

**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 14, 2026, at  
6:30 pm

		Estimated Completion Time
<b>A.</b>	<b>Call to Order</b>	
A.1.	Acknowledgments	6:30 pm
A.2.	Approval of Agenda (that the agenda, as recommended in the Administrative Memorandum, be adopted.)	6:30 pm
A.3.	Approval of Minutes <ul style="list-style-type: none"> <li>• that the minutes of the Public Meeting of February 24, 2026, be approved as circulated</li> <li>• that the minutes of the Special Public Board Meeting of March 12, 2026, be approved as circulated</li> </ul>	6:35 pm
A.4.	Public Questions/Comments *	6:40 pm
A.5.	Educational Presentation – Cheakamus Centre: Outdoor School	6:55 pm
<b>B.</b>	<b>Action Items</b>	
B.1.	Capital Plan Bylaw No. 2026/27-CPSD44-01	7:05 pm
B.2.	2026/27 Budget Consultation Update and Board Direction	7:25 pm
B.3.	Proposed Revised Policy 211: Special Education Services and Programs	7:35 pm
<b>C.</b>	<b>Information and Proposals</b>	
C.1.	Indigenous Education Council – Written Update	7:45 pm

\* Additional Community Presentations or Delegations are welcomed with advanced notice - see [Policy 104: Board of Education - Meetings](#) and its [Administrative Procedures](#).



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**Format and Date:**

PUBLIC BOARD MEETING  
 Tuesday, April 14, 2026 at  
 6:30 pm

		Estimated Completion Time
C.2.	Policy 609: Information and Communication Systems and Resources – Administrative Procedures – Appropriate Use of Technology	7:55 pm
C.3.	Tuesday, March 3, 2026 Standing Committee Report	8:05 pm
C.4.	Committee Reports – Written Update <ul style="list-style-type: none"> <li>• Joint Job Evaluation Committee</li> <li>• Joint Education &amp; Program Implementation Committee</li> </ul>	8:10 pm
C.5.	Land Management – Written Update	8:15 pm
C.6.	Superintendent’s Report	8:30 pm
C.7.	Report Out – British Columbia School Trustees Association (BCSTA) and BC Public School Employers’ Association (BCPSEA)	8:40 pm
C.8.	Trustees’ Reports/Highlights	8:50 pm
<b>D.</b>	<b>Future Meetings</b>	8:55 pm
<b>E.</b>	<b>Public Question &amp; Comment Period</b>	9:00 pm
<b>F.</b>	<b>Adjournment</b>	9:00 pm

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

**School District No. 44 (North Vancouver)**

Minutes of the Public Meeting of the Board of Education, School District No. 44 (North Vancouver) held in the Mountain View Room of the Education Services Centre at 2121 Lonsdale Avenue in North Vancouver, British Columbia, on Tuesday, February 24, 2026.

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

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**A. Call to Order**

Board Chair Antje Wilson called the meeting to order at 6:30 p.m.

Moved by L. Munro

Whereas section 67 of the School Act permits trustees to participate in or attend a meeting of the Board by telephone or other means of communication if all trustees and other persons participating in or attending the meeting can communicate with each other.

Seconded by K. Mann

Carried

**A.1. Acknowledgments**

Board Chair Wilson acknowledged the traditional territorial lands of the Coast Salish People, specifically those of the Sk̓wx̓wú7mesh (Squamish) Nation and səliłwətaʔt (Tseil-Waututh) Nation.

**A.2. Approval of Agenda**

Moved by K. Mann

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

Seconded by L. Tumaneng

Carried

**A.3. Approval of Minutes**

Moved by L. Tumaneng

that the minutes of the public board meeting of January 20, 2026, be approved as circulated.

Seconded by L. Munro

Carried

**A.4. Public Questions/Comments**

There was one public question/comment received by the Board. However, as the topic was not related to the evening's agenda, Board Chair Wilson informed the other members of the Board that the public question will be responded to by School District staff via email.

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

Superintendent Dr. Pius Ryan welcomed Lucas King, Principal of North Vancouver Online Learning and Mountainside Secondary. Lucas King presented an overview of the program cycle and model to the Board on the North Vancouver Online Learning program. The presenter responded to Trustee's questions.

**B.1. School District No. 44 (North Vancouver) Amended Annual Budget and Internal Restriction of Operating Surplus for Fiscal Year 2025/26**

Board Chair Wilson introduced Secretary Treasurer Emily Huner, who provided an overview of the evening's presentation. The Secretary Treasurer introduced Director of Finance Eileen Chin who highlighted the major changes in revenues and expenses since the 2025/26 Preliminary Annual Budget was adopted on May 20, 2025. In the spring of 2025, a budget of \$257.5 million was projected and it has been revised to \$262.6 million. Ms. Chin also went over the internal restriction of the operating surplus for the fiscal year 2025/26.

The 2025/26 Amended Annual Budget was reviewed by the Audit Committee on February 12, 2026 and motions recommending that the Board approve the amended budget were approved.

Staff responded to Trustees' questions.

**Recommended Motion 1**

Moved by A. Wilson

that the Board of Education approve the restriction from the Accumulated Operating Surplus of \$280,631 to balance the 2025/26 Amended Annual Budget.

Seconded by K. Mann

Carried

**Recommended Motion 2**

Moved by L. Munro

that School District No. 44 (North Vancouver) Amended Annual Budget Bylaw for fiscal year 2025/26 be read a first time;

Seconded by D. Anderson

Carried

Moved by D. Anderson

that School District No. 44 (North Vancouver) Amended Annual Budget Bylaw for fiscal year 2025/26 be read a second time;

Seconded by L. Tumaneng

Carried

Moved by G. Tsiakos

that School District No. 44 (North Vancouver) Amended Annual Budget Bylaw for fiscal year 2025/26 be read a third time, passed and adopted.

Seconded by K. Mann

Carried

**B.2. Fromme Lease Extension Bylaw, 2026**

Board Chair Wilson called upon Secretary Treasurer Emily Huner to make opening comments. Trustee Tsiakos clarified that the Board is not approving disposal of the land but instead approving a long-term lease. Secretary Treasurer Emily Huner clarified that there is a discrepancy in the narrative and that the bylaw is for kindergarten to grade 12, as approved at the January 27, 2026 in camera Board meeting.

Moved by A. Wilson

That The Board of Education of School District No. 44 (North Vancouver) Fromme Elementary School Lease Extension Bylaw, 2026 be read a first time;

Seconded by L. Tumaneng

Carried

Moved by K. Mann

That The Board of Education of School District No. 44 (North Vancouver) Fromme Elementary School Lease Extension Bylaw, 2026 be read a second time;

Seconded by L. Munro

Carried

Moved by D. Anderson

That The Board of Education of School District No. 44 (North Vancouver) Fromme Elementary School Lease Extension Bylaw, 2026 be read a third time, passed, and adopted.

Seconded by K. Mann

Carried

### **B.3. Proposed Revised Policy 501: Recruitment and Selection of Personnel**

Superintendent Dr. Ryan made opening comments and introduced Scott Stanley Executive Director of Human Resources. Scott Stanley summarized the review process, which was discussed at the December 16, 2025 public Board meeting. The policy review included policies 501, 502, 503 and 504, and does not include Policy 505 and Policy 506. The review process also included feedback from the partner groups. Mr. Stanley noted that while the review process was underway, the BC School Trustees Association (BCSTA) was offering guidance to the school districts on policy development. This was also discussed with the Board at the December 16 public meeting of the Board, as well as Dr. Ryan's work with BCSTA on this policy. BCSTA's recommendation was to consolidate the four policies into one overarching hiring policy. Lastly, the policy came to the Board at the January 13, 2026 Trustee Seminar where several wording changes were recommended and have subsequently been incorporated.

Trustee Gerlach asked for two further, friendly amendments: 1. Where the policy says, "*The North Vancouver Board of Education recognizes...*", add "*the Board*" in parentheses before the word "*recognizes*". 2. Add the words "*School District*" in place of "*the District*" throughout the policy.

Trustee Munro asked that the policy follow the template. Mr. Stanley clarified that two sections, 'scope' and 'definitions' that were discussed with the Superintendent's Office and the Communications Department were not deemed relevant parts of the template.

Moved by A. Wilson

that the Board of Education approve the Proposed Revised Policy 501: Recruitment and Selection of Personnel as attached to the Administrative Memorandum of February 24, 2026.

Seconded by D. Anderson

Carried

Moved by A. Wilson

that the Board of Education approve the friendly amendment to the motion whereas "the Board" immediately follows "The North Vancouver Board of Education...", in the first sentence of the policy statement, and secondly the words "School District" replace "the District" throughout the policy.

Seconded by D. Anderson

Carried

### **B.4. Proposed 2026/27 School Calendar for Board Approval**

Superintendent Dr. Ryan introduced Assistant Superintendent Adam Baumann, who provided an overview of the proposed 2026/27 School Calendar, and the comments received. He thanked the education partners including representatives of the North Vancouver Teachers' Association, CUPE Local 389, North Vancouver Administrators' Association, North Vancouver District Parent Advisory Council, District Student Leadership Council, and Trustees Anderson and Tumaneng for their contributions. The presenter responded to Trustee's questions.

Moved by K. Mann

That the Board of Education approve the Proposed 2026/27 School Calendar as attached to the Administrative Memorandum of February 24, 2026.

