We understand budgets are difficult and hard decisions will need to be made.

We strive to work collaboratively to find answers.

We know that if the focus is truly on the goals we want to achieve, the answers will surface, and although difficult, they will be the right decisions for the students and parents who depend on us to do the right thing.

## Requests to the North Vancouver School District

### Recruitment & Retention

**CUPE** asks that specialized positions at 35 hours/week be developed to support the district in the orientation, ongoing support, and mentoring of support staff. One position for every FOS.

### Recruitment & Retention

**CUPE** asks that a Trauma Informed Approach be the foundation of all interactions with CUPE staff, and that all policies, procedures and processes reflect and embrace this approach.

That the District review: current policies, procedures and processes to support this goal.

## Requests To The North Vancouver School District

### Recruitment & Retention

**CUPE** asks for apprenticeship opportunities for maintenance and custodian staff (and others) to learn a trade; this is beneficial to both the employer and workers.

### Recruitment & Retention

**CUPE** asks that in-house certification course for difficult-to-recruit positions, such as EA's and Custodians be provided.

This serves the function of adult education while resolving pressures on Employer's recruitment challenges.

This provides a steady source of new employees trained specifically to the needs of the North Vancouver School District.

## Requests To The North Vancouver School District Risk Of Injury In The Workplace

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• **CUPE** asks for intensive training in Trauma Informed Approach and Positive Behaviour Support, as it is proven to reduce complex behaviours, thus reducing safety issues

Risk of Injury

• **CUPE** asks that EA's working with students who are designated, or have a history of complex behaviours, have the job classification that respectfully defines what they actually do, as well the pay upgraded to reflect the role.

Risk of Injury

• **CUPE** asks that the staff placed to work with complex students are only assigned *after* they receive appropriate training. Staff have allotted (paid) time to attend meetings, review student specific plans to ensure safety.

Risk of Injury

## In Summary Our Common Goals Are

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- **Cost of Living**
- **Work Culture**
- **Trauma Informed Approach Support**
- **Exceptional & Consistent Training**
- **Addressing Risk of Injury**

Together, if we fulfill these goals, we will form the strongest and most supportive foundation that we can possibly provide for the students we care for, the staff we work with, and the community we serve.

Respect  
&  
Protect



# 2022-2023 Finance and Facilities Budget Development: North Vancouver Administrators April 5, 2022



North Vancouver Administrators

## NoVA's Commitment

- Developing Vibrant Learning Communities
- Implementing the Vision, Value and Goals of Strategic Plan
- Guiding Instructional, Operational, Stewardship
- Engaging Our Community of Learners



## Priority 1

Increase the Instructional Leadership Fund for Principals and Vice-Principals



**Nurture**

## Priority 2

Additional funding for a structured Administrators' Mentorship Program



**Encourage Nurture Develop Expand**

## Priority 3

Budget resources (time and funds) to directly support the implementation of the school plan



**Expand** **Develop** **Strengthen** **Nurture** **Encourage**

## Conclusion



**Expand**



North Vancouver Administrators



**Nurture**



**Develop**



**Strengthen**



**Encourage**

NoVA envisions a future where a culture of trust, respect and collaboration fosters excellence in educational leadership. NoVA will achieve this vision by working collaboratively to support and develop our members, and provide leadership within the School District. We value Inclusivity, Leadership, Relationships, and Responsibility.



North Vancouver Administrators



# NVSD Finance and Facilities Budget Development 2022-2023

We thank the Coast Salish people, specifically the Skwxwú7mesh Nation and Səlilwətał Nation, whose traditional territory North Vancouver School District resides on. We value the opportunity to learn, live and share educational experiences on this territory.

## Introduction

*Leadership is second to classroom instruction among all school related factors that contribute to what students learn at school.*

*K. Leithwood*

The North Vancouver Administrator's Association (NoVA) represents the Principals and Vice-Principals working in all schools and district programs in the North Vancouver School District. We uphold the district's Vision and Values. As leaders in the implementation and achievement of NVSD's new Strategic Plan, we have clear insight into the diversity of needs that exist at the district, school and classroom levels.

NoVA members have benefitted from a supportive and collaborative relationship with senior leadership and the Board of Education. We trust their acknowledgement that in this time of great societal change, the roles of Principals and Vice-Principals have become increasingly complex.

## Context

NVSD's Principals and Vice-Principals directly represent the Board of Education. With the implementation of the 10-year strategic plan, we have a clear mandate in six key areas:

- Student-Centred Education
- Innovative Instruction
- Welcoming and Inclusive Culture
- Mental Health & Well-Being
- Truth, Healing, and Reconciliation
- Environmental Stewardship

NoVA and its members have aligned our work to reflect and promote the strategic plan through our words and actions. Working with students, staff and families requires ethical decision making, and Principals and Vice-Principals are committed to our diverse and complex responsibilities as we work in partnership with the Board of Education.

## Budget Recommendation

NoVA and its members work in partnership with the Board of Education and recognize and appreciate the fiscal responsibility placed upon them as elected members. **We request that the complex work of administrators is considered when budget decisions are made.**

**Areas for funding consideration include:**

- 1) Professional Development funds allocated to Principals and Vice Principals**
- 2) Funding for a structured Administrators Mentorship program**
- 3) Resources (time and funds) to directly support the implementation of the school plan**

We believe investment in these areas would allow us to better lead our schools effectively with innovative instruction and success for the diversity of learners in our schools.



# Parent Input April 2022 SD#44 Budget Priorities

Wellness

Mental-Health

Inclusion

Counselling

Technology LAC

Resources Outdoor

Training

Anti-Racism Diversity

Childcare

Supports Health

Mental

MORE

Literacy

Sustainability



# 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.



# Operating Budget Presentation 2022



## Top Three Priorities



### ONE

**Increase FTE clinical counsellors to support mental health for students, along with robust and consistent social emotional learning programs. Training for staff and support for parents / guardians and caregivers.**

### TWO

**Expand the current capacity for Literacy centers and increase the number of LAC spaces currently available.**

### THREE

**Increase resources and supports for students with Disabilities / Neurodivergence, including increasing FTE SLP's, adaptive curriculum and appropriate sensory friendly spaces and classrooms.**

# ENCOURAGE

## 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.

- Expand learning opportunities for environmental protection and responsibility
- Sustainable practices around plastics and waste
- More support & funding for school gardens
- More outdoor education opportunities/spaces and continued support for outdoor school
- More outdoor learning spaces
- Match dollars for landscaping/funding for green spaces



# EXPAND

## 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 səlilwətał 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.

- Support for restorative practices with training and ongoing support for staff, students and families
- More classroom resources and educational materials for teachers
- More professional development opportunities for teachers
- More robust educational opportunities for students
- Funding for librarians/ teachers for classroom indigenous authors and titles
- Trauma / generational trauma informed training for staff, parents and students



# 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.



# DEVELOP & PROMOTE

- More Mental Health supports for staff and students
- Staff wellness & education around physical education importance to children (PHYSICAL LITERACY)
- BAN sugar/food as rewards in class
- More physical literacy
- More counselling support at elementary schools
- Social emotional learning programs consistent at every school
- Training for educational assistants, learning support teachers, teachers and parents
- Mental health integration/more support for students with anxiety
- Food<sup>40</sup> programs/healthy lunches

# 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.

# PROVIDE

- Provide more support for administration to prioritize the development of relationships with parents/families
- Appropriate trauma informed training for educational assistants, learning support teachers, teachers for students who are neurodivergent
- Different learning style options for everyone
- Anti-Racism support and resources for teachers and parents
- More resources for supporting Neurodivergent and students with Disabilities
- Anti Bullying initiatives and programs throughout the year
- Staff sensitivity training on neurodivergence, disabilities, gender identity and anti-racism



# 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.



# NURTURE

- Encourage more opportunities for trades as careers
- Sex Ed training for teachers, more options for schools to access sex ed resources
- INVEST in training & new skills in TECHNOLOGY
- Finances & life skills training for students
- More AP class at ALL high schools
- Expand Digital Media Academy and include transportation
- More opportunities for trades as careers
- More room and more money for Literacy Centres
- More room and more money for LAC
- TECHNOLOGY for students
- Teacher resources and supplies

# 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.

# STRENGTHEN & EXPAND

- Life skill programs for all learners
- Work experience/ volunteer opportunities for Diverse Ability/ Disability students
- Transition programs for Diverse Ability / Disability students
- Consistent & progressive before and after school opportunities at elementary schools
- More critical thinking and problem solving
- Recruiting More EA and LST support staff
- IEP accountability around supports and implementation





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



North Vancouver  
Teachers' Association

# NVTA Budget Priorities

April 5, 2022



North Vancouver  
Teachers' Association

Significant Increases to:

Counselling  
Learning Support Teachers (LSTs)  
Teaching Resources

## Counselling

- ❖ There has been a significant impact of the pandemic on mental health, but this increased need has not led to increased staffing
- ❖ Increased staffing is needed for a trauma-informed approach, not only training and increased awareness

## Counselling

- ❖ The preliminary staffing allocation for counselling for the 2021/22 year for the Districts' 26 elementary schools and approximately 9240 elementary students this year was 7.5 FTE.
- ❖ This meant that there was approximately one counsellor at the elementary level allocated for every 1232 elementary students.
- ❖ An additional 4.4 FTE was allocated through the Special Needs Schools Committee; however, this is meant to supplement already sufficient staffing

## Counselling

- ❖ Our counsellor colleagues are amazing, but also do more than any person could realistically be asked to fit into a day.
- ❖ Our students need a much higher allocation of counselling at the elementary level than what is in the collective agreement, and waiting for a change at the provincial bargaining table is not supportive of the mental health and well-being of staff and students.

## LSTs

- ❖ Our LSTs, like Counsellors, are staffed under a district ratio bargained thirty years ago. Again, the staffing is done to ratio, but the ratio does not speak to caseload for LSTs or student need in any way
- ❖ Significant unfilled vacancies in LST. This school year alone, there have been six elementary schools with 5.0 FTE total that have had LST postings that have gone unfilled since September

## LSTs

- ❖ When the LAC and LST jobs were combined, there was a significant attrition. Many trained LAC teachers did not wish to do the combined duties, and vice versa, and so these teachers chose to leave their specialist position.
- ❖ We have a high number of teachers with graduate level training in Inclusive Education who currently teach in a classroom.
- ❖ The District has struggled to maintain LST staffing since the LST role became a combined one, and the attrition from this role, as well as positions going unfilled continues to be significant.

## Teaching Resources

- ▶ A wide variety of updated resources are needed in schools.
- ▶ Teachers cannot reasonably find all the resources needed simply by searching the internet and those resources they can find are not the high quality, purpose-made, audience appropriate resources that can be purchased.
- ▶ Beyond the subject based lessons, updated resources support teachers to meaningfully incorporate important social justice learning.