Seconded by L. Tumaneng

Carried

### **C.1. Educational Update: Framework for Enhancing Student Learning**

Superintendent Dr. Ryan made opening comments and introduced Assistant Superintendent Arlene Martin. Arlene Martin summarized the purpose and key details of the Framework for Enhancing Student Learning (FESL). She invited District Principals Janis Mann, Jeenice Chand,

and Sarah Best who provided the highlights of FESL. The update is included in the Board package. The presenters took questions from the Board of Education.

**C.2. Proposed Revised Policy 211: Special Education Services and Programs**

Dr. Ryan made opening comments and introduced District Principal Janis Mann. Ms. Mann provided the highlights of the revision process and the revisions themselves. The presenter took questions from the Board of Education.

**C.3 Tuesday, February 3, 2026 Standing Committee Report**

Trustee Anderson reported on the highlights of the February 3, 2026 Standing Committee on budget development.

**C.4. Committee Reports – Written Update**

Written updates on the Audit Committee, Inclusion Committee, and the Policy Review Committee were included in the Board Package; no questions were asked.

**C.5. Land Management – Written Update**

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

**C.6. Superintendent’s Report**

Superintendent Dr. Pius Ryan provided an update to Trustees on events, initiatives, and programming across the school district. No questions were asked.

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

Trustee Tumaneng provided an update regarding the BC School Trustees Association. Trustee Mann provided an update regarding BCPSEA.

**C.8. Trustees’ Reports/Highlights**

Trustees shared recent highlights, for activities from January 21, 2026 to February 24, 2026, with an emphasis on their roles as school liaisons.

Meetings attended by Trustees included:

- Public Board Meeting
- In Camera Meeting
- Standing Committee Meeting
- Trustee Seminars
- BCSTA Metro Branch Meeting, Provincial Council, Voter Learning Session, and Legislative Committee
- BC Public School Employers’ Association (BCPSEA) AGM and Sector Bargaining for Trustee Representatives
- District Student Leadership Council Meeting
- North Vancouver Parent Advisory Council General Meeting
- Audit Committee
- French Advisory Committee
- Inclusion Committee
- Policy Review Committee

Events attended by Trustees included:

- Healthy Futures Presentation by District Administrator Tine Parker
- An Evening with Valerie Jerome – Meet Me At The Gallery

- North Vancouver School District Band & Strings Festival
- Parent Advisory Committee Meeting at Handsworth Secondary
- Emergency Preparedness Information Webinar
- Various school visits or events: Argyle Secondary, Boundary Elementary, Carson Graham Secondary, Cleveland Elementary, Cove Cliff Elementary, Dorothy Lynas Elementary, Eastview Elementary, Handsworth Secondary, Montroyal Elementary, Seycove Secondary, Sherwood Park Elementary

**D. Future Meetings**

The next Standing Committee and Public Board Meetings were included in the Board Package. Board Chair Antje Wilson noted that the March 10<sup>th</sup> Public Board Meeting is tentative.

**E. Public Question & Comment Period**

Board Chair Wilson called for questions and/or comments from the public noting that in accordance with Board policy, questions relating to personnel, negotiations or litigation must not be dealt with in a public session. No questions or comments were brought forward.

**F. Adjournment**

The established agenda being completed, Board Chair Wilson adjourned the meeting at 8:34 pm and thanked those who attended.

Certified Correct:

\_\_\_\_\_  
Emily Huner  
Secretary Treasurer

\_\_\_\_\_  
Antje Wilson  
Chair, Board of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**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 12, 2026.

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

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**A. Call to Order**

Board Chair Antje Wilson called the meeting to order at 6:31 p.m.

Moved by A. Wilson

Whereas section 67 of the School Act permits trustees to participate in or attend a meeting of the Board by telephone or other means of communication if all trustees and other persons participating in or attending the meeting can communicate with each other.

Seconded by C. Gerlach

Carried

**A.1. Acknowledgments**

Board Chair Wilson acknowledged the traditional territorial lands of the Sḵw̱x̱wú7mesh (Squamish) Nation and səliłwətaʔt (Tsleil-Waututh) Nation.

**A.2. Approval of Agenda**

Moved by L. Tumaneng

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

Seconded by K. Mann

Carried

**A.3. Public Questions/Comments**

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

**B.1. Cloverley Elementary School Electrical Distribution Right of Way Bylaw, 2026 (BC Hydro)**

Board Chair Antje Wilson introduced the agenda item and Secretary Treasurer Emily Huner presented the bylaw for the electrical distribution right of way included in the agenda package.

Moved by K. Mann

That The Board of Education of School District No. 44 (North Vancouver) Cloverley Elementary School Electrical Distribution Right of Way Bylaw, 2026 be read a first time;

Seconded by G. Tsiakos

Carried

Moved by L. Munro

That The Board of Education of School District No. 44 (North Vancouver) Cloverley Elementary School Electrical Distribution Right of Way Bylaw, 2026 be read a second time;

Seconded by K. Mann

Carried

Moved by L. Tumaneng

That The Board of Education of School District No. 44 (North Vancouver) Cloverley Elementary School Electrical Distribution Right of Way Bylaw, 2026 be read a third time, passed, and adopted.

Seconded by G. Tsiakos

Carried

**B.2. Corporate Banking Services: Bankers and Signing Officers (Bank of Montreal)**

Board Chair Wilson called upon Secretary Treasurer Emily Huner to introduce the item. Secretary Treasurer Emily Huner noted that the resolution before the Board is to update the banking and signing officers for Bank of Montreal Corporate banking services with North Vancouver School District No. 44.

Moved by C. Gerlach

That the Bank of Montreal Resolution Regarding Bankers and Signing Officers as per Schedule B.2. be approved.

Seconded by G. Tsiakos

Carried

**C. Future Meetings**

The next three meeting were included in the Board Package.

**D. Public Question & Comment Period**

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

No questions or comments were brought forward.

**E. Adjournment**

The established agenda being completed, Board Chair Wilson adjourned the meeting at 6:38 pm and thanked those who attended.

Certified Correct:

\_\_\_\_\_  
Emily Huner  
Secretary Treasurer

\_\_\_\_\_  
Antje Wilson  
Chair, Board of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

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

**Meeting Date:** April 14, 2026  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** **Public Questions/Comments**

**Narration:**

Prior to the Public Board Meeting, members of the public can provide comments on items related to the agenda by completing the [Public Board Meeting Questions/Comments Form](#) online or calling 604-998-5100 and leaving a voice mail by no later than 1 p.m. on the day of the meeting. All input received by the specified time will be shared with Trustees electronically. The Board Chair will read out comments during the Public Questions/Comments at the beginning of the meeting; however, this agenda item has a time limit of 10 minutes.

The Board of Education will not respond to comments made during the Public Questions/Comments but may direct questions to staff. Members of the public wishing to discuss their concerns with Trustees or staff may contact them before and/or after the meeting, by telephone or e-mail.

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

**Meeting Date:** Apr. 14, 2026

**Board**

**Board, in camera**

**Topic (as per the Memorandum):**        **Educational Presentation: Cheakamus Centre Update**

**Narration:**

Cheakamus Centre continues to serve as a key district asset supporting outdoor environmental learning, connection and belonging, and sustainable operations through educational programming, retreats, and a range of rentals and services. The Centre engages learners and staff from across NVSD, strengthening curricular connections, well-being, and engagement with land and place while extending the district's reach beyond school sites. Financial oversight emphasizes responsible stewardship, diversified revenue development, and alignment with district expectations to support long-term sustainability, alongside targeted fundraising and infrastructure planning to maintain safe, welcoming, and high-quality learning environments.

Conor McMullan, District Principal of Cheakamus Centre, will provide an overview of the Centre's operational scope, program reach and impact, financial stewardship, and current fundraising and infrastructure priorities as part of this presentation.

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

**Meeting Date:** April 14, 2026  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** **Capital Plan Bylaw No. 2026/27-CPSD44-01**

**Narration:**

The Ministry of Education and Child Care has provided their Capital Budget Outreach and Next Steps (CBONS) response letter to the 2026/27 Annual Five-Year Capital Plan submission of June 2026.

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

Major Capital

- Seismic Mitigation
- Expansion Program
- Replacement Program
- Site Acquisition Program
- Rural District Program

Minor Capital

- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

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 2025/26 annual capital programs approved for funding and are able to proceed to procurement.

The following tables provide a summary of the Ministry's response for major and minor capital projects for School District No. 44 (North Vancouver) for 2026/27:

**MAJOR CAPITAL PROJECTS**

No new projects identified at this time to proceed to business case development

## MINOR CAPITAL PROJECTS

New projects as approved by the Ministry's response dated March 27, 2026.

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Boundary Elementary, Capilano Elementary, Seycove Secondary, Sherwood Park Elementary, Upper Lynn Elementary	School Enhancement Program (SEP): Accessible lift renewals	\$350,000	Project to be completed by March 31, 2027
Windsor Secondary	School Enhancement Program (SEP): HVAC Upgrades	\$700,000	Project to be completed by March 31, 2027.
Windsor Secondary	Carbon Neutral capital Plan (CNCP): HVAC upgrades	\$500,000	Project to be completed by March 31, 2027.
Canyon Heights Elementary	Carbon Neutral capital Plan (CNCP): HVAC upgrades	\$250,000	Project to be completed by March 31, 2027.
Cove Cliff Elementary	Food Infrastructure Program: Kitchen equipment and infrastructure upgrade	\$80,000	Project to be completed by March 31, 2027.
Blueridge Elementary	Playground Equipment Program (PEP): Universally Accessible Playground Equipment	\$200,000	Project to be completed by March 31, 2027.

As a reminder, in accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a Capital Bylaw for its approved 2026/27 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. 2026/2027-CPSD44-01*

### RECOMMENDED MOTION:

that School District No. 44 (North Vancouver) Capital Bylaw No. 2026/27-CPSD44-01 be read a first time;

that School District No. 44 (North Vancouver) Capital Bylaw No. 2026/27-CPSD44-01 be read a second time;

that School District No. 44 (North Vancouver) Capital Bylaw No. 2026/27-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. 2026/27-CPSD44-01  
CAPITAL PLAN 2026/27**

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 Projects(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 27, 2026 from the 2026/27 Capital Plan is hereby adopted.
2. This Bylaw may be cited as School District No. 44 (North Vancouver) Capital Bylaw No. 2026/27-CPSD44-01.

READ A FIRST TIME THE 14<sup>th</sup> DAY OF APRIL, 2026;

READ A SECOND TIME THE 14<sup>TH</sup> DAY OF APRIL, 2026;

READ A THIRD TIME, PASSED AND ADOPTED THE 14<sup>TH</sup> DAY OF APRIL, 2026.

**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. 2026/27-CPSD44-01 adopted by the Board the 14<sup>TH</sup> day of APRIL, 2026.

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

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

**Meeting Date:** April 14, 2026  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** **2026/27 Budget Consultation Update and Board Direction**

**Narration:**

At the November 18, 2025 Public Board Meeting, the Board of Education approved the budget development consultation process for the 2026/27 Preliminary Annual Budget. The education partners, North Vancouver Parent Advisory Council (NVPAC), North Vancouver Teachers' Association, Canadian Union of Public Employees (CUPE Local 389), North Vancouver Administrators', and District Student Leadership Council were invited to participate in discussions about the 2026/27 budget priorities at the subsequent Standing Committee meetings and provide written submissions.

At the February 3, 2026, Standing Committee Meeting, the school district presented the context for developing the budget including highlights from the current year and planning assumptions for next year. Attendees at the meeting participated in table discussions to provide input to the Senior Leadership Team and the Board of Education to inform budget development.

In addition to participating in in-person meetings, interested members of the community were invited to provide suggestions for the 2026/27 budget priorities by written submission or an online survey. During the public input period, 499 members of the community responded to the survey with an additional 6 email comments.

The focus of the March 3, 2026 Standing Committee Meeting was gathering further recommendations to inform budget development. District principals and school administrators supported table discussions regarding school district activities and initiatives that align with the goals of public education – Intellectual, Human and Social Development and Career Education.

On March 12, 2026, the Ministry of Education and Child Care announced the 2026/27 preliminary operating grant based on the three-year enrolment forecast submitted by school districts in February 2026. The funding levels per student remained the same as the previous year. Funding levels for collective agreements' compensation increases (starting in 2025-26) replaces targeted funding received by school districts in previous years.

The school district's preliminary 2026/27 operating budget is developed based on the February 2026 1701 enrolment submission to the Ministry. This is the basis for the preliminary operating grant from government, leaving any budget shortfall to be funded through an appropriation from the school district's accumulated operating surplus. Following the September 1701 enrolment submission to the Ministry, typically they will revise the operating grant based on actual enrolments and other formula driven changes.

Based on the input received from education partners and community members, the Executive Committee has organized this input and offered recommendations to inform the 2026/27 budget development. The recommendations are also informed by Guiding Principles that were developed to support decision-making. The school district must take a conservative approach in preparing the preliminary budget given many uncertainties such as enrolment projections, increased costs of sick leave, an operating surplus balance that

is currently below the target 2-4% threshold and required capital contributions for the new elementary school in the Cloverley neighborhood. These uncertainties create financial risks that must be carefully considered when developing the annual budget and planning for the next school year.

Attachments:

- Budget Priorities
- BCASBO Report
- Detailed Survey Responses

**RECOMMENDED MOTION:**

that the Board of Education direct staff to proceed with the development of the 2026/27 Annual Budget incorporating the budget priorities recommended by the Executive Committee, as outlined in Appendix A.

# 2026/2027 RECOMMENDED BUDGET DIRECTIONS

## Stability, Focus, Progress

### 'Enabling Progress Through Stability'

*As prepared April 7, 2026*

#### **Budget Process Preamble**

Within the North Vancouver School District (NVSD), the budget consultation process is a catalyst for building system cohesion and direction, as well as inter-departmental understanding and commitment. The budget process enables the North Vancouver Board of Education (the Board) to steer, adjust and focus the course of school district while ensuring fiscally responsible and responsive management of finite resources.

In an organization with finite resources and competing demands (such as NVSD), the goal of the budget process is to best align those resources with the organization's mandate, vision, and aspirational goals. With limited resources, the budget process helps NVSD to stay focused on its highest priorities, while adjusting resources in response to the times.

The preliminary budget for the 2026-2027 school year includes consideration of the current and future operational needs of NVSD, collective agreement requirements, community, and Indigenous Education Committee feedback, and Board priorities within a broader global context marked by economic and geopolitical uncertainty.

#### **Context – 'Enabling Progress Through Stability'**

NVSD is guided by the provincial mandate for public schooling, and the Board's Strategic Vision. School district and school-specific planning in alignment with the [Framework for Enhancing Student Learning](#) (FESL), and Strategic Vision goal setting has generated positive momentum on several educational and operational directions. School district momentum is enabled by creating a stable and predictable environment where annual adjustments allow for continued focus. Annual (preliminary budget) and bi-annual (amended budget) adjustments are necessary to continually support the school district's work and prevent budget and directional instability.

For the 2026–2027 preliminary budget, the continued impact of local, provincial, and national pressures requires careful consideration. We are operating in a period of reprioritization as the provincial government focuses on core ministry mandates. At the same time, rising service and capital costs driven by inflation, taxation, and collective bargaining outcomes are placing additional monetary pressures on the school district. Adding to the complexity of establishing the preliminary Budget for 2026/2027, is no increase in the per pupil allotment in our initial operating grant, and the delay in timing of additional Ministry Grants to offset the costs of Collective Bargaining outcomes, along-side other special purpose grants.

In addition, school district specific costs for portables and demolition of the Lucas Centre during the 2024-2025 school year; and, that NVSD is required to contribute \$3.0 million towards the construction of the new Cloverley Elementary School (with new annual operational costs in staffing and servicing the

new school site), we will strive to re-establish our operating surplus to 2-4% of our annual budget in accordance with Board Policy.

In alignment with the BCASBO analysis of school district funding, the operational funding grant is increasing needed singularly for staffing, and school district decision making is limited due to the use of special purpose grants. With rising costs (both inflationary and leave management) and no additions to operating, school districts by necessity have to be extremely vigilant in its budgeting process. Maintaining stability in this context is significantly challenging.

Overall, a foundational lens to the preliminary budget of 2026-2027 is that we seek to maintain stability in NVSD schools, while ensuring we support the foundational needs of operating a complex organization. We do this in a context of provincial financial uncertainty.

## **Budget Process – Stability, Focus, Progress**

Given the current context, in addition to the Board's Annual Budget Consultation, NVSD's Executive undertook a review process with each school district operational department. This process included reviews of departmental mandates, core services delivered, staff required to deliver services, key fixed and variable resources, areas for focus, areas for efficiency, and areas of risk to the organization.

Through this process, the following *Guiding Beliefs* were re-affirmed to help focus and ensure stable operations, focused priorities, and continued progress in key areas aligned with the provincial mandate for public schooling, Ministry of Education and Child Care (MOECC) priorities, and the aspirational goals of the Board.

Finite resources, spend within budget,

- Prioritise the foundational needs of schools
  - The Centrality of the Classroom, Class composition, ratio's, enrollment management, functional maintenance, classroom resources including projectors etc. Adherence to these provides more balance in overall resourcing in the school district.
- Focus on Initiatives that are data informed and align with mandate and aspirational goals
  - Expected change over time based on current needs and priorities; consideration of previous investments in system capacity building and alignment with FESL What are our current needs?
- Ensuring healthy systems and structures that maximise operational efficiency and quality
  - Ongoing analysis and refinement of departmental and school processes can impact our bottom line.
- Consider long-term stability and risk management
  - Staffing ratio's, IT infrastructure, facilities health – exceeding the foundational work needs greater scrutiny and consideration of organizational impact.

The following Budget Directions recommended by Executive are the result of the above review process, with intent on maintaining our educational stability. Recommended areas for adjustment, as well as

future considerations, are done so in the spirit of maintaining our core educational excellence and the centrality of schools. We are also mindful of the increasing use of special purpose grants by the MOECC to shape school district focus, and that we are completing provincial collective bargaining where staffing ratios and other monetary decisions are made. We hope the Board receives these Strategic Budget Directions in the spirit in which they were developed.

## **Operational Requirements**

Primarily, the operating budget supports student enrolment and collective agreement provisions. In addition to direct staffing requirements for the classroom, the operating budget must provide for contractual obligations, inflationary and taxation / tariff pressures, exempt staff and administrator compensation, facility maintenance, school technology and school resources. The operating budget must balance as well as ensure monies to support unexpected needs.

Overall Executive recommends:

- Budget directions that consider departmental stability to provide continuity of service and support to schools, and maintain progress;
- Maximizing use of special purpose grants in alignment with Ministry and school district directions;
- Where staffing is determined by collective agreement, that any additional staff above ratio be carefully considered and only if enrollment projections and Ministry funding allow for such additions. Decisions in this area may need to wait until after all 2026-27 Ministry funding and September 2026 enrollment is confirmed;
- That organizational efficiencies be maximized;
- Reviewing the impact of new services like Youth Engagement Workers;
- That roles where additional allowances are provided are reviewed and adjusted in alignment with expectations;
- An increased focus on the use of remedy monies to enhance support for students; and,
- Increase opportunities to enhance local revenue where possible.