# Resources

- ▶ Textbooks - include extensive supports
- ▶ On-line resources
- ▶ Library books
- ▶ Classroom books
- ▶ Teacher Guides
- ▶ Resource kits - locally developed
  - ▶ Subject specific
  - ▶ Issue Specific

# How do the presented priorities fit with the strategic plan?

	Student-Centred Education
	Innovative Instruction
	Welcoming and Inclusive Culture
	Mental Health and Well-Being
	Truth, Healing and Reconciliation
	Environmental Stewardship

# Budget Priorities: Input Opportunity

## Your Voice Matters: 2022/2023

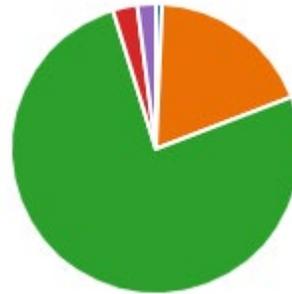
**Survey Q:** Share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.

### Results:

- 146 survey respondents + 1 comment and 1 letter via email → 338 comments in total

### Of the 146 respondents:

● Student	1
● Staff Member	27
● Parent/Guardian	111
● Community Member	4
● Other	3



## Student-Centred Education

- 97 comments
- 25 comments tied to teaching and learning, including a variety around what should be taught (e.g. arts, business, career education, Early Learning, environment, entrepreneurship, languages, “real-world”, STEM; and greater course selection during the school year and Summer Learning)
- 13 comments around staffing (e.g. education assistants, support workers, learning services teachers)
- 12 comments either around teaching to the diversity of students or funding support for gifted/advanced learners

“Financial planning- all kids need to know how to save, time value of money, impact of credit cards and credit scores and how best to ensure they can save and plan for the future without carrying interest on debt.”

“More funding for LAC teachers at the elementary level so that they can ACTUALLY work with the students and not keep getting pulled to fly around from classroom to classroom. Maybe more staffing.”

“Differentiation of curriculum, instruction and assessment. As a parent of a child with diverse abilities, more needs to be done to resource and support innovative and creative ways to teach to all learners at all levels.”

## Innovative Instruction

- 53 comments
- 18 comments around teaching and learning and within that, a variety around what should be taught (e. g. cooking, Early Learning, financial literacy, food literacy/school gardens, outdoor education, physical education, "real-life," STEM)
- 7 comments around technology (e.g. assistive technology, hardware, access to)
- 6 comments around teaching to the diversity of students

"School Gardens and horticulture and agriculture education. Full working sites and courses for credit not just as an "on the side" project in elementary schools and high schools. Course work through Douglas college and/or BCIT to have teachers fully certified."

"I value the chance to incorporate innovation in the classrooms I am in. Having technology when we are not a well off school is a challenge that we need a chance to overcome. Our students in intermediate do not BYOB as many don't have access. We prioritize them and then... they use the limited devices but what about the rest of the school of 400 plus students?"

"Innovative instruction and teacher education around this - needed to engage learners of the future and to bring teachers up to speed with learning styles appropriate to virtual, problem/project based learning."

## Welcoming and Inclusive Culture

- 37 comments
- 10 comments around building accessible, inclusive learning environments, kind and compassionate schools, and sense of community
- 7 comments around teaching and learning, within that, a variety around what should be taught (e.g. Indigenous ways of learning, BIPOC, cultural diversity, physical literacy, career education)
- 7 comments around funding support for things such as in-school food programs, band, diverse and inclusive library resources, technology, theatre equipment, or before and after childcare

"Inclusive education, adequate supports and resources and flexibility for designated students with needs that don't fit with the traditional classroom model and ratios."

"Group sports -- with online games and social media becoming major time killer for young generations, physical fitness is becoming a challenge....Learning to live a healthy life style is key to our overall social health."

"Providing warm lunch and free snacks"

## Mental Health and Well-Being

- 77 comments
- 17 comments around teaching and learning, with a focus on mental health, but also calls for career education, digital literacy, food literacy, music, outdoor education
- 11 comments around funding for counsellors, education assistants and mental health workers
- 11 comments around mental health support (noting the importance of supporting mental health for students and staff, especially in light of the past 2 years)

“Social media continues to paint an unrealistic and unsustainable lifestyle that can have a dramatic effect on the mental health and well being of students. Students should understand the pitfalls of social media and learn coping strategies to avoid any negative impacts it may cause them.”

“I think a proactive approach to student mental wellness is key. By increasing counselling at the Elementary level universal and targeted early intervention programs, lessons, etc. would be able to be facilitated and supported by counsellors at schools to nurture the mental health and wellness of our young learners.”

“Mental health and well-being - Covid has taken a lot out of the students and the staff.”

## Truth, Healing and Reconciliation

- 22 comments
- The majority of comments (13) were tied to teaching and learning – Indigenous ways of learning

“The more I learn about First Nations culture and beliefs, the more I understand that these are words for us all to live by. Please provide us with more opportunities for learning and teaching.”

“Truth, healing and reconciliation - importance in inclusion of this in the curriculum - this education is equally important for teachers and staff.”

“Truth, healing and reconciliation. Students need to learn the full story of Canadian history.”

## Environmental Stewardship

- 44 comments
- 20 comments were tied to teaching and learning, with a focus on the environment and outdoor education
- 7 comments were tied to food literacy/school gardens, whether staffing-related, staff pro-d opportunities, or teaching and learning
- 6 comments were tied to sustainable practices to operations and facilities, including electric vehicle charging stations and safe walkways

“Environmental stewardship/awareness. They are the generation inheriting the climate crisis - they have to be focused on continued change and advocacy “

“Opportunity to make positive impact on environment: volunteer to clean up litter in public areas, planting trees, spending time at waste processing facility, understanding consumerism (how every single thing they consume is made, disposed of or preserved)”

“Sustainability focuses on maintaining and operating facilities and services in a sustainable manner. I encourage the School District to examine and act on the procedures outlined in the policy. Perhaps actions within this policy can be further supported within the budget.”

Are you a	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared most closely align?
Parent/Guardian	Early Learning foundational skills is a priority for the budget. Quality instructional practice at the primary level specifically in the area of literacy is so important for overall student success. This aligns with the innovative instruction strategic goal - investments must be made in those key early years to provide the necessary training and resources for teachers to meet the needs of an increasingly diverse population of students. Resources and support are needed to enhance the capacity of our primary teachers to be able to teach to their learners and provide real time interventions and support for each and every learners to ensure individual and collective success.	Innovative Instruction
Parent/Guardian	Differentiation of curriculum, instruction and assessment. As a parent of a child with diverse abilities, more needs to be done to resource and support innovative and creative ways to teach to all learners at all levels.	Student-Centred Education
Parent/Guardian	Sense of belonging is so important for students, staff and families. When a child feels safe and has a strong sense of belonging within their school setting, they will ultimately be more regulated and ready to learn. It supports healthy relationships and builds confidence.	Mental Health and Well-Being
Staff Member	Mental health and well-being	
Staff Member	innovative instruction	
Staff Member	environmental education	
Parent/Guardian	Enough support for the mental health of students grades K-12. More funding for counsellors! MORE AVAILABLE counsellors in schools.	Mental Health and Well-Being
Parent/Guardian	More funding for LAC teachers at the elementary level so that they can ACTUALLY work with the students and not keep getting pulled to fly around from classroom to classroom. Maybe more staffing.	Student-Centred Education
Parent/Guardian	Music, specifically band & strings	
Parent/Guardian	Free Band Class	
Parent/Guardian	More access and programs for students regarding mental health and how they can achieve it. In class workshopping of best practices and feasible goals, with resources available-outlined.	Mental Health and Well-Being
Parent/Guardian	Focusing on the environment. Having universities and or professionals come in with job ideas- how they can focus on this part of their lives and have a future in it, to play a bigger role. they are our only hope, now.	Environmental Stewardship
Parent/Guardian		
Parent/Guardian	Student-Centred Education is the most important to me. My two sons learn in vastly different ways and need adaptations to accommodate their different learning styles. All kids deserve to have attention to support their learning styles rather than trying to pigeon hole kids into one style.	Student-Centred Education
Parent/Guardian		
Staff Member	Building a diverse and inclusive library resource collection	
Staff Member	More emphasis on green education, environmental studies, green curriculum, green activities, etc	Environmental Stewardship
Staff Member	Promoting Indigenous ways of learning throughout the curriculum	
Parent and Staff member	Connecting to the environment - Outdoor education and sustainability.	Environmental Stewardship
Parent and Staff member	Mental Health and Well-Being. Secured full time counsellors 1.0 at each elementary school. Secured funding for mental health workers in the schools and/or allowing doctoral candidates in Mental Health to work within the elementary schools like they do at Mountainside.	Mental Health and Well-Being
Parent and Staff member	School Gardens and horticulture and agriculture education. Full working sites and courses for credit not just as an "on the side" project in elementary schools and high schools. Course work through Douglas college and/or BCIT to have teachers fully certified.	Innovative Instruction
Parent/Guardian	More language programming. French should be taught as of Grade 1.	Student-Centred Education
Parent/Guardian	More art programming	Student-Centred Education
Parent/Guardian	Education and athletics	Student-Centred Education
Parent/Guardian	Athletics and health	
Parent/Guardian	Introduced coaching and peer support groups for mental health and well-being at the schools	Mental Health and Well-Being
Parent/Guardian	Mental health education and training her parents	Mental Health and Well-Being
Staff Member	increased support for complex students (Ists, counselling, etc).	Student-Centred Education
Staff Member	Increasing the salary for EAs to attract and retain better candidates.	
Staff Member	(Just a note, but as a teacher, I strongly believe in incorporating Indigenous ways of knowing and culture, however, I feel things have become slightly unbalanced. There is so much pro-D, resources, and personnel allocated to these initiatives, and yet minimal counselling and learning support for our students who so desperately need it).	