## **Strategic Plan Budget Directions - Executive Recommendations**

With the above recommendations and with prudent planning and in response to budget feedback, we strive to maintain the school district's focus and strategic development across goal areas. We have asked budget holders to be mindful of discretionary costs, leverage internal expertise, remain data oriented, and build strategic community partnerships in achieving our goals.

## **Goals**

### **Student-Centred Education**

Through the 2026–2027 budget process, feedback emphasized that decisions should remain focused on student growth, engagement, and success.

Central to this is a highly qualified, coordinated staff responsive to diverse student needs. Effective classroom instruction ensures access and engagement for all learners, supported by Learning Services Teachers (LST), English Language Learners (ELL) teachers, specialists, and educational assistants.

### Executive Recommends

- Maintain current staffing levels for LST, ELL, and educational assistants in alignment with collective agreements, with adjustments made within budget parameters and in response to student need.
- Continue to leverage the Family of Schools (FOS) model to develop Literacy and Numeracy Networks
- Expand Early Literacy Assessment (ELA) into intermediate grades and ensuring alignment with the *science of reading*
- Continue professional development offered through a Universal Design for Learning series for educators K-12
- Build Secondary School Teacher Leader network
- Maintain Enhanced Programming: Artists for Kids, Band and Strings, Academies, Athletics and Outdoor School

These directions ensure that budget and resource allocations continue to support equitable access, responsive instruction, and the stability of both students and staff, while maintaining flexibility to address evolving needs across the system.

### Innovative Instruction

Innovation in NVSD grows through educator collaboration, inquiry, and shared practice. Feedback from consultation processes emphasizes the importance of targeted, cost-effective professional learning. Executive recommends sustaining supports such as collaborative inquiry grants, networks of practice, and learning rounds to enhance teacher and staff capacity.

### Executive Recommends

- Continue to support school growth and development through *Collaborative Inquiry Grants* and *Learning Rounds*
- Continue Early Learning, Gifted Education, French Immersion, Online Learning, Advanced Placement and International Baccalaureate
- Continue to pursue opportunities with technology to increase accessibility and efficiency while maintaining our commitment to safety and privacy
- Continue to develop Careers K–12 instruction in schools as well as continue to support the current growth in Work Experience opportunities and Career Exploration Fairs
- In addition to existing professional networks, a proposed **Literacy Support Institute** will provide ongoing, targeted learning for teachers, educational assistants, and literacy staff, aligned with a continuum of universal, targeted, and intensive supports
- School block budgets will be reviewed to ensure alignment with NVSD priorities such as literacy, numeracy, and critical thinking. Clearer guidance will support equitable distribution of resources and maximize impact across schools and programs.

This direction ensures that budget and resource decisions support innovation, professional learning, equitable resource allocation, and meaningful student engagement in literacy, numeracy, and career pathways.

## **Welcoming and Inclusive Culture**

Central to NVSD's mission is the creation of vibrant learning communities where students and staff experience a strong sense of belonging and connection. Achieving this requires the intentional design of inclusive environments that support well-being and ensure equitable access for all.

### **Executive Recommends:**

- Continue the ongoing development of Compassionate Systems Leadership (CSL), including expanded learning opportunities for staff and students.
- Continue learning opportunities and resources focused on disability awareness, ableism, SOGI and anti-racism initiatives
- Continue to provide learning opportunities to enhance the implementation of Universal Design for Learning and Differentiated Instruction
- Strengthen monitoring and supports for Youth in Care
- Continue to provide professional learning opportunities and resources for educators to support English Language Learners (ELL) and newcomers
- Continue thoughtful incorporation of Accessibility Plan addressing barriers for people with disabilities
- Continue to support mentorship of educators at the school and through the FOS model

This approach fosters coherent, responsive, and empathetic leadership across schools, strengthening the relational conditions that underpin inclusive and equitable learning environments.

## **Mental Health and Well Being**

The mandate for public schooling affirms the role of schools in promoting mental well-being, while more intensive mental health needs are supported through the Ministry of Health and the Ministry of Children and Family Development. While schools remain central to student well-being, this work is a shared responsibility with families and partner ministries.

Feedback from the budget consultation process highlights the importance of connection and belonging in students' educational experiences. Students benefit from opportunities to engage in music, the arts, athletics, service and community-based learning, and outdoor education. NVSD has demonstrated leadership in social-emotional support and mental well-being, and this should continue to be reflected in both universal and targeted approaches.

### **Executive Recommends** sustaining a balanced approach that includes:

- Access to arts, music, athletics and outdoor learning
- Expanded Youth Engagement Worker support
- Training for staff on threat assessment and critical incident response
- Ongoing SEL programs (e.g., Open Parachute, Second Step, Everyday Speech)
- Maintain counselling services

- Counselor training on brief solution-focussed counselling
- Strengthened partnerships with VCH, CYMH, BCCFA, Impact North Shore, and the North Shore Situation Table
- Universal access to nutritious snacks, breakfast programs, and physical literacy
- Ongoing staff wellness initiatives will continue to support attendance, workforce stability, and effective service delivery.
- Maintain targeted and intensive supports, including Choices programs and Mountainside Secondary as a hub for students requiring alternative learning environments.

Key to this work is strengthening clarity around the school district's role in supporting social-emotional learning (SEL) and mental well-being. This includes a continued focus on school-wide positive behaviour supports, anti-bullying efforts, and the promotion of positive, respectful relationships. This work should be complemented by enhanced coordination with the Ministries of Health and Children and Family Development, as well as community partners, to ensure a clear and collaborative continuum of supports aligned with respective mandates.

## **Truth, Healing and Reconciliation**

In alignment with the Truth, Healing, and Reconciliation calls to action, and the implementation of Bill 40 (*School Amendment Act, 2023*), the school district affirms its commitment to upholding the rights of Indigenous Peoples, including the right to participate in decision-making in matters that affect them, and the right to maintain, control, protect, and develop their cultural heritage, traditional knowledge, and expressions.

### **Executive Recommends**

- Continued support for the Indigenous Education Council (IEC) as a key structure that reflects these commitments. The IEC plays a critical role in enabling shared dialogue, informed consent, and collaborative decision-making with rights holders. Strengthening relationships with the Squamish Nation and Tsleil-Waututh Nation remains a central priority and foundational to this work.
- Executive further recommends a review and strengthening of graduation course offerings in Indigenous education to ensure they are developed in partnership with local First Nations and reflect local knowledge, histories, and perspectives. This aligns with DRIPA's emphasis on the right to culturally appropriate education and the accurate representation of Indigenous histories and contributions.
- Continued investment in Indigenous Support Workers is recommended, with a focus at the elementary level on fostering understanding of the land, its histories, and cultural practices. This work supports the development of respectful relationships, promotes cultural safety, and affirms the rights of Indigenous students to an inclusive and affirming educational experience.
- While Indigenous student graduation rates in NVSD continue to improve, a gap remains for students living on reserve. Executive recommends targeted literacy and numeracy supports developed in collaboration with First Nations partners to ensure equitable access to educational outcomes.
- Students are more engaged when their identities and experiences are reflected in their learning. Executive recommends the continued acquisition of current, locally relevant, and

culturally appropriate resources, guided by the Squamish Nation and Tsleil-Waututh Nation, ensuring that Indigenous knowledge is respectfully and accurately represented.

This direction reflects the school district's ongoing commitment to reconciliation through education, and the advancement of Indigenous rights through meaningful partnership, shared responsibility, and respect for the authority of local Nations.

## Environmental Stewardship

NVSD continues to prioritize environmental stewardship as a central part of its identity as the *"Natural Place to Learn."* Outdoor learning supports student well-being, deepens environmental understanding, and reflects local Indigenous perspectives and relationships to the land.

### Executive Recommends

- Continued leadership in outdoor, place-based learning
- Continued support for Green teams and outdoor learning spaces
- Ongoing investment through the Climate Action budget
- Strategic energy and emissions management
- Climate education initiatives and community of practice
- Sustainability micro-grants and strengthened partnerships

This direction ensures that environmental education remains a strategic priority, strengthens student engagement, and supports NVSD's commitment to sustainability and the responsible stewardship of the natural environment.

### Risks and Assumptions

In the spirit of *"Enabling Progress Through Stability,"* NVSD will continue to prioritize and balance the use of all resources, not only for the current fiscal year but also over the longer term. Executive uses conservative student enrolment estimates to avoid overstating revenues and to ensure careful stewardship of funds.

Executive is mindful of several risks that may impact the school district's financial outlook:

- **Enrolment projection:** Conservative enrolment projections may hold for September 2026, resulting in a continued operating grant reduction of approximately \$2 million.
- **Energy, utilities, and insurance costs:** Ongoing geopolitical instability and climate-related events are expected to drive continued increases in energy, water, and insurance costs.
- **Tariffs, taxation, and supply chain impacts:** Trade tensions and tariff uncertainties introduce volatility in the cost and availability of goods and services. Additionally, the planned expansion of PST in 2026 to categories of supplies and services currently procured by the school district will increase cost pressures.
- **Leave management costs:** Since the COVID-19 pandemic, sick leave costs have increased significantly. In NVSD, these costs have risen from approximately \$3 million to \$6 million to \$9 million annually, placing increasing pressure on a finite budget.

- **Legal risks:** Current and pending litigation could result in settlements not fully covered by the School Protection Program (SPP).
- **Cybersecurity risks:** School districts across the province have experienced cyberattacks, in some cases requiring ransom payments to restore operations. NVSD maintains an active cybersecurity plan and must continue to exercise vigilance.
- **International education:** While NVSD maintains a strong and diversified International Education program, enrolment may fluctuate due to economic conditions in students' home countries, geopolitical instability, and evolving federal immigration policies.
- **Deferred maintenance:** Like many school districts, there is a significant backlog of deferred maintenance that cannot be fully addressed through the Annual Facilities Grant received from the MOECC.

## **Reserves in Operating Surplus (Contingency)**

As part of the preliminary budget planning process, NVSD Executive is closely monitoring ongoing student enrolment. As noted, the initial operating grant from the MOECC is based on conservative enrolment projections. This approach is intentional, mitigating risk and ensuring a disciplined and carefully scrutinized budget process.

That said, it is important to continue monitoring actual enrolment, as increases will impact both NVSD's overall financial position and the staffing required to effectively operate schools. This is highlighted for the Board, as higher-than-projected enrolment may warrant the strategic use of a portion of the current operating surplus to balance the preliminary budget, with the expectation that additional funding will be realized once actual enrolment is confirmed on September 30, 2026.

The goal is to minimize reductions in staffing that may ultimately be required to support student learning in the coming year, while rebuilding our operating surplus to the recommended minimum threshold of 2% to 4% of operating expenses.

# RESPONSIVENESS OF PROVINCIAL FUNDING TO COST PRESSURES IN BC SCHOOL DISTRICTS

BC Association of School Business Officials



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# Executive Summary

BC school districts are facing growing financial pressures because the cost of delivering K–12 programs is rising faster than provincial funding. This report highlights the drivers of financial pressure, the implications for programs, and the need for proactive planning and communication.

The key financial challenges faced by school districts include:

- **Unfunded Inflationary Costs:** Funding rate adjustments do not cover all inflationary pressures, including rising costs for employee benefits, technology, facility maintenance, equipment, and services and supplies.
- **Budget Rigidity:** School districts have limited flexibility in their budgets to absorb unfunded inflationary costs without making budget reductions that negatively impact programs.
- **Enrolment Trends:** Historically, enrolment growth has helped offset inflationary pressures, but provincial enrolment is stabilizing and expected to decline, reducing this buffer.
- **Targeted Funding Limitations:** While targeted funding has grown significantly in recent years, it cannot be used to address core program cost pressures.

School districts cannot presume that current programs will remain sustainable in the future. Proactive planning, robust community consultation, and strategic use of contingency reserves are essential to managing and responding to financial risks. The intention of this report is to support School District Business Officials in effectively communicating the complexities and realities of provincial funding, helping to focus budget planning and consultation on the best solutions given the circumstances.

The implications of this growing financial pressure in school districts include:

- Most districts had to implement program spending reductions in 2025/26 due to unfunded inflationary pressures and expect further reductions will be necessary in the future.
- Legislative and collective agreement obligations limit options for reductions, often forcing Boards to reduce in priority areas that are responsive to local student needs.
- Budget reductions are impacting classroom and student supports. These include reductions in teacher positions, educational assistant positions, other student support positions, custodial services, technology budgets, educational resources, and professional development for staff.
- Fiscal constraints are impeding the ability of districts to address operational risks, such as addressing cybersecurity vulnerabilities and deferred facility maintenance

# Introduction & Purpose

In recent years, a growing number of school districts have reported that the cost of delivering core K-12 programs is rising faster than provincial funding. As a result, many districts report they are unable to sustain existing programs and must plan for program reductions to balance future budgets. BC school district budgeting and funding is complex, making it challenging to fully understand and communicate the drivers of financial pressure school districts must plan for.

This information report is intended to support BCASBO members who are responsible for budget consultation and planning, by assisting members in understanding and communicating the key drivers of financial pressure. This report is also intended to inform and support the important work of members of the BC School Trustees' Association (BCSTA), the BC School Superintendents' Association (BCSSA), the BC Confederation of Parent Advisory Councils (BCCPAC), and all others who have an interest in the financial sustainability of K-12 education programs in BC.

The scope of this report includes:

- School District Budgeting and Financial Accountability
- Overview of the BC K-12 Operating Funding Model
- Trends in Provincial Funding
- Budget Scenario Analysis
- The impact of the funding model in different scenarios
- The Impact of Unfunded Inflationary Pressures
- Key Observations and Implications

The observations in this report are based on review and analysis of the operating funding model, as well as information collected from senior financial staff in school districts.



# School District Budgeting & Financial Accountability

School district budgets are comprised of three separate funds: Operating Fund, Special Purpose Fund and Capital Fund. Each of these funds differ with respect to the programs funded, the methods of accounting used, and the legislative and other constraints on expenditures.

**OPERATING FUND** – Core annual program revenues and expenditures are reported in the operating fund. This includes revenues from provincial grants, local education agreements, tuition, and other sources. Operating fund expenditures include salaries, benefits, supplies, services, and other costs required to deliver K-12 educational programs. BC school districts reported \$7.762 billion in operating fund revenues for the year ended June 30, 2025 with Provincial grants and per pupil funding received directly from First Nations accounting for 94.1% of total revenues. Salaries and benefits accounted for 89.7% of total expenditures for the year ended June 30, 2025. School districts are not permitted to budget for or incur an accumulated deficit position in the operating fund.<sup>1</sup>

**SPECIAL PURPOSE FUND** – The Special Purpose Fund includes annual program funding and other revenues that are restricted for a specific purpose. BC school districts reported \$1.3 billion in special purpose fund revenues for the year ended June 30, 2025 with Provincial grants accounting for 83.4% of total special purpose fund revenues. If expenditures for a program within the special purpose fund exceeds available revenues, the resulting deficit is transferred to the operating fund reducing accumulated operating surplus.

**CAPITAL FUND** – The Capital Fund reports the acquisition, construction, and upgrade of capital assets such as land, buildings, vehicles and other major equipment. It includes funding from the Ministry of Education and Child Care and capital contributions from other sources including proceeds from the sale of capital assets. Expenditures from this fund are restricted for capital purposes. The capital budget is primarily determined through the Board of Education’s approval of the annual capital plan and other funding applications, followed by subsequent approval from the Ministry.

This report focuses primarily on the Operating Fund because this is where the accountability for balancing the budget resides. School districts are unique in the BC public sector by adopting both a preliminary budget prior to the beginning of the fiscal year (July 1st to June 30th) and an amended budget partway through the school year. The preliminary budget is developed based on projected enrolment, while the amended budget reflects changes to funding and program costs resulting from the confirmation of actual fall enrolment.

<sup>1</sup>Annual surplus is the extent to which annual revenues exceed expenses. If annual expenses exceed revenues the result is referred to as an annual deficit. An accumulated surplus position is the extent to which revenues from all previous years have exceeded expenses from all previous years. An accumulated deficit position occurs when expenses from all previous years exceed revenues from all previous years. When an accumulated deficit occurs, it means future revenues are needed to pay for past expenditures.

# Overview of the K-12 Operating Funding Model

Prior to 2002 the allocation of funding for K-12 public education in BC was primarily cost-based. A new funding model was developed in 2002 in response to concerns with the historical cost-based approach, which included inequities between school districts, the significant administrative effort required to maintain a cost-based model, and a lack of incentives to be efficient.<sup>2</sup>

In 2002 a new funding model was introduced, which allocated funding primarily based on full-time equivalent (FTE) student enrolment. While some modification to the funding formula have been made over the past few decades to address specific funding pressures or program priorities, the fundamental approach to allocating funding in 2002 remains the same today.

In addition to the operating funding model, there are several provincial funding programs where funding is targeted for specific priorities. These targeted grants and related expenditures are typically reported in the Special Purpose Fund and will be discussed further in the next section “Trends in Provincial Funding”.

The operating grant allocation formula has the following four key components:

**BASIC ALLOCATION** – This is the common per student funding allocation for each school aged student Full Time Equivalent (“FTE”). For the 2025/26 school year, the funding rate is \$9,015 per student FTE (or \$7,280 per student FTE for online learning). Most operating funding is received through this basic allocation, which is estimated to comprise 74.5% of total operating funding in 2025/26.

**UNIQUE STUDENT NEED ALLOCATIONS** – These are additional funding allocations for students with identified unique needs. The vast majority of this funding (about 98%) is based on per student funding allocations for students with identified unique needs. Unique student need allocations are estimated to comprise about 18.4% of total operating funding in 2025/26.

**UNIQUE DISTRICT ALLOCATIONS** – These are additional funding allocations to address unique school district factors including geographic factors, low enrolment, and teacher salary differential (i.e. district differential from the provincial average). Unique district allocations are estimated to comprise 6.9% of total operating funding in 2025/26.

**FUNDING PROTECTION/ENROLMENT DECLINE ALLOCATION** – This funding is allocated to buffer the effects of declining enrolment. Funding for enrolment decline is received where enrolment decline exceeds 1% compared to the previous year. Funding protection ensures that no district experiences a decline in operating grants that is greater than 1.5% compared with the previous year. Allocations for funding protection/enrolment decline are estimated to comprise 0.2% of total operating funding in 2025/26.

More information on the funding rates within each of the above four key components can be found in Appendix 1.