Parent/Guardian	Mental Health and well being - social and emotional teaching ....	
Parent/Guardian	Having children be offer several different ways to learn.... Visual, auditory hands on	Innovative Instruction
Parent/Guardian		
Parent/Guardian		Student-Centred Education
Parent/Guardian		
Parent/Guardian	Inclusive education, adequate supports and resources and flexibility for designated students with needs that don't fit with the traditional classroom model and ratios.	Welcoming and Inclusive Culture
Parent/Guardian	Choice, flexibility and student centred learning based on where a student is actually at, vs. arbitrary norms based on ages/grade. Support with interest/inquiry driven education to meet diverse needs.	Student-Centred Education
Parent/Guardian	Trauma informed education and practice for all staff and students. Unfortunately a lot of existing social emotional education programs are not trauma informed and are from a neurotypical, white/western lens (ie whole body listening is still used in SD44 across the board but is not culturally sensitive to cultures that have different practices with eye contact with elders nor inclusive to neurodivergent students that actually listen better when not making eye contact/sitting still).	Mental Health and Well-Being
Staff Member	Professional Development Instead of zoom presentations. Allocate money to allow teachers to choose their own PD. Or choose for them to work the day collaborating or in their classroom developing lists of resources needed and spend the money on that instead of PD that could be watched in a video.	Innovative Instruction
Parent/Guardian		
Parent/Guardian		Student-Centred Education
		Student-Centred Education
		Student-Centred Education
Staff Member	Carson Graham Secondary is currently over-capacity and requires more student-appropriate teaching spaces. Funding for a proposed new wing or portables would help alleviate the pressure. Having classes in the shared spaces such as the Library and SuperLab is not fair for students and educators.	Student-Centred Education
Parent/Guardian		Student-Centred Education
		Student-Centred Education
		Student-Centred Education
Parent/Guardian	Education for staff on how children learn when they have learning differences such as dyslexia, dysgraphia and ADHD. It's surprising how little many educators I have dealt with understand what these learning differences mean and the tools to use that will engage these students - many of the tools are easily available. Also ensure the teaching materials that are being handed out to students are not poor quality photo copies (dark and archaic). Many times I have seen such poor quality photocopies provided to students either for research and/or tests which again make it even more complex for a student with dyslexia to be able to read and comprehend. This shows that little effort /research has been done on the educators part as they again are not being inclusive.	Student-Centred Education
Parent/Guardian	Hands on learning/get students out into the community and nature. Let them see / experience what they are being taught as many are visual learners. Bring back field trips.	Environmental Stewardship
Parent/Guardian	Let students know at the beginning of the year and throughout the year that there is more than one way for them to present their facts / reports / tests and knowledge. For example this could be by way of an oral test or a video or a poster board and so on. Let them be aware that they are not only capable if they can write their answers down and or answer multiple choice questions. In the end the world is more about verbal communication, videos / technology and presentations. This is true inclusion make it available to everyone not only those who have had the means to be "tested" and have an IEP. Testing today to have a report prepared to allow a child an IEP Can easily cost \$3500. This will provide an equal playing field and also captur those students that fall into the "grey" area for learning differences.	Innovative Instruction
Staff Member	More EAs, including emergency EA support, all positions filled, and EAs available for students with new diagnoses. Schools also shouldn't have to beg for proper counselling and LST support each year, only to receive a tiny portion of the time that would be necessary to support all students.	Mental Health and Well-Being

Staff Member	More Indigenous Support Workers in schools. There should be one full-time worker per school (yes, even for the small schools) at the very minimum. Teachers need Indigenous teachers with whom to work closely to develop units and activities, to support students' learning about Indigenous culture, history, and worldview.	Truth, Healing and Reconciliation
Staff Member	The district should be buying resources for teachers. Currently, teachers pay for their own resources, books, and supplies; things like textbooks are almost non-existent. These should all be eagerly and openly provided.	Student-Centred Education
Parent/Guardian		Student-Centred Education
Parent/Guardian		Student-Centred Education
Parent/Guardian	Student-Centred Education: Kindly fund the programs like MACC or SPARK which are suspended at the moment. Both my kids are gifted and moving to the North Vancouver school district put them in a state where my kid told me that day that Math turns out to be a boring subject for me as he is already above 2 grade levels. These kids are not seeing success in the mainstream classrooms, they need better academic challenges and similar bandwidth peers. The reality is parents with strong financial background moves their kids to private schools but kids like mine get stuck here without option. I was reviewing my kid's progress after Q2, believe me, or not, they learned very little. I hope someone understands the importance and takes my view into consideration and benefits NVSD kids of the future.	Student-Centred Education
Parent/Guardian	Handsworth Take a Seat campaign for theater equipment	
Parent/Guardian	funding for the music programs	Student-Centred Education
Parent/Guardian	academic challenge and excellence for advanced students (no boring students)	
Parent/Guardian	Student centred education- s	Student-Centred Education
Parent/Guardian	Mental health and well being	
Parent/Guardian		
Parent/Guardian	STEM skills - why is this not a priority?	
Parent/Guardian	Those "initiatives" are ridiculous.	
Staff Member	Anti Racism and Equity	
Parent/Guardian	Outside covered play and learning areas increased	
Parent/Guardian	Music instruction, instrument lessons in all schools Increased exposure to varieties of instruments Music is a great outlet for emotion Music opens the mind to learning in a different form	Mental Health and Well-Being
Parent/Guardian	STEM learning at the elementary level to encourage interest in science	
Parent/Guardian	All initiatives listed above are important; it is the implementation, follow-through, and delivery that concern me. The realization of these initiatives is made more challenging by the disparity between people of different incomes/status in the NVSD area. This disparity is a serious issue that goes beyond "acknowledging" problems and social/health/environmental concerns.	Student-Centred Education
Parent/Guardian	I do not believe that these initiatives can (or should) be viewed in order of importance because they all require the same thing -- commitment at all levels, from parents and guardians, to the school district, and every stakeholder in between. This commitment is a "big ask" in a school area with residents that actively advocate against social change, public transportation, affordable housing, and true, meaningful inclusion. Applying a veneer of "initiatives" will do nothing to curb or lessen the effects.	Student-Centred Education
Parent/Guardian	Please see my answers above.	Student-Centred Education
Parent/Guardian	Indigenous anti racism	
Parent/Guardian	1. Truth, Healing and Reconciliation: Re-create/evolve the Indigenous academic curriculum to be transparent. Develop ways to incorporate acts of reconciliation as a school and as individuals.	Truth, Healing and Reconciliation
Parent/Guardian	2. Environmental Stewardship: This is ongoing. Looking at our community to be an example and leadership of incorporating innovative and sustainable practices through daily operations and student projects.	Environmental Stewardship
Parent/Guardian	3. Mental Health and Well-Being: mental health and wellbeing to be a fundamental learning to change the status quo and set teachers and students up for success.	Mental Health and Well-Being
Staff Member	Building capacity to support truly inclusive classrooms. As a TOC, I am shocked by how often I see students who exist within a "bubble" and not really integrated into the classroom to interact and learn with their peers.	Welcoming and Inclusive Culture

Staff Member	Improving the use of criteria-based & inclusive evaluation tools (beyond rubrics) that are instructive, present a model of the expectations for an activity, promote learning and embed credit recovery strategies (for secondary students). As an educator with experience out of province, I often see how far behind BC teachers are when it comes to evaluation standards, criteria and policies.	Student-Centred Education
Staff Member	A final initiative would be for the district's embracing of assistive technology for use by all students and staff. If our district made wider use of assistive technology in the classroom and for students at home, we would be better able to provide supports for all learners, regardless of their status or identification of needs.	Innovative Instruction
Parent/Guardian	Learning supports for all types of learners. Support Specific to those with learning disabilities.	Student-Centred Education
Parent/Guardian	creating an enrolment that feels safe, welcoming and fosters a love for learning	
Parent/Guardian	Education as an equalizer open and available to all	
Parent/Guardian		
Parent/Guardian		
Parent/Guardian		
Parent/Guardian	Mental health	
Parent/Guardian	An important initiative that needs to be offered to students are indigenous programs/activities/supports. There should be money for teachers/support staff to provide indigenous support/studies to a child or group of children. Unfortunately this initiative has yet to be provided at Larson elementary.	Welcoming and Inclusive Culture
Parent/Guardian	Kids participate in Volunteer program that goes toward their credit. This initiative is provided in private schools but unfortunately not in public schools.	Student-Centred Education
Parent/Guardian	Academic focus on STEM.	Student-Centred Education
Parent/Guardian	Social interaction. Removing mask mandates and cohort separation	
Parent/Guardian	Movement AWAY from CRT style and "Anti Racism" teaching.	Welcoming and Inclusive Culture
Parent/Guardian	I would like to see HEPA air filters and CO2 monitors in every classroom. Safety should be our number one priority for the school community. In light of the Covid 19 pandemic, cleaning the air more thoroughly should be a priority for everyone's health.	Mental Health and Well-Being
Parent/Guardian	Informed risk management and mitigation strategies for climate change and climate adaption will be critical to future generations. Students should be made more aware of initiatives on local, national and international scale. They should also understand their power and influence in the conversation.	Environmental Stewardship
Parent/Guardian	Treatment of First Nations in Canada's history has been almost completely ignored. The means to which the government and their agents (e.g. religious institutions) amounts to genocide. Students must be made aware of our nation's actions against First Nations people and how those actions may contribute to long established stereotypes.	Truth, Healing and Reconciliation
Parent/Guardian	Social media continues to paint an unrealistic and unsustainable lifestyle that can have a dramatic effect on the mental health and well being of students. Students should understand the pitfalls of social media and learn coping strategies to avoid any negative impacts it may cause them.	Mental Health and Well-Being
Parent/Guardian	More trades training. Programs like the ones in Squamish and West van	Student-Centred Education
Parent/Guardian	The Cheakamus Centre programs and field school and NSCU Environmental Learning Centre align with the goals of environmental stewardship and all of the action items within this strategic goal.	Environmental Stewardship
Parent/Guardian	Policy 613: Sustainability focuses on maintaining and operating facilities and services in a sustainable manner. I encourage the School District to examine and act on the procedures outlined in the policy. Perhaps actions within this policy can be further supported within the budget.	Environmental Stewardship
Parent/Guardian		Student-Centred Education
Parent/Guardian	Environmental Stewardship	
Staff Member	The school district is lacking in up to date technology. Computer hardware is well out of date, while software is current, which leads to crashing and eons of login wait time. This increases the level of frustration for all learners but especially complex learners.	Innovative Instruction
Staff Member	It has been my experience that inclusiveness of our complex learners is not presented nor included in many classes, and is often talked about but rarely practised in the mainstream.	Welcoming and Inclusive Culture
Parent/Guardian	Access to technology for students	Student-Centred Education
Parent/Guardian	I do not think the school districts goals align with my suggestion	Student-Centred Education
Parent/Guardian	Having more support workers in classes for children while need support, regardless of a diagnosis	Student-Centred Education