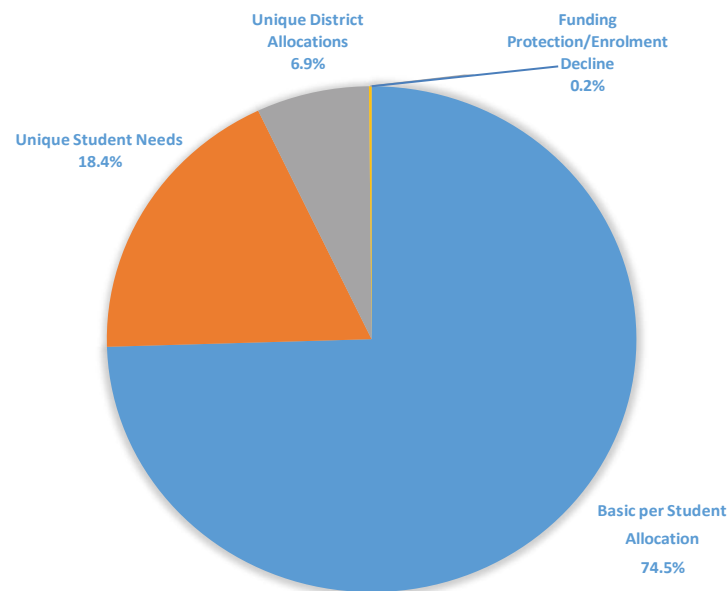


Exhibit 1: Operating Funding Components Estimated for 2025/26

<sup>2</sup>Source: Improving Equity and Accountability | Report of the Funding Model Review Panel (2018)

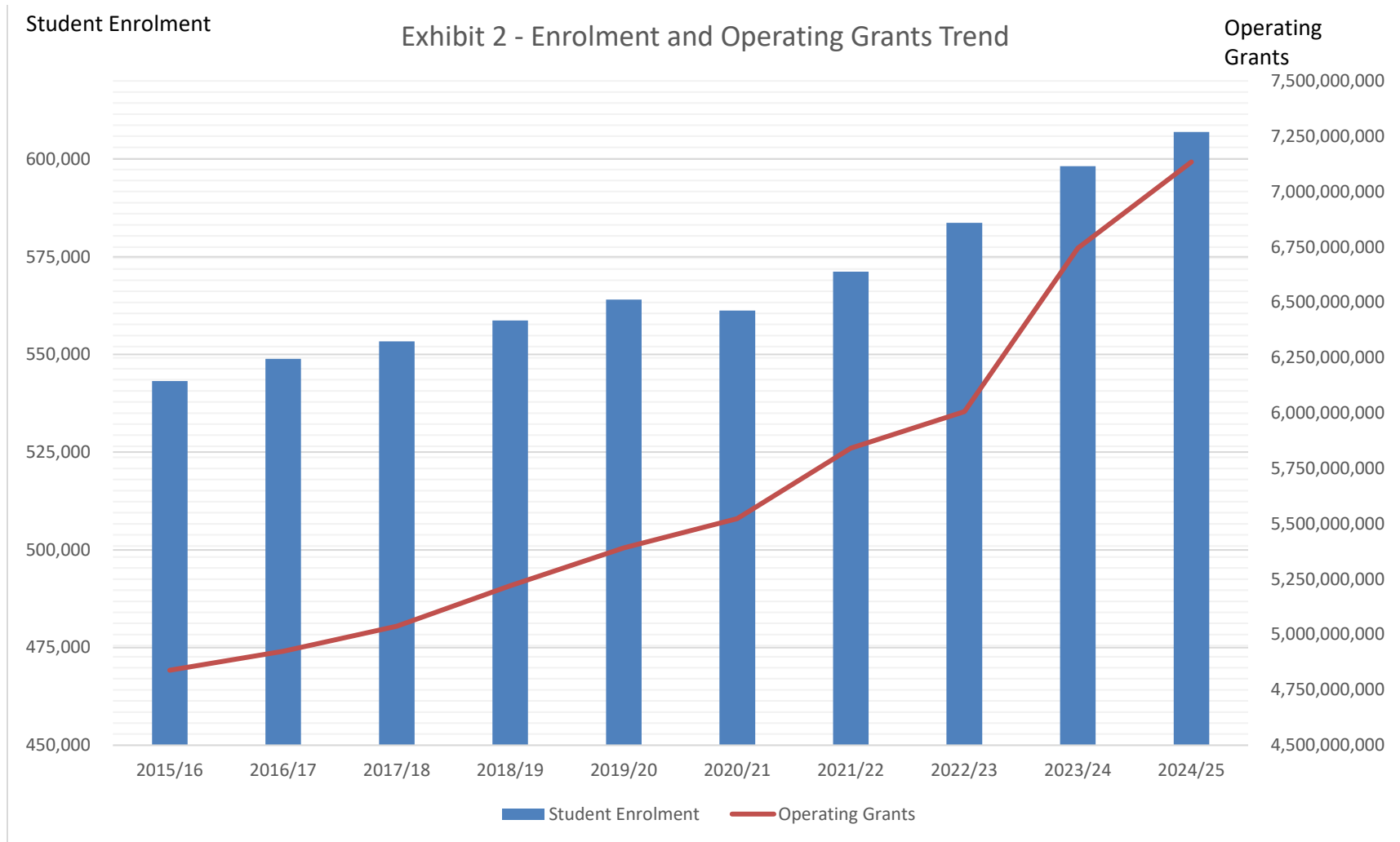
The basic allocation and the allocations for unique student needs are both driven by student enrolment, and together account for 92.9% of total estimated operating funding in 2025/26 (as shown Exhibit 1). This high proportion of funding determined by per pupil allocations means that the BC funding model is highly leveraged to student enrolment. The supplemental funding for Funding Protection/Enrolment decline is intended to buffer the impacts of significant enrolment decline providing districts more time to adjust expenditures to align with lower enrolment-based funding.

Historically, per pupil funding rates have been adjusted annually to reflect the cost of provincially negotiated collective agreements (wage and benefit enhancements). While it has not always been the case, in recent years funding rate adjustments have also reflected inflationary salary adjustments for non-unionized staff including Principals, Vice Principals and district management staff. However, funding rates are not adjusted annually to reflect all of the other inflationary costs that impact school districts, such as those relating to equipment, services, supplies, utilities/ fuel and employee benefit plans. This means annual funding rate adjustments do not fully fund all of the inflationary pressures school districts must plan for.

While funding rate adjustments do not fully reflect inflation, sufficient enrolment growth can provide school districts with the financial flexibility to more fully fund inflationary pressures. This is because the BC funding model is highly leveraged to enrolment and as enrolment grows, funding in some circumstances grows faster than direct program costs. This means a school district with sufficient enrolment growth may be able to reallocate funding from growth (in excess of program cost growth) to cover inflationary costs and potentially new program priorities. However, this is often not the case when a growing school district faces significant inflationary costs and/or needs to allocate operating funds to purchase portable classrooms (due to insufficient capacity to accommodate enrolment growth). In recent years, more districts are reporting that enrolment growth is resulting in financial pressure due to significant growth in the cost of portable classrooms. The Budget Scenario Analysis section further explores the impact of different enrolment change scenarios on the fiscal balance of school districts.

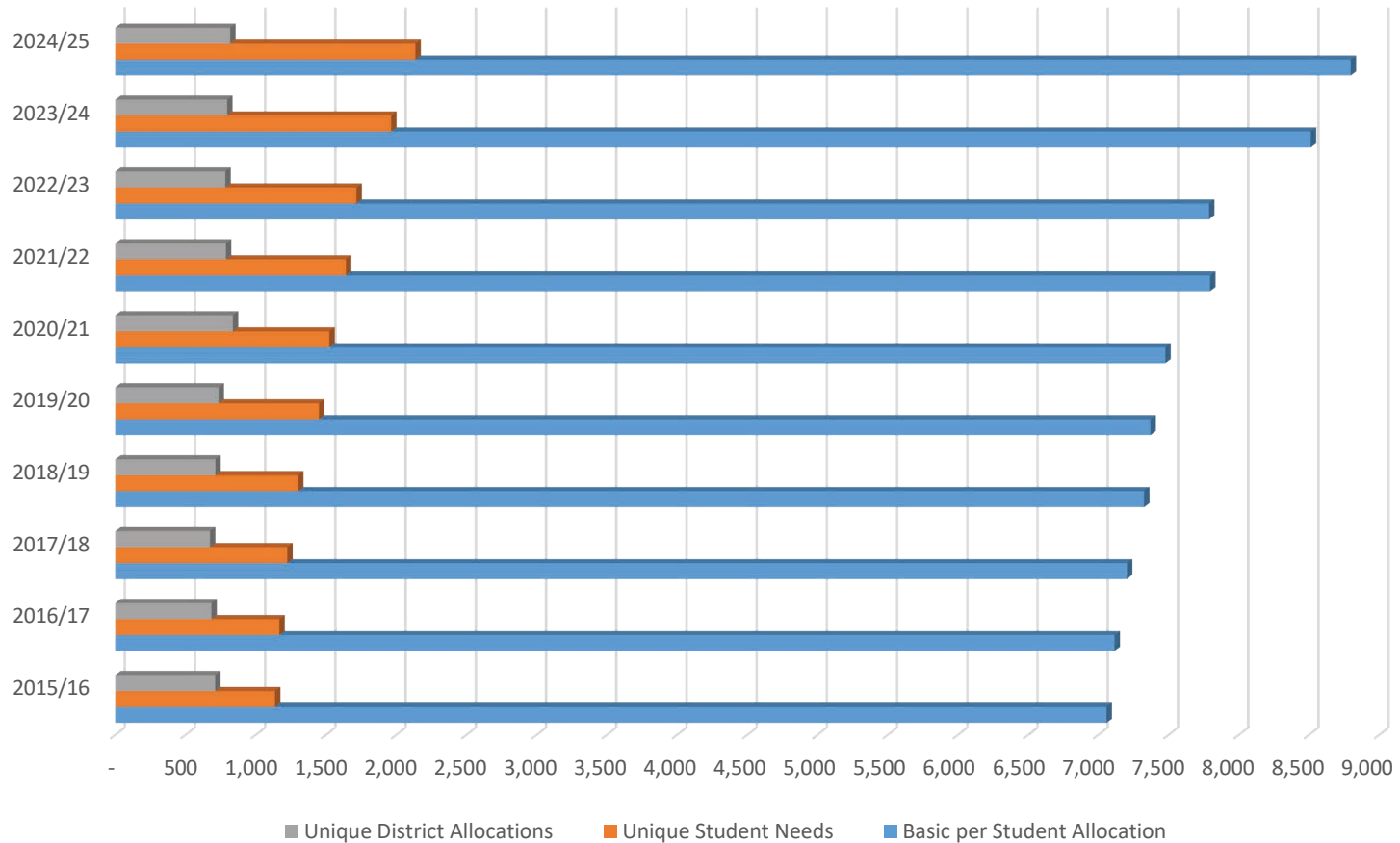
In 2018, the Province appointed an Independent Review Panel to undertake a comprehensive review of how public education is funded in BC. The report from the Panel titled “Improving Equity and Accountability” was released in December 2018 and included 22 recommendations organized under three key themes: equity, accountability, and financial management. Many of the recommendations in the report have since been implemented; however, most of the recommendations that relate to the funding model remain unimplemented. Many of these unimplemented recommendations and the related observations by the Panel align with the funding challenges identified in this information report.

# Trends in Provincial Funding



As shown in Exhibit 2, provincial operating grants (orange line) have increased from \$4.84 billion in 2015/16 to \$7.13 billion in 2024/25, representing an average annual growth rate of approximately 4.45% over this period. Student enrolment (blue bars) has grown from 543,166 in 2015/16 to 606,930 in 2024/25, which represents an average annual growth rate of 1.24% over this same period.

### Exhibit 3 - Operating Funding per Student FTE



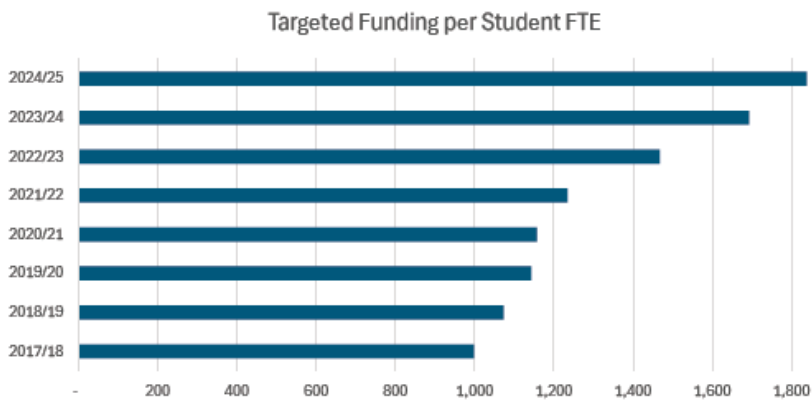
In Exhibit 3, operating grants are shown as a ratio to student enrolment and are reported separately for each of the three operating grant categories: unique district allocations, unique student needs, and basic per student allocation. From 2015/16 to 2024/25, the basic per student allocation (per student FTE) grew by 2.51% annually on average. Because the basic per student allocation varies directly with student enrolment, the growth in this amount is reflective of annual funding rate adjustments over this period. Over the same period, unique district allocations (per student FTE) grew on average by 1.71% annually.

From 2015/16 to 2024/25, provincial unique student allocations (per student) grew by 7.31% annually on average. This higher rate of growth is attributed to an increase in the proportion of students designated with a funded unique need. In 2015/16 funding for unique student needs represented 12.8% of total operating grants; and by 2024/25, this had increased to 18.2%. As funding for unique student needs has increased with growth in designations, so have the expectations and the need for districts to provide enhanced program support for these students.

### Exhibit 4 - Targeted Funding Programs

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Classroom Enhancement Fund	380,463,838	428,675,373	463,567,594	461,109,670	522,916,310	593,242,537	695,446,340	794,603,679
Feeding Futures	-	-	-	-	-	-	71,500,000	71,500,000
Student and Family Affordability Fund	-	-	-	-	-	60,000,000	18,893,000	-
Community Link	52,388,216	52,767,537	53,166,721	54,276,659	55,160,728	56,552,025	59,156,964	60,392,862
Provincial Resource Programs	31,019,058	30,222,506	32,293,091	29,091,237	32,592,677	32,513,378	38,070,411	42,146,767
Annual Facilities Grant	21,495,587	21,495,587	21,995,588	21,745,587	21,000,000	21,500,000	21,500,000	21,500,000
Learning Improvement Fund	19,999,998	20,000,004	19,999,999	20,000,000	19,999,999	20,747,996	24,999,999	25,000,000
Student Transportation Fund	15,403,131	15,403,131	15,403,131	15,403,131	15,403,131	15,403,131	15,403,131	15,403,131
Official Languages in Education French Programs	12,291,640	12,382,979	13,161,958	14,374,522	13,752,956	19,535,176	24,838,132	17,519,542
Strong Start Programs	10,359,200	10,624,800	10,519,988	10,491,560	10,452,000	10,516,000	10,516,000	10,324,000
Early Care and Learning	-	-	-	-	-	9,960,000	10,325,000	10,325,000
Professional Learning Grant	-	-	-	-	-	-	-	13,863,016
Other Targeted Funding Programs	8,612,554	7,972,068	14,645,651	22,925,446	13,549,966	16,185,808	21,454,733	33,204,426
<b>Total</b>	<b>552,033,222</b>	<b>599,543,985</b>	<b>644,753,721</b>	<b>649,417,812</b>	<b>704,827,767</b>	<b>856,156,051</b>	<b>1,012,103,710</b>	<b>1,115,782,423</b>
<b>Targeted Funding per Student FTE</b>	<b>998</b>	<b>1,073</b>	<b>1,143</b>	<b>1,157</b>	<b>1,234</b>	<b>1,467</b>	<b>1,692</b>	<b>1,838</b>

In addition to operating funding, school districts receive provincial funding through a number of targeted funding programs. Most of these programs are reported by school districts in the Special Purpose Fund. Exhibit 4 presents the trend in targeted funding for significant funding programs, as well as total targeted funding per student FTE. Note the figures in Exhibit 4 exclude event specific targeted funding provided in response to the COVID-19 pandemic. Descriptions of the significant targeted funding programs shown in Exhibit 4 are included in Appendix 2.



From 2017/18 to 2024/25, the average annual increase in targeted funding per student FTE increased at an annual rate of approximately 9.3%. Targeted funding per student FTE has increased significantly in recent years with an average annual increase per student of 14.3% between 2021/22 to 2024/25.

Over the past 7 years and particularly in recent years, targeted funding per student FTE has grown faster than operating funding. This growth in targeted funding has enabled districts to enhance programs and implement new initiatives where the funding has been targeted. However, growth in targeted funding typically cannot be used to address financial pressures in core programs funded by the operating fund.

# Budget Scenario Analysis

In this section four different scenarios are analyzed to explore the impact of enrolment change and inflationary costs on budgetary balance in the Operating Fund. The intention of this section is to demonstrate how the funding model responds to several scenarios which are common in the sector. While the inflation assumptions reflect what school districts have experienced in recent years, the four scenarios do not capture all the many different budgetary realities faced by school districts.

The base scenario is a school district that has a balanced budget in 2024/25 with \$100 million in both revenues and expenditures. Each of the four scenarios presented in Exhibit 5 calculates the change in budgetary balance for the next fiscal year (2025/26) based on the assumptions outlined below.

## SCENARIO 1

- Enrolment remains unchanged.
- Salaries for all employee groups increase by 3% and employee benefit costs increase by 2% for benefit costs that vary directly with salary.
- Provincial Operating Grant rates increase such that the cost of the 3% salary increase and related benefit costs that vary directly with salaries are fully funded. An exception is that salary increases in the international program salary and benefits budget (\$1,560,000 in 2024/25) are not funded.
- Other revenues, including international program tuition, increase by 3%.
- Employee benefit costs increase by a further 3% due to escalation in premiums for medical and dental plans, CPP, and WorkSafe BC.
- As a result of increase in the average placement of teachers on the salary scale, teacher salaries increase by an additional 0.75% and teacher benefit costs increase by an additional 0.5%.
- Service and Supplies Expense increases by 2% due to inflation
- Service and Supplies Expense increases by a further 2% due to additional escalation in the cost of technology for learning/operational requirements and to mitigate risks related to cybersecurity.