Parent/Guardian	Anti-bullying - more communication between families and teachers in regards to problems in class and on the playground	Mental Health and Well-Being
Parent/Guardian	Being a kind person and caring about those around us	
Parent/Guardian	Life and budget planning	
Parent/Guardian	Much less "Truth, Healing and Reconciliation"	
Parent/Guardian	Mental health and well-being - want to tie this in with the COVID pandemic - bit of a stretch perhaps but updating air filtration systems is urgently important. Children, like adults, are experiencing extreme distress and anxiety during the pandemic and improving the classroom environment may help alleviate some of the associated stress as it is known that the virus is airborne and transmitted through respiratory droplets.	Mental Health and Well-Being
Parent/Guardian	Truth, healing and reconciliation - importance in inclusion of this in the curriculum - this education is equally important for teachers and staff.	Truth, Healing and Reconciliation
Parent/Guardian	More money for counseling in schools -aligns with Mental health	
Parent/Guardian	More Outdoor education	
Parent/Guardian	More E. A. support in Kindergarten to help students get off to a strong start	Student-Centred Education
Parent/Guardian		Student-Centred Education
Parent/Guardian		Student-Centred Education
Parent/Guardian		Student-Centred Education
Parent/Guardian	Live like our ancestors did -- topics to teach kids on basis life skills, survival in hardships, being self sufficient, taking care of their own body and mind etc.	Environmental Stewardship
Parent/Guardian	Group sports -- with online games and social media becoming major time killer for young generations, physical fitness is becoming a challenge. US sees 42% population suffering over weight issue. Learning to live a healthy life style is key to our overall social health.	Welcoming and Inclusive Culture
Parent/Guardian	Cooking class for all -- it is too convenient to grab a bite from a lot of places now, it is convenient, it's fast, but not necessarily always healthy. Teaching kids to cook healthy food from raw ingredients are important.	Innovative Instruction
Parent/Guardian		Student-Centred Education
Parent/Guardian		
Parent/Guardian		Student-Centred Education
Parent/Guardian	Classroom Champions is such an amazing SEL program. North Van students would really benefit from having an Olympic mentor and monthly SEL topics.	Mental Health and Well-Being
Parent/Guardian	Environmental - 'No idling / Switch off Engine' signs outside drop off locations. Each morning and afternoon we walk passed many cars sitting idle for 10 mins or more, just so driver/parent can listen to the radio or use phone. This can be done with the car ignition on but without engine. Modern car batteries can easily support radio/Bluetooth for 10 mins without needing to use the engine. We have to walk through those emissions also, often at kids face level.	Environmental Stewardship

Parent/Guardian	<p>teaching the kids financial awareness and responsibility environmental awareness Innovative instruction</p> <p>by immersing them in activities that recreate real life - such as this one below - they get real-life experience.</p> <p>Yukon Public Schools 2cSA80prpio03lms oaf18, 20e1d97 · Yukon High School held their annual Reality Check this week! During the event, freshman students are assigned a random annual income before traveling to booths like housing, clothing, insurance, and child care to make virtual payments from their budget. Although they must visit every booth, they are empowered to make their own personal decisions. One ninth grader reflected, "I got \$35,000 which I thought was really good, but now I'm down to \$20 and still have bills...I may have gone a little crazy with the nice truck." Once they've paid their bills, the students who have money leftover receive a KitKat, while those with \$0 left in their bank account receive a Zero bar. "This is an opportunity for the students to gain a deeper understanding of how their parents live on a day-to-day basis. It really puts things in perspective and gives them some real world experience and therefore, a better idea of what to expect in the future" said YHS teacher, Darryl Andrews. To provide real insight, every booth is hosted by local volunteers from their correlating industries, i.e., auto salesman sell the cars, bank officials run the bank, child care providers discuss child care. The real estate agents working in the housing booth reflected, "We actually learn a lot from the students too! After volunteering for several years at this event, we've gotten to see firsthand how the students' decision-making processes have changed over the years."</p>	Innovative Instruction
Parent/Guardian	<p>Environmental stewardship/awareness. They are the generation inheriting the climate crisis - they have to be focused on continued change and advocacy</p>	Environmental Stewardship
Parent/Guardian	<p>incorporating students with special needs into the general population in a manner that accounts for their cognitive or physical delays. Work experience could not be more important. programming to foster a requirement for involvement with such student populations should be mandatory.</p>	Welcoming and Inclusive Culture
Staff Member	Eager to learn and work	Student-Centred Education
Staff Member	Mental health and well being	
Staff Member		
Parent/Guardian	Improved ranking of North Vancouver high schools on Fraser Institute performance report.	Student-Centred Education
Parent/Guardian	<p>Special needs education. It is not a popular topic to discuss the needs of kids who have high IQs. The term "gifted" is unfortunate because it imparts the notion that life and school is a breeze for these children. In reality they are often bored, socially out of step with peers, suffer from mental health challenges, and frequent under achievers on class assignments. The current plan in north vancouver is to accommodate them in the classroom but that mostly means extra worksheets that are far from stimulating. The north van school district runs SPARKS where children receive a handful of fun days of activities a year but it is woefully inadequate as an education intervention for kids who need consistent challenge. Our family cannot afford the private system and my child is very social so pulling them out for at-home learning would be cruel. I wish there was balance - where those at the top of the curve received the same (or even half!) the time and financial focus as those on the lower end of the curve.</p>	Student-Centred Education
Parent/Guardian	Innovative instruction and teacher education around this - needed to engage learners of the future and to bring teachers up to speed with learning styles appropriate to virtual, problem/project based learning.	Innovative Instruction
Parent/Guardian	Mental Health and well being and social emotional learning - to ensure no kid is left out and all students served. Skills and tools for engaging with quiet, low social kids.	Mental Health and Well-Being
Parent/Guardian	Mental Health and Wellness. For a child to be open to learning, the social emotional piece has to be in place. With the challenges of COVID-19 and the measurable and notable increase in anxiety in our children. I feel mental health and wellness initiatives are more important than ever.	Mental Health and Well-Being
Parent/Guardian	student-centred education	Student-Centred Education
Parent/Guardian	Innovative instruction	
Parent/Guardian	Mental health and well being	
Parent/Guardian	Student centred education	Student-Centred Education
Parent/Guardian	Environmental teachings	

Staff Member	I think a proactive approach to student mental wellness is key. By increasing counselling at the Elementary level universal and targeted early intervention programs, lessons, etc. would be able to be facilitated and supported by counsellors at schools to nurture the mental health and wellness of our young learners.	Mental Health and Well-Being
Staff Member	Continued work towards Truth and Reconciliation should continue to be a priority.	Truth, Healing and Reconciliation
Parent/Guardian	What are my choices? I read the above. I didn't see a choice of Initiatives, just strategic goals. I am concerned with students leaving high school with a solid career plan.	Mental Health and Well-Being
Parent/Guardian	This feels like a test I didn't study for. I want my child to leave high school with a solid career plan.	Student-Centred Education
Parent/Guardian	Please stop teaching SOJI. That is so.ething better taught at home. You are making children believe that gender is a choice. Where did that come from? It goes directly against the Bible and science! But I guess nobody cares about that anymore	Student-Centred Education
Parent/Guardian	Before and after school care	
Parent/Guardian	Before and after school programs	Student-Centred Education
Parent/Guardian	The building of a track and field facility at Handsworth Secondary School which can be used by students and the community. If we have learned anything during the pandemic, it is the importance of having outdoor spaces for students to meet and exercise which facilitates MENTAL HEALTH AND WELL-BEING. Numerous studies also confirm that outdoor space can be used effectively as part of an INNOVATIVE and effective INSTRUCTION program. A facility like this is also important for community members to meet consistent with a WELCOMING AND INCLUSIVE CULTURE. If the School District wishes to direct its spending goals to STUDENT CENTRED EDUCATION, then teaching children the benefits of long term and beneficial health habits through track and field activities can be achieved through the building of a track.	Mental Health and Well-Being
Parent/Guardian	Increasing the use of outdoor facilities for educational activities, as part of INNOVATIVE INSTRUCTION.	Innovative Instruction
Staff Member	Provide decent, recent technology at schools for students, the kind teachers want--not just what IT decides to give us. Shame on you for just letting parents pay for so much!	Student-Centred Education
Staff Member	provide more counselling time	
Parent/Guardian	Innovative Instruction. Enhance innovative and effective approaches and curriculum to develop educated citizens.	Innovative Instruction
Parent/Guardian		
Parent/Guardian		
Parent/Guardian	After school care	
Parent/Guardian	Safe walkways and play areas on school grounds	
Parent/Guardian		
Parent/Guardian		Student-Centred Education
Parent/Guardian		
Parent/Guardian	The last year and over the last few months, there has been a lot of divisiveness and exclusion in Canada. This is also true of our multi-cultural society in some ways and with Indigenous populations. We need to all be welcoming and create an inclusive culture. This will help create more compassionate and opened minded students, our future adults in this world. I would also like to see Truth, Healing, and Reconciliation as part of this.	Welcoming and Inclusive Culture
Parent/Guardian	These last 2 years have been incredibly stressful in so many ways. The mental health and well-being of our children is really important for their life and for optimal learning while at school.	Mental Health and Well-Being
Parent/Guardian	Learning to love the environment in a deeper fashion will allow our children to become stewards of the land and our precious environment.	Environmental Stewardship
Parent/Guardian	Truth, healing and reconciliation. Students need to learn the full story of Canadian history.	Truth, Healing and Reconciliation
Parent/Guardian	Mental health. Our "trusted" leaders have forced children to wear masks and live in fear for 2 years. This has likely done irreparable damage to our children's mental health. What are you doing to reverse unfounded feelings of anxiety and fear?	Mental Health and Well-Being
Parent/Guardian	Environmental Stewardship	Student-Centred Education
Parent/Guardian	Mental Health and Well-Being	
Staff Member	Early Learning Instruction and Assessment - Literacy / Numeracy	
Parent/Guardian	Exposure to current technologies such as robotics and AI - Student centered	Student-Centred Education
Parent/Guardian	Workshops for teachers to improve their practice.	
Parent/Guardian	More environmental hands on projects in science and applied skills classes.	
Parent/Guardian	Providing real world courses and experience for students	Student-Centred Education

Parent/Guardian	to be cutting edge in terms of innovation and technology	
Parent/Guardian	social emotional learning	
Parent/Guardian	Learning about immigrant culture, including what is seen as white culture. Incorporating it not only as a separate area of study but infusing it into all area's of study and incorporating multicultural ways of teaching, normalizing it vs keeping it as the 'other' More integration work in classrooms to include BIPOC realities, students - who have typically been marginalized in a predominantly white classroom and white cultural ways of learning and teaching.	Welcoming and Inclusive Culture
Parent/Guardian	Indigenous ways of learning incorporated into the curriculum more strongly than they currently are - not only as a separate study but infused together in all studies and also WAYS OF TEACHING	Truth, Healing and Reconciliation
Staff Member	Consistent technology in the classroom for teachers. Long term this will require budgeting for a 10 year cycle of replacements of audiovisual equipment and network infrastructure.	Innovative Instruction
Staff Member	Electric car charging at all sites.	
Staff Member		Student-Centred Education
Parent/Guardian	Outdoor activity for elementary school kids like exposure to sports by working with NV community centre and organise annual sports among district schools. This will exposure them leadership, interest in sports and also team player mind-set	Mental Health and Well-Being
Parent/Guardian	The distribution of classroom should be well balanced to avoid kids mix among samekind and teachers should encourage active participant and mix within classroom.	Welcoming and Inclusive Culture
Parent/Guardian	Usage of textbooks and well coordinated teaching material for schools that practise combine class approach. Teachers should share the topic that will covered for a term and communicate to the parents.	Student-Centred Education
Parent/Guardian	When the new Cloverley is built, it would be ideal if the Board of Education considered including space for a Literacy Centre in the Lower/Central Lonsdale area.	Student-Centred Education
Parent/Guardian	Accessibility	
Parent/Guardian	Education first and foremost. That's what school is for	Student-Centred Education
Parent/Guardian	Mental health is suffering these days, especially during Covid with students missing out on important school experiences and friendships. It's very important and needs attention	Mental Health and Well-Being
Parent/Guardian	Innovative instruction. Teachers who are enthusiastic and passionate about making their subject interesting and exciting for students	Innovative Instruction
Parent/Guardian	Help students develop practical life and entrepreneurial skills by letting them set up a business and run it so they can learn planning, budgeting, etc.	Student-Centred Education
Parent/Guardian	Set students with role playing for various reasons so they can learn practical listening and communication skills, including empathy	Mental Health and Well-Being
Parent/Guardian	Provide more opportunities such as field trips to First Nations sites and longhouses to get first hand exposure to First Nations healing	Truth, Healing and Reconciliation
Parent/Guardian	Mental health and well-being - this is the foundation for being open to learning. Mental health issues such as anxiety & depression permeate our society. Children need less stress and hopefully school staff is encouraged to be well as children look to their adults as role-models.	Mental Health and Well-Being
Parent/Guardian	Welcoming and inclusive culture - again an initiative for wellness. Humans are social creatures. We thrive in community.	Welcoming and Inclusive Culture
Parent/Guardian	Student centered learning however, where is the funding for staff and resources to support such incredible diversity? I like this vision but I don't see how it's realistic.	Student-Centred Education
Staff Member	Student-centred education:  There needs to be more support for children with special needs: specifically children with behaviour issues and designation.  The role of a LST is too overwhelming and there is not enough support for children with learning issues as there is too much on LST's plates and they cannot push in and directly service children with learning issues.	Student-Centred Education
Parent/Guardian	I think it is important to make sure our kids are learning in safe and adaptable classrooms that facilitate community and learning. I would like to see focus put on older schools who are in need of rebuilds - such as Larson. Larson is falling apart and in desperate need of a rebuild for our kids.	Mental Health and Well-Being
Parent/Guardian		
Parent/Guardian		

Parent/Guardian	Innovative instruction - budgeting, life skills, partnering and field trips with local business and community partners/community services starting at the elementary level.  Band and music available to all grades at all schools - elementary  Environmental stewardship - Cooking and food/snack prep starting at elementary Outdoor learning, Outdoor learning and living skills First aid starting at elementary	Innovative Instruction
Parent/Guardian	Combating Climate Change - teaching sustainable practices via Environmental Stewardship	Environmental Stewardship
Staff Member	Support and inclusion of BIPOC ( Black, Indigenous, people of color) aligns with NVSD Welcoming and inclusive culture goal	Welcoming and Inclusive Culture
Parent/Guardian		Student-Centred Education
Parent/Guardian		
Parent/Guardian		
Parent/Guardian	Both of my children have special learning needs, neither of which is being adequately met at their public school. Our daughter suffers a learning disability but because she compensates well, she did not qualify for any significant support through the school and we were denied an IEP despite a formal diagnosis. We were forced to move her out of public school in order to attain the remediation necessary for equity. Our son is gifted and does math at two grade levels ahead of his own, but there is no means to support his interest and advanced skills at school. He is bored and under-stimulated. I would love to see more funding toward student-centred education, specifically more OG and evidence-based programs for children with learning disabilities, as well as ideally gifted programming that supports a child where they are at as individuals.	Student-Centred Education
Parent/Guardian		
Parent/Guardian		
Parent/Guardian	DMA	
Parent/Guardian	SEL	
Parent/Guardian		
Staff Member	SEL	
Staff Member	Support for students	Student-Centred Education
Community Member	More mental health resources and money out towards further educating the educators on mental health and well-being. It should be a mandatory course/P.D. like mental health first aid.	Mental Health and Well-Being
Staff Member	technology to support diverse students needs in the classroom - this usually falls on PAC	Welcoming and Inclusive Culture
Staff Member	More current resources to support the teaching of the curriculum and support teachers with innovative instruction	Innovative Instruction
Staff Member	counselling supports and SEL supports for students that struggle with mental illness/health and wellness	Mental Health and Well-Being
Staff Member	Mental health and well-being - Covid has taken a lot out of the students and the staff.	Mental Health and Well-Being
Staff Member	Support schools that have more diverse learners and complexities better. When there are more IEPs there are more EAs but there needs to be more diverse programs from the district that have fallen off with "Covid times"	Student-Centred Education
Staff Member	Environmental stewardship - we need the next generation to care about the environment and their impact and how they can make a difference	Environmental Stewardship
Staff Member	Thriving music programs in all NVSD schools	
Staff Member	Mental / emotional Health & Well-Being	
Staff Member		
Parent/Guardian	Provide access to audio options for textbooks and novel studies for students with language based disabilities.	Student-Centred Education
Parent/Guardian	Climate and First Nations	
Parent/Guardian		
Parent/Guardian	Welcoming and inclusive culture	Student-Centred Education
Parent/Guardian		
Parent/Guardian		
Parent/Guardian	Learning to code properly starting no later than grade 1	
Parent/Guardian	Renewed focus on Math and financial literacy	Student-Centred Education
Parent/Guardian		Student-Centred Education
Parent/Guardian	Continued extra support in reading & writing for young children that are behind their peers.	

Community Member	Dyslexia affects 20 per cent of the population. Many of these people are highly intelligent but never reach their potential due to a deficient educational system. There are programs in place for many other handicaps but when it comes to dyslexia, we fall extremely short. It is really quite shocking and shameful that twenty per cent of our children are inadequately considered in the schools in our community. I am placing this under innovative instruction but it could just as easily be a part of 'well being' or 'student centered education'.	Innovative Instruction
Parent/Guardian	Financial planning- all kids need to know how to save, time value of money, impact of credit cards and credit scores and how best to ensure they can save and plan for the future without carrying interest on debt.	Student-Centred Education
Parent/Guardian	Expand the Literacy Centre program. This was an instrumental program in helping my son learn to read. But it just ends. And then he was sent back to his large class, instructing in a conventional way, to too many kids, and servicing the average learner. There are so many families that need the support (Dyslexic, Neurodiverse learners, etc), and not just a 3 month get them caught up to their grade level kind of support, but an ongoing requirement which is fundamental to the way that they learn, which the current school program cannot support.	Student-Centred Education
Parent/Guardian	Inclusivity and understanding of our differences. Some schools do this well, most don't, and the message may be touted (sometimes) at the school/classroom level, but if the families sending their kids to the school don't ultimately support it, then there is no way that the kids will adopt it and relate to one another in an open inclusive environment.	Welcoming and Inclusive Culture
Parent/Guardian	Students personal well-being and mental health is SO important. I feel like administrators make decisions that suits the administration of providing education, but often doesn't address student mental health issues.	Mental Health and Well-Being
Parent/Guardian	Schools need better ways to teach not all kids learn the same	
Parent/Guardian		
Parent/Guardian		
Staff Member	I think that mental health and well being is of great importance. These last 2 years have taken a toll on everyone, students, parents and staff. Staff have been doing the overwhelming work of creating a safe place for students in a world that clearly is unsafe (the pandemic!). It has been downright exhausting. Many of us are still recovering from the virus, which absolutely saps your energy even after the obvious symptoms have passed. The pace of teaching has always been busy, but with the changing timetables and new reporting instructions, photocopiers that don't work, students acting out their difficulties, not enough classroom space for teachers and no private, peaceful spot to relax for 10 minutes, the job has become downright FRANTIC. If we are to continue to shield and safeguard the mental health of students and teach them strategies for coping with adversity, we need opportunities for this in our own work lives. I actually appreciate having access to Starling Minds and have used it to good effect, but honestly, my work day should not be this exhausting. I taught 4/4 blocks last semester and it was brutal. My family wants me to quit teaching. Please help.	Mental Health and Well-Being
Staff Member	There are a number of initiatives that are needed here: Having sorted our waste, it would be great if it actually was disposed of properly. Also did you know that all the focus on putting teaching on line and into the cloud actually has an outrageous environmental impact. Look into it. Maybe actually printing some reusable resources might actually be less destructive. Might help with mental health too.	Environmental Stewardship
Staff Member	The more I learn about First Nations culture and beliefs, the more I understand that these are words for us all to live by. Please provide us with more opportunities for learning and teaching.	Truth, Healing and Reconciliation
Parent/Guardian	Update of the Airco / sports pitches again.. thats all nonsense.	
Parent/Guardian	Inclusion, Reconciliation, stewardship? How about you focus on education; maths, languages, science..	
Parent/Guardian	Hire more counsellors for high schools and make this a prominent part of kids' education program and life at the school. Currently there is no routine counselling of students in my kids high school. There is only 2 counsellors for 1000+ kids. Since counsellors cannot dedicate meaningful individual time to these kids, when kids need them, they get very generic treatment, and are directed to other resources. So counsellors are there on paper, but not useful in practice.	Mental Health and Well-Being
Parent/Guardian	Schools should help kids prepare for life after school, getting them involved in the community, by setting up a robust community volunteer program. Currently families have to find these volunteer opportunities themselves. School should do more.	Student-Centred Education
Parent/Guardian	Learning life skills: budgeting, marketing, business development, project management	Student-Centred Education

Parent/Guardian	Opportunity to make positive impact on environment: volunteer to clean up litter in public areas, planting trees, spending time at waste processing facility, understanding consumerism (how every single thing they consume is made, disposed of or preserved)	Environmental Stewardship
Parent/Guardian	Focus on learning about other cultures and history: celebrating and understanding holidays, field trips to First Nations events	Truth, Healing and Reconciliation
Parent/Guardian	I think all of the goals are important, but the one that is absolutely fundamental is Student-Centred Education that provides equity-based education that supports the learning needs of all students. Our district needs better trained and better paid EAs, so we can attract the best EAs to properly support kids.	Student-Centred Education
Parent/Guardian	We need more ASWs to allow all children to get the educational support they need. Regular EAs do not have the training necessary to work with complex learners.	Student-Centred Education
Parent/Guardian	We need more BCBA support so that the district can make science based decisions on how to properly support kids.	Student-Centred Education
Parent/Guardian	Welcoming, Mental Health & Sustainability - an issue that is very important to me is the development, refurbishment and upgrading of outdoor athletic spaces for secondary students. There is not enough access to turf fields to accommodate our student athlete population. Handsworth field build needs to be considered as an equitable partnership between school/district/municipality to ensure students have access to continue to pursue sport, outdoors, contributing to a space for mental health and well-being and community engagement.	Mental Health and Well-Being
Parent/Guardian	Increased inclusion of STEM and technology use - NVan is falling very far behind other districts - for example, West Vancouver starts formal engineering and robotics programs as early as grade 3 where in NVan district the only formal program I am aware of is the academy that doesn't start until grade 10 - linked to Innovative instruction	Innovative Instruction
Parent/Guardian		
Parent/Guardian	Increased access to tailored curriculum for those clearly beyond the instruction of the classroom (gifted or exceeding). My experience in the primary grades thus far has demonstrated avenues for those requiring Independent Plans tailored for learning exceptionalities OTHER than gifted/exceeding. Currently this group of individuals is under served.	Student-Centred Education
Parent/Guardian		Welcoming and Inclusive Culture
Parent/Guardian	Implement gender neutral washrooms and advance visibility of SOFI in elementary schools.	
Parent/Guardian	Improve outdoor playground and learning area's of Cleveland Elementary. Outdated and inaccessible playground equipment as well as steep stairs, to the school prevent accessibility for individuals. Improvement of stairwells surrounding school or inclusion of a ramp would provide bikes and all abled people access. Additionally, covered outdoor areas to provide shelter from sun and rain as well as improved access to water fountains would be beneficial. Finally, implementing touchless water fountains in the schools cross the district for obvious reasons.	Innovative Instruction
Staff Member	Provide school with all the needed supplies and resources	Student-Centred Education
Staff Member	Increase in Counselling services & hours and increase in school psychologist services & hours ( not second step or social emotional learning lessons from teachers)	Mental Health and Well-Being
Staff Member	Increase of Learning Services Teachers and hours	Student-Centred Education
Staff Member	Increase in support hours and specialists for English Language Learners	Student-Centred Education
Parent/Guardian	Inclusivity of all students, not just those with special needs. I see lots of resources going to some students but it doesn't get shared amongst all the students. My daughter has a LD in math. I believe she's allocated 2 hours per week of support but never sees any of it. Why? Shouldn't she be getting that support? Part of the reason, I believe, is that she's managing okay, not great, but okay and resources are being pulled to other "fires" in the school.	Innovative Instruction
Parent/Guardian	Take care of the teachers/school staff mental health. They've had too much on their plates for too long.	Mental Health and Well-Being
Parent/Guardian	Supports for Mental Health and Well-being of children in our schools with music	
Parent/Guardian		
Parent/Guardian		

Parent/Guardian	As the parent of child who has experienced bullying at three separate North Vancouver School District schools, from our experience, mental health and well-being must be a top priority. We have not experienced a welcoming and inclusive culture from any of the staff or community at any of the three schools and we have been left to try to cope with this basically on our own and have had to seek counselling help from outside the school because there is none available through the school. It feels as though no one really cares about teaching children to be kind and caring and all of this is just talk with no concrete action. The pandemic has only exacerbated all of this and the school district must address the terrible toll it has taken on our children's mental health and socialization skills.	Mental Health and Well-Being
Parent/Guardian	There needs to be a truly welcoming and inclusive culture at school that includes everyone and this has to be implemented every day. We have attended three different schools in the district and have not been properly introduced to any principal or vice principal at any of the three. We have been made to feel like outsiders and do not feel like we are a part of a school community at all. It can be very intimidating to go to a new school for both the child and the parent and it has been impossible to make any new friends. The pandemic has made this worse, but that is why it should be focussed on and combated. The school district should promote kindness and community and encourage the school community to be welcoming and inclusive to new attendees. As it stands it is currently not doing that at all.	Welcoming and Inclusive Culture
Parent/Guardian	As someone who lives right beside a North Vancouver School District school I witness a terrible amount of traffic congestion daily, speeding to get to school on time and cars idling for up to 30 minutes after school waiting for pick up and I do not feel that it is environmentally conscious to have so many parents driving their children to school this way. I believe strongly in environmental stewardship and you can not teach this to children while not implementing it for yourselves as a school district. I am aware that in the Burnaby School District French Immersion programs are based on catchment area placement first and I strongly believe that must be the way it is done here. A lottery system for French Immersion is unfair and completely environmentally hypocritical. We travelled by vehicle adding to the traffic congestion and air pollution for two years because we did not get into the lottery for the French Immersion school that we live right beside to better our child's education, but we should not have been forced to do that. We should have had a place at our catchment school that is in our community and been able to have a sense of belonging where we live from the beginning, instead of other families from outside of our community getting the spot and I know of several families that do not live any where near the school that got the placement and how is that fair? Our friends and family could not believe how ridiculous it was and quite frankly it is an absolute embarrassment for this school district. Not only is it bad for the environment to have so many families travelling out of their catchment school area, but it is also why there is no sense of community or welcoming and inclusiveness for families in French Immersion. If you are at all concerned about environmental stewardship and having a welcoming and inclusive culture in the North Vancouver School District, then you must abolish the French Immersion lottery system.	Environmental Stewardship
Parent/Guardian	mental health and well being, really supporting those designated children through social emotional learning as well as (and especially) through alternative method training/implementation for staff to use (ie Dr. Ross Greene's Collaborative & Proactive Solution model).	Mental Health and Well-Being
Parent/Guardian	not all children learn/respond to the same methods; really focus on supporting those that are neuro-diverse and use the dollars provided with the designation for each student, rather than pooling the dollars and directing to the squeakiest wheel	Student-Centred Education
Parent/Guardian	there is still a lot of racism, ableism, sexism, etc., going on at schools; please educate both staff and students	Welcoming and Inclusive Culture
Parent/Guardian	How each public elementary school's principal poorly handling with autistic students being physical attach issue.	Welcoming and Inclusive Culture
Parent/Guardian	EA shortage issue, and training strategies for the position.	
Parent/Guardian	How teaching method in public school system is outdated with the same old teacher centred style, and no plan to implement a more focused student centred teaching strategy for a better long term benefit.	Student-Centred Education

Staff Member	<p>Mental Health and Well-Being: I think, especially after a tough couple of years for students and adults alike, promoting SEL practices in our schools is very important. I am very fortunate to have a classroom designed and furnished specifically to promote Social-Emotional Learning with calm colours, clutter-free layout, and flexible seating comprised of Natural Pod furniture (natural wood finishings in a calm colour palette.) Our school was able to get a government grant to furnish one classroom in our school specifically to promote self-regulation. I have taught classes with many serious behaviour issues in the past, and after a year of teaching with my classroom designed for self-regulation, I have noticed a huge difference in the number of situations where a student becomes escalated. My wish is that the district would put an emphasis on setting our classrooms up for self regulation. A lot of money has been put into modernizing our secondary schools, and I hope the same emphasis could be put on creating learning environments where students can feel calm and safe, and have flexibility in how/where they learn in the classroom. Instead of ordering a bunch of new desks for primary classrooms, consider investing in tables and benches and/or other seating options that give students flexibility in where/how they sit. Throughout the day, a student using a bench in my classroom will sit on the bench to do their work on a clipboard, or they will place their cushion on the ground to get comfortable and use their bench as their workspace. I will send some photos along via email showing what my classroom looks like in hopes that the district might consider using some of the budget for this. Mr. Pearmain and Ms. Dalla Vecchia visited and saw the classroom (at Sherwood Park) in early March 2022.</p>	Mental Health and Well-Being
Staff Member	<p>Innovative Instruction: Our libraries are constantly having books taken out of them because they are out of date and no longer politically correct. In my opinion, libraries are not being given adequate funding to replace the books at the rate that they go out of date. The only way to be truly innovative and to stay with the times is for students to be able to access information online (since it gets updated a lot more quickly than books do.) The issue with this is that we don't have the technology available in our classrooms to do this. We have to share 5 iPads with another division and they are so old that most of the apps can't even run on them. It is very difficult for our learning to be truly innovative if we can't access technology on a regular basis. Technology also promotes Universal Design for Learning and allows us to be truly inclusive in our classrooms. It shouldn't be up to PACs to find the money for this technology, because different PACs are able to fundraise widely varying amounts of money, with some schools unable to fund technology as effectively as other PACs.</p>	Innovative Instruction
Parent/Guardian		
Staff Member	<p>I value the chance to incorporate innovation in the classrooms I am in. Having technology when we are not a well off school is a challenge that we need a chance to overcome. Our students in intermediate do not BYOB as many don't have access. We prioritize them and then... they use the limited devices but what about the rest of the school of 400 plus students?</p>	Innovative Instruction
Staff Member	<p>2nd initiative - Truth, Healing and Reconciliation - would love to use more musical instruments. Would love to have a class set of authentic drums to teach with or have our ISW teach with. We have maybe 10 which allows us to teach students about sharing but... it would be really nice to support this initiative and help to spread the positive teachings of different nations through song.</p>	Truth, Healing and Reconciliation
Staff Member	<p>Proper waste management at school with proper signage - students are only as good at disposing of stuff if the signage is there and current and not broken etc.</p>	Environmental Stewardship
Staff Member	<p>Adequate tech devices (ie. iPads, laptops) that are current and include a succession plan to update old devices with new ones as needed. This will provide schools with devices that function well and can therefore enhance student learning (E.g., accessible functions such as voice to text, students in French Immersion can communicate their understanding through videos that can be labeled, edited, etc., apps to extend learning, allow students to develop tech literacy).</p>	Innovative Instruction
Community Member	<p>Further investment into food literacy programming and outdoor education like school gardens. It would be wonderful to see the School District bring on a food literacy/ school garden coordinator or provide funding to sustain a community animator to support food literacy/school gardens in the District.</p> <p>The impact of school gardens is significant and has touchpoints across all of the Districts strategic goals. They are student-centred, provide innovative instruction, foster a welcoming and inclusive culture, support mental health and well-being, can champion Indigenous ways of knowing, and encourages environmental stewardship.</p>	Environmental Stewardship
Community Member	<p>Continued investment in school gardens and food literacy. Provide additional funds to teachers to work with the Edible Garden Project school programming workshops.</p>	Environmental Stewardship

Community Member	Support schools in developing more food growing spaces at schools. Give schools the support needed to develop and sustain these gardens by helping to remove barriers. Investing in a school garden coordinator could be a great support in this work.	Innovative Instruction
Parent/Guardian	Mental health is top of mind specially given the how kids have been restricted from their social interactions. The school clearly tries its best but Marine is stretched super fin and supporting staff limited and shared among several kids. We need funding to increase these services.	Mental Health and Well-Being
Parent/Guardian	Not all kids have the same means to fund fun lunch days or to have too brand weather gear. Teachers should be mindful when specifying brands to buy. Regarding group activities such as the fun lunches I'd suggest allowing parents to round up their purchases to allow funding for those that can't afford ... some kids may feel left out of their parents can't afford it, great initiative and fund raising opportunity but we should make sure we don't impact kids that can't afford it.	Welcoming and Inclusive Culture
Parent/Guardian	The small study groups are awesome and have made a great impact to my kid. I wonder if we more support is needed to scale it	Student-Centred Education
Parent/Guardian	Anti racism, diversity and inclusion.	
Parent/Guardian	Extra math and writing workshops all grades all abilities.	Student-Centred Education
Parent/Guardian	Anti bullying. Respectful language.	
Parent and Staff member	Food literacy and outdoor gardens.	
Parent and Staff member	Mental health and well being. Student Centred education, Innovative instruction and Truth, Healing and Reconciliation. It covers them all. Caring for the earth, recognizing where food comes from and how it is distributed and new types of food production.	Mental Health and Well-Being
Parent and Staff member	<a href="https://kidsgardening.org/garden-stories-logan-garden-therapy/">https://kidsgardening.org/garden-stories-logan-garden-therapy/</a> Occupational therapy in the garden is huge. Includes inclusive education as it is for ALL students regardless of abilities or languages.	Innovative Instruction
Parent/Guardian	Would love to see as much funding as possible go to reconciliation with Indigenous people, including how Squamish and Tsleil-Waututh Nations can have more say in teachings and decisions made on their land	Truth, Healing and Reconciliation
Parent/Guardian	Love environmental stewardship and would like more teaching and funding to go towards a carbon neutral future	Environmental Stewardship
Parent/Guardian	Would like more access to counseling in schools for children	
Community Member	I would love to see more funding to go towards community organizations helping schools to be more environmental sustainable. Specifically, I would like to see more funding for bringing in community organizations to help support teachers with their projects or curricular objectives. Community organization can offer unique perspectives, specialized expertise and resources and make learning meaningful and authentic for students.	Environmental Stewardship
Community Member	I would also love to see more funding for projects related to sustainable food systems. For example, funding for infrastructure to support gardens or school food projects, funding for staff time dedicated to supporting sustainability and food literacy programs, and funding to support community organizations to bring healthy, local foods to schools. I believe that sustainable food systems connect strongly to many of the goals - Environmental Stewardship, Mental Health and Well-Being and Truth, Healing and Reconciliation and Innovative Instruction. When students, teachers and school communities take up sustainable food projects and initiatives, they reconnect with the land and the people around them. It is an opportunity to make an environmental impact, connect to local Indigenous ways of knowing and being, and to improve physical and mental well-being for students. Topics are often interdisciplinary and offer exciting opportunities for students to explore many different complex topics in new and exciting ways.	Truth, Healing and Reconciliation
Parent/Guardian	To be a citizen of the world is to have knowledge of what is beyond your immediate environ, therefore I would encourage and foster more trips at all levels to encompass experiences representative of not only Canada but those of other regions and nations. Field trips to the Vancouver Science Centre, H.R. MacMillan Space Centre, VAG, VSO and of course the VPL and all that it offers. Given world events past, present and future, I think a much greater emphasis on World History and less of the EDI and TRC spin would be a relief to our children in the now.	Innovative Instruction
Parent/Guardian		Student-Centred Education
Parent/Guardian		
Parent/Guardian	Teaching kids about emotions! How to feel them effectively and work with them effectively to become an amazing team player.	Mental Health and Well-Being
Parent/Guardian	BIPOC education and integration into the curriculum	
Parent/Guardian	Making BIPOC a part of the curriculum not just 'teaching about it' but being it, embodying it, making it a daily reality in the classroom. Incorporating first nations teachings into the classroom on a daily basis. This could be combined with emotional learning - they go together.	Truth, Healing and Reconciliation

Parent/Guardian	Getting sports back into elementary schools	
Parent/Guardian	Getting sports back into elementary schools	
Parent/Guardian	Teaching students how to think critically for themselves and be productive members of an advancing society.	Innovative Instruction
Parent/Guardian	After school care in all elementary schools - aligns with equity, well-being, and inclusivity goals by providing safe spaces for families where there are no guardians are available for pick-up / drop off, and allows development of stronger communities as inter-age friendships are fostered within the school environment.	Welcoming and Inclusive Culture
Parent/Guardian	More emphasis on math and science at all grade levels.	Student-Centred Education
Parent/Guardian	More emphasis on teaching the basics of math and science, and less "big idea" non-tangible learning.	Student-Centred Education
Parent/Guardian	Outdoor athletic space - sustainable and maintainable fields (A/T) in order to support both girls and boys sports and PE classes. Currently there is not enough field space/time and many sports train very early in the AM. The idea of grass fields for high school (Handsworth) means that with rain and usage the field is not playable over 50% of the time. Outdoor access and sport facilities are necessary to develop well rounded students, manage mental health and build strong communities	Mental Health and Well-Being
Parent/Guardian	Student center education and improve service for those with learning challenges	Student-Centred Education
Parent/Guardian	Improving mental health learning in high school	
Parent/Guardian	Celebrate all cultures	
Student	<p>A greater selection of student courses. What about honours courses once again? Only some of our schools, such as Argyle, include them. Additionally, work to have a greater number of courses in Science - Geology - as well as MORE AP courses! AP Chemistry, Biology, Physics, Politics, English! They should also be an option - if our students would like to enroll (on condition to sufficient interest), they should be offered!</p> <p>Please, bring back academic awards - other school districts include them. How can our students be competitive for admission in universities or colleges when those schools also look at accomplishments. When others have awards, they are looked upon more favourably. Service awards, honour roll; it was EXTREMELY silly to phase them out!</p> <p>Please hear me out: The actual policy makers have graduated or completed their education - they are not actually the ones who are desperately trying to be able to try and afford a home - one of which way to do this is university and college. So, bring back the awards - what is the reason not to?</p>	Student-Centred Education
Student	We need more technology in schools - have our students immersed in more digital settings, such as virtual reality learning. Please, be willing to provide more technology in schools. Be innovative - take students for greater career instruction, such as to workplaces - the doctor's office, local business, trade company!	Innovative Instruction
Student	We need our students to have more volunteer opportunities through the school district: ex. teaching assistant, as well as greater enhanced programs. More summer school courses, as well as a question for school district officials - why are West Van students allowed to attend North Van programs, including academies, while NORTH VAN students are NOT allowed to attend West Van's programs? Please speak about this and share this information in a Supriendentant's report!	Student-Centred Education
Parent/Guardian	Add more sciences, logic and a analysis courses at all levels 1 - 12. Aligns to student-centered education. Students have to be more competitive. Foreigners better trained and educated are taking Canadian jobs. (And they don't care about reconciliation)	Student-Centred Education
Parent/Guardian	Add exams, quizzes, homework. Be more objective on grades. You can't improve if there aren't metrics.	Student-Centred Education
Parent/Guardian	Adding support for special education students(for talented or extra work needed) , adding social and emotional learning to the curriculum, expanding after school classes, aftercare or raising test scores.	Student-Centred Education
Parent/Guardian	Adding more sport classes Adding more creative workshops	
Parent/Guardian	Providing warm lunch and free snacks	
Parent/Guardian	Innovative Instruction	
Parent/Guardian	Environmental stewardship - climate change is the biggest challenge facing our community and our students, and this should be the Board's priority initiative.	Environmental Stewardship
Parent/Guardian	Outdoor education opportunities - such programs are innovative, student-centered, inclusive, and build mental health and well-being while encouraging environmental stewardship - aligns very nicely and horizontally!	Mental Health and Well-Being
Parent/Guardian	n/a	Student-Centred Education

Parent/Guardian (Grandparent)	More EA time in classrooms	Student-Centred Education
Parent/Guardian (Grandparent)		Student-Centred Education
Parent/Guardian (Grandparent)		Student-Centred Education
Staff Member	<p>Supported entry for incoming Kindergarten students I have been teaching Kindergarten in NVSD for 15 years and Kindergarten education is my passion. I am increasingly distressed by the impact of COVID on our young learners, who arrive at school with so few experiences of group interactions and very high needs for social and emotional learning and support. I propose an initiative that would allocate EAs to support Kindergarten classes for some hours each day, at least during the first term, to enable us to provide a welcoming learning environment that is more responsive to all these needs than a single teacher can be—and to set up the class community in a way that will better support students' ongoing success. The additional benefit of providing this support is that we will have an increased capacity to identify and respond more expeditiously to the students who arrive in Kindergarten each year with undiagnosed special needs.</p> <p>Alignment with strategic goals: Student-centered education: this initiative allows a richer equity-based approach to meet students where they are Mental health and well-being: foundational K SEL education will be enhanced by having 2 adults who can provide guided other-regulation to support development of self-regulation Welcoming and inclusive education: enables a warmer and gentler introduction to the expectations of school and the group environment and increases student feelings of comfort and safety</p>	Mental Health and Well-Being
Staff Member	<p>Grade 7/Kindergarten classroom assistant program This initiative is an extension of my proposal to provide supported entry for incoming Kindergarten students by allocating some EA hours to Kindergarten classes during Term 1. To extend and continue this support, I am proposing the development of a program that would train selected Grade 7 students to volunteer in Kindergarten classes on a rotating schedule--initially alongside the support EA and later in the year more independently. In years past, the StrongStart Facilitator at our school made excellent use of Grade 7 volunteers and I believe there would be benefits for both the Grade 7 students and the Kindergarten classes. Creating a program with training of Grade 7s makes this more valuable than simply allocating volunteers to Kindergarten, creating another demand for the Kindergarten teachers to manage.</p> <p>Alignment with strategic goals: Innovative instruction: provides practical experience for Grade 7s of career and citizenship education Welcoming and inclusive education: enables a warmer and gentler introduction to the expectations of school and the group environment and increases student feelings of comfort and safety</p>	Welcoming and Inclusive Culture
Parent/Guardian (email)	<p>Hello, SD44 asked for public input into budget priorities. I'd like to ask for the Facilities Dept. to confirm whether every playground in the district has a garbage and recycling bin. At Ridgeway Elementary, only the "blue" playground has them. The "red" playground does not. Depending on how many school playgrounds don't have garbage &amp; recycling bins, I would like to propose a budget item for a phased implementation plan over 1-3 years to close this gap. With human caused climate change now irrefutable, we should be making every effort to limit the spread of litter into the natural environment. Thank you for considering my request.</p>	Environmental Stewardship

Non-profit (letter)	<p>Funds could be used to support the Coast Salish Gardens Program, a partnership between Maplewood Flats, Farm to School BC and North Vancouver School District to bring native plant and traditional food knowledge into the minds, hearts, and bellies of children and youth on the traditional unceded territories of the Squamish and Tsleil-Waututh Nations. The program aims to create and expand native plant gardens and integrate those spaces into the curriculum, as well as provide an ecosystem of support for the teachers and school staff involved. This pilot program has recently started using a small pool of funding from the BC Ministry of Public Safety and Solicitor General with four schools in the district and the two schools from the local Nation. This could be expanded to reach more schools in the school district or provide additional supports to the schools already involved in the program (i.e., for signage, more garden infrastructure at their schools). Funds could be used for additional infrastructure, professional development activities, or funding for the Farm to School BC community animator's time to coordinate the project or the Cultural Programmer at Maplewood Flats to work with the schools directly.</p>	Environmental Stewardship
Non-profit (letter)	<p>Funds could be used to hire a full-time Sustainability Coordinator to support school food, garden, and other projects that advance environmental stewardship and student-centred education. At the Vancouver School Board, the Sustainability Coordinator supports schools interested in creating school gardens and navigating the application process, collaborates on other projects (such as the Indigenous Foodscapes project), and supports teachers to integrate environmental education and sustainable food into their teaching through organizing Pro-D days and developing curricula.</p>	Environmental Stewardship
Non-profit (letter)	<p>Funds could be used to hire a part-time position (10 hours per week, with matched funding from F2SBC) for the Community Animator role to be administered by the Public Health Association of BC. This would allow the Community Animator to continue to support schools across NVSD to advance healthy local food, hands on learning, and school and community connectedness. Additional capacity for the Community Animator would allow them to continue to offer more programming and services to schools in NVSD, such as coordinating professional development workshops, hosting a Spring Celebration event, and continuing on some of the activities of the Neighbourhood Food Collaborative and Coast Salish Gardens pilot projects.</p>	Environmental Stewardship
Non-profit (letter)	<p>Funds could go towards the development of a district-wide Food Working Group that includes both internal and external stakeholders (including members from the North Shore School Food Network), aimed at creating a holistic food framework for the district. The Vancouver School Board has recently assembled a Food Framework Ad Hoc Committee to establish a holistic 10-year vision and food framework. This Working Group could review policy, program and partnership opportunities to advance healthy school food systems across the district.</p>	Environmental Stewardship

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

**Meeting Date:** April 12, 2022                       **Board**                       **Board, in camera**

**Topic (as per the Memorandum):**                      **Notice of Motion – New Policy on Ableism**

**Narration:**

Ableism is discrimination of, and social prejudice against, people with disabilities. Discrimination can be intentional or unintentional and is based on the belief that there is a correct way for bodies and minds to function and that anyone who deviates from that is inferior, imperfect and needs fixing. It can show up in ways ranging from personal to institutional, and it includes the many ways in which people with disabilities are considered "less than" non-disabled people.

Ableism is generally broken down into one of two types: physical and mental.

Physical ableism is centered around the intentional or unintentional discrimination of people with physical disabilities. However, for people who are not disabled, these forms of discrimination may not be noticeable.

Examples of how physical ableism presents itself: failing to incorporate accessibility into building design plans; buildings and signs that aren't accessible, such as ones that are not able to be used by people with mobility issues; signs that aren't available in braille; not providing closed captioning for recording of meetings; the presumption that someone who appears to have a disability is less intelligent than others.

Mental ableism is discrimination, whether intentional or not, against people who are mentally ill, neurodivergent, and labeled as having intellectual disabilities. Some of the ways that people experience mental ableism: segregating students who are neurodivergent into separate classes and schools; non-disabled people using words like "dumb," "crazy," "moron," "retarded," "lame", "wacko" in conversation; the use or restraint or seclusion; building inaccessible websites; refusing to provide reasonable accommodations; assuming that a nonspeaking person doesn't understand what you are saying; speaking to an individual in a childlike voice.

Some examples of outright ableism would be: not hiring someone because of their disability; choosing a meeting location that isn't accessible; asking people invasive questions about their disabilities; assuming people have to have a visible disability to actually be disabled; questioning if someone is actually disabled, (did they receive a diagnosis or are they self-identifying).

Unlike outright discrimination, which is fairly obvious to everyone, microaggression is more subtle.

Some common microaggressions against disabled people are: assuming incapability and helplessness; minimizing someone's condition by assuming a disabled person is lying about their limits, or that they exhibit bad behaviour when triggered; thinking that having a disability means a person is child-like and incompetent; and seeing disabled people as abnormal.

Some common microaggressive sayings: the blind leading the blind; fell on deaf ears; that's so lame; I'm so OCD (when you don't have OCD); that person is a psycho; retarded; crazy; you're acting bi-polar today; are you off your meds; I don't think of you as disabled;

Links:

[http://www.northvanpac.org/uploads/5/9/7/4/59745023/nvpac\\_ableism\\_101\\_newly\\_updated.pdf](http://www.northvanpac.org/uploads/5/9/7/4/59745023/nvpac_ableism_101_newly_updated.pdf)  
<https://inclusioncanada.ca/this-is-ableism/>  
<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-24-education.html>  
[https://archdisabilitylaw.ca/wp-content/uploads/2017/02/CSPRG\\_Parallel\\_Report\\_for\\_Canada\\_Feb-2017-A.pdf](https://archdisabilitylaw.ca/wp-content/uploads/2017/02/CSPRG_Parallel_Report_for_Canada_Feb-2017-A.pdf)  
<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/convention-on-the-rights-of-persons-with-disabilities-2.html>

**RECOMMENDED MOTION:**

that the Board of Education direct the Superintendent, through the Policy Advisory Committee, to create a policy and administration procedures on ableism. That the draft policy come back to the board by the September public board meeting; and that the committee include people with disabilities; and,

that all NVSD policies and administrative procedures that are being looked at through the lens of UNDRIP, DRIPPA, Racism also include UNCRPD. And that the committee tasked with looking at the NVSD policies must include a person, or persons, with a disability; and,

that ongoing, annual training be provided to Trustees and staff on ableism with the first session being before the end of June.

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

**Meeting Date:** April 12, 2022  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** **Social Emotional and Mental Health Continuum**

**Narration:**

A priority area for the School District is the Social Emotional Learning and Mental Well-being of our students and staff. The School District is one of the leaders in the province with its work in this area. In partnership with our stakeholders, a Joint Committee process was undertaken in 2019 resulting in a number of recommendations for the School District. At that time, the Board of Education supported the creation of a District Social Emotional Learning and Mental Health team, as well as a District Principal of Social Emotional Learning. Since then, the team has done remarkable work inclusive of the implementation of universal, targeted, and intensive level supports. In addition, we have begun to recognise that the broader work of Social Emotional Learning and Mental Health is a part of a vision of Healthy and Safe schools. As such, the Board of Education has invested in the expansion of the Social Emotional Learning/Mental Health District Principal to include other key factors to well-being.

Although our School District is a leader in this area, COVID-19 has further reinforced our need to continue to support and build this work. Given the priority of this area, it is timely for the Board of Education to receive an update on the current work and potential insight into key areas of future consideration.

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

**Meeting Date:** April 12, 2022  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** **Land Management**

**Narration:**

Updates on the Board of Education’s Land Management will be provided at each of the monthly Public Board Meetings.

Jacqui Stewart, Secretary Treasurer, will present the attached *Land Management Update* (April 2022).

**Attachment:**

Land Management Update – April 2022

## **Land Management Update**

### **Argyle Secondary School – Seismic Replacement**

- All work related to the new school project is complete, with exception of the following:
  - Final planting (to be completed in the spring)
  - Installation of guardrails at amphitheatre
  - Resolution of remaining outstanding deficiencies.
- Other projects yet to be completed:
  - New artificial turf field project (by DNV)
  - New outdoor sports court project (by DNV)
  - New outdoor basketball practice area (by Argyle).

### **Handsworth Secondary School – Seismic Replacement**

- Resolution of contractor deficiencies is on-going.
- Existing school has been turned over to the contractor to commence Phase 2 (demolition).
- Phase 3 work (final site improvements) will follow completion of Phase 2.

### **Lynn Valley Expansion Project**

- Project Definition Report forwarded to Ministry of Education for review.

### **Mountainside Secondary School – Seismic Upgrade**

- Block 1A - finalizing incomplete work at ground level and resolving deficiencies. Overall estimated progress – 99%.
- Block 1B - major construction activities. Demolition is completed and new work is progressing well. Overall estimated progress – 98%.
- Block 2 - balance of siding, structural steel and electrical installations nearing completion. Overall estimated progress - 97%.
- Block 3 - construction is progressing on the ground level and in parallel to work in Block 1B. Overall estimated progress – 95%.
- Substantial completion anticipated for April 21, 2022.
- Total completion anticipated for June 30, 2022.

### **Cloverley Elementary School – New School**

- Final revisions submitted to the Ministry of Education. We are awaiting for their response.

### **Cheakamus Centre’s Environmental Learning Centre – Envelope Rehabilitation**

- Replacement of structural elements is continuing.

### **Lucas**

- No change in the status of the Lucas site.

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

**Meeting Date:** April 12, 2022  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** **Tuesday, April 5, 2022, Standing Committee Meeting**

**Narration:**

The Board of Education will find attached the meeting summary from the April 5, 2022, Finance and Facilities Standing Committee Meeting.

Trustee Megan Higgins will report on highlights of the meeting.

**Attachment:**

Meeting Summary – Board of Education Standing Committee, April 5, 2022

**BOARD OF EDUCATION STANDING COMMITTEE  
Finance and Facilities**

**NORTH VANCOUVER SCHOOL DISTRICT**

**Meeting Summary of April 5, 2022**

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, April 5, 2022.

**Call to Order:**

Standing Committee Chair Megan Higgins called the Finance and Facilities Standing Committee meeting to order at 7:00 p.m., thanking those in attendance for participating with the School District. The traditional territorial lands of the Skwxwú7mesh (Squamish) Nation and səliłwətaʔ (Tsleil-Waututh) Nation were acknowledged.

**Budget Session – 2022/23 Operating Budget Development:**

Secretary Treasurer Jacqui Stewart and Assistant Superintendents Chris Atkinson and Pius Ryan presented the context for 2022/23 budget priorities including the forecast to June 30, 2022, the preliminary operating grant for next fiscal year and enrolment trends. Information on the operating surplus was also provided, along with highlights from the survey responses to budget priorities

Following the presentation from the executive team, partner groups had the opportunity to present their 2022/23 budget priorities framed within the context of the North Vancouver School District's 2021-2031 Strategic Plan.

Trustees then guided participants through small group discussions in tables. Discussions were held surrounding the framework of the draft strategic plan goals, specifically:

1. What strategic goals should be prioritized for 2021/22?
2. Recognizing limited resources and capacity, what should be the highest ranking priorities for 2021/22?

The group came back together and shared key priorities that were discussed in their respective tables. Concluding the presentation, Assistant Superintendents Atkinson shared the School District's next steps in building the 2022/23 Operating Budget.

The presentations and video recording can be found online: [Meetings & Minutes 2021/22](#)

**Next Standing Committee Meeting:**

May 3, 2022

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

**Meeting Date:** April 12, 2022  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** **Superintendent's Report (including COVID-19)**

**Narration:**

The Superintendent will provide an oral report on items of interest or concern to the Board not otherwise covered in the agenda.

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

**Meeting Date:** April 12, 2022  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** **Report Out - BC School Trustees Association (BCSTA) and BC Public School Employers' Association (BCPSEA)**

**Narration:**

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

**Schedule ...C.6....**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** April 12, 2022  **Board**  **Board, in camera**

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

**Narration:**

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

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

**Meeting Date:** April 12, 2022  **Board**  **Board, in camera**

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

**Narration:**

<b>Date and Time</b>	<b>Event</b>	<b>Location</b>
Tuesday, May 3, 2022 at 7:00 p.m.	Standing Committee Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, May 24, 2022 at 6:30 p.m.	Public Board Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, June 21, 2022 at 6:30 p.m.	Public Board Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver

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

**Meeting Date:** April 12, 2022  **Board**  **Board, in camera**

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

**Narration:**

In accordance with Board Policy 104: Board of Education – Meetings; twenty (20) minutes will be provided at the end of a regular Board meeting during which attendees may provide comments or ask questions of the Board on business conducted during that meeting or on any matter pertaining to the School District. The Chair may defer a response if a question cannot be answered at that time.

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

During the Public Comment Period, as well as 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.