## SCENARIO 2

The same assumptions as Scenario 1 apply, except for the following:

- Student enrolment grows by 250 FTE (approximately a 3% increase) resulting in an additional \$2,253,750 in funding (250 times \$9,015/student). The associated program cost increases are an additional 11.0 FTE teacher assignment (\$1,375,000 in salaries and benefits) and \$100,000 for other program costs. The district has existing space that can accommodate this growth and is able to allocate \$778,750 of this funding growth to offset inflationary pressures.
- The number of students with inclusive education designations increases by 20 for Level 2 and 25 for Level 3, increasing funding by \$794,300 (20 times \$24,340/student plus 25 times \$12,300/student). To balance the budget, \$352,320 of this funding is allocated to offset inflationary pressures. The remaining funding of \$441,980 (56% of funding growth) is allocated to increase inclusive education support (Education Assistant positions).

## SCENARIO 3

The same assumptions as Scenario 2 apply, except for the following:

- The district does not have sufficient existing space to accommodate enrolment growth and invests \$1.2 million from the operating budget to purchase three portable classrooms.

## SCENARIO 4

The same assumptions as Scenario 1 apply, except for the following:

- Student enrolment declines by 250 FTE (approximately a 3% decrease) resulting in a funding reduction of \$1,126,875 (supplemental funding for Funding Protection and Enrolment Decline limits the decrease in funding to be equivalent to a 1.5% decline in enrolment).
- The associated program cost decreases are an 11.0 FTE Teacher staffing reduction (\$1,375,000 salaries and benefits) and a \$100,000 reduction in service and supplies.

### Exhibit 5: Budget Scenario Analysis Results

	<b>24/25 Budget Base Scenario</b>	<b>25/26 Budget Scenario 1</b>	<b>25/26 Budget Scenario 2</b>	<b>25/26 Budget Scenario 3</b>	<b>25/26 Budget Scenario 4</b>
<b>Student FTE Change</b>		<b>0</b>	<b>+250</b>	<b>+250</b>	<b>-250</b>
Provincial Grants	92,000,000	94,464,500	97,512,550	97,512,550	93,337,625
Other Revenues	8,000,000	8,240,000	8,240,000	8,240,000	8,240,000
<b>Total Revenues</b>	<b>100,000,000</b>	<b>102,704,500</b>	<b>105,752,550</b>	<b>105,752,550</b>	<b>101,577,625</b>
Teacher Salaries	41,800,000	43,367,500	44,467,500	44,467,500	42,267,500
PVP Salaries	5,600,000	5,768,000	5,768,000	5,768,000	5,768,000
EA Salaries	8,600,000	8,858,000	9,211,584	9,211,584	8,858,000
Support Staff Salaries	8,800,000	9,064,000	9,064,000	9,064,000	9,064,000
Other Professional Salaries	3,000,000	3,090,000	3,090,000	3,090,000	3,090,000
Substitute Salaries	3,600,000	3,708,000	3,708,000	3,708,000	3,708,000
<b>Total Salaries</b>	<b>71,400,000</b>	<b>73,855,500</b>	<b>75,309,084</b>	<b>75,309,084</b>	<b>72,755,500</b>
Employee Benefits	18,300,000	19,268,070	19,631,466	19,631,466	18,993,070
<b>Total Salaries and Benefits</b>	<b>89,700,000</b>	<b>93,123,570</b>	<b>94,940,550</b>	<b>94,940,550</b>	<b>91,748,570</b>
Services, Supplies, Capital	10,300,000	10,712,000	10,812,000	12,012,000	10,612,000
<b>Total Expenditures</b>	<b>100,000,000</b>	<b>103,835,570</b>	<b>105,752,550</b>	<b>106,952,550</b>	<b>102,360,570</b>
<b>Surplus\ (Deficit)</b>	<b>-</b>	<b>(1,131,070)</b>	<b>-</b>	<b>(1,200,000)</b>	<b>(782,945)</b>

As shown in Exhibit 5, a school district that is not experiencing enrolment growth (Scenario 1) will face increasing financial pressure in the following fiscal year. This is because annual funding rate adjustments do not fully cover all of the inflationary costs impacting the school district.

In Scenario 2 a school district experiencing enrolment growth, with existing physical space to accommodate this growth, is able to balance its budget. In order to balance, a portion of the funding from enrolment and unique needs designation growth is allocated to offset inflationary pressures. In this scenario, the district allocates only 56% of the funding received for additional students with inclusive education needs to increase inclusive education support for students.

As shown in Scenario 3, if a growing district needs to invest operating funds to expand physical space, it can face significant financial pressure.

A district with declining enrolment (Scenario 4) will experience financial pressure; however, supplemental funding for Funding Protection and Enrolment Decline helps to mitigate the negative financial impact compared to a district with stable enrolment (Scenario 1).

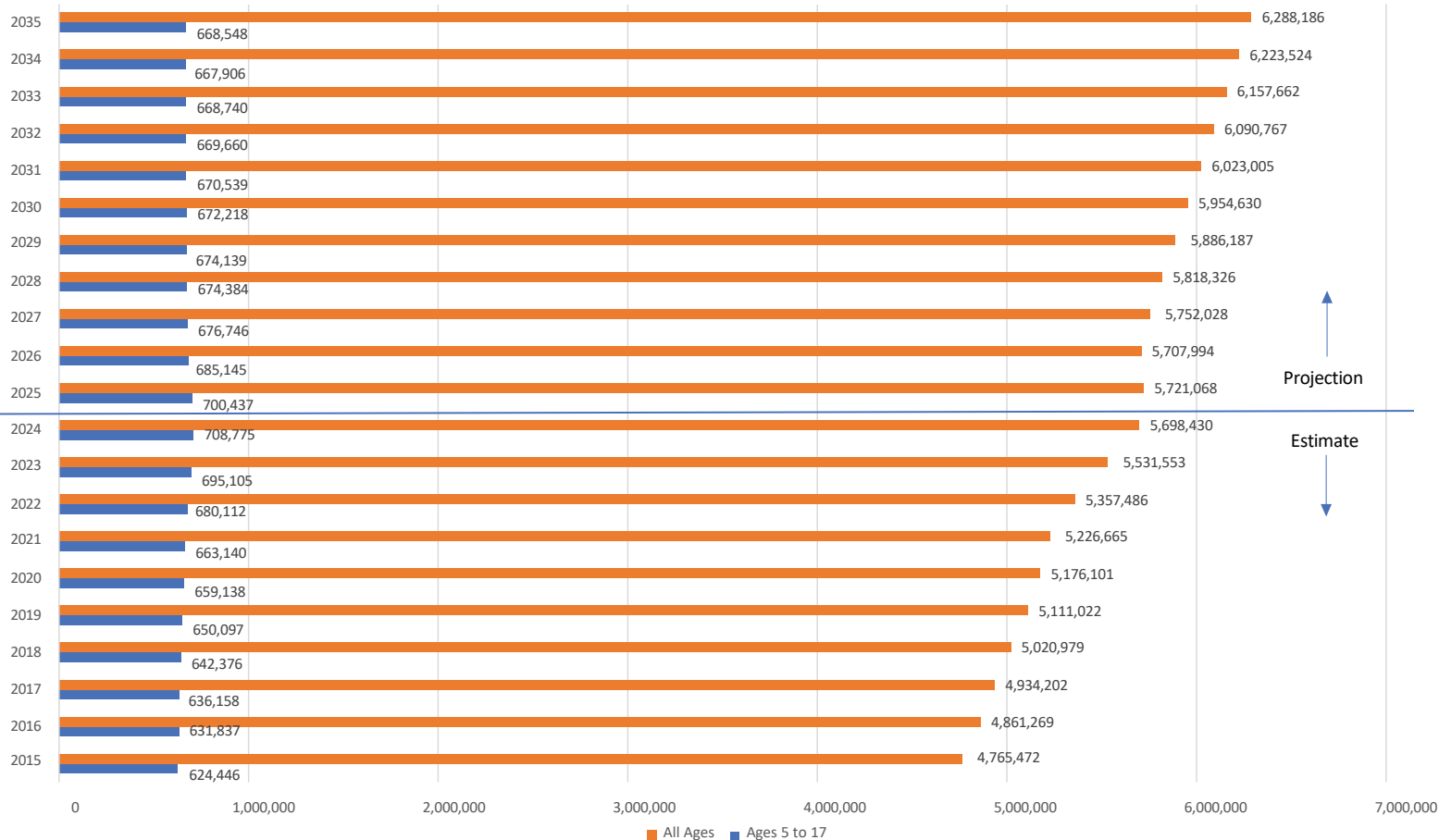
While these four scenarios do not capture all the budgetary realities faced by school districts, they demonstrate how funding changes often do not align with the actual drivers of cost pressure. As a result, the balance between revenues and expenditures can change significantly from one year to the next depending on a district's circumstances. The key factor driving this disconnect is that funding rates are not adjusted annually to fully reflect all inflationary pressures.

While enrolment growth does not guarantee funding will be sufficient to fund growth in program costs, historically it has been the only mechanism enabling districts to address non-wage inflation. With provincial enrolment growth slowing in recent years and significant inflationary pressures, more districts are reporting growing financial challenges that necessitate planned budget reductions.

As shown in Exhibit 6, between 2015 to 2024 the school aged population (ages 5 to 17) in BC grew from 624,446 to 708,775. Looking ahead, while the overall BC population is projected to continue growing over the next decade, the school-aged population is projected to slowly decline. Because of how the funding model works, this anticipated decline in provincial enrolment will further widen the gap between funding and the actual cost of delivering service.

A growing issue significantly impacting programs and operations in some districts, particularly those in rural and remote locations, is the inability to recruit the staff needed to fill all positions. Beyond the program and operational impacts, this inability to fill all positions results in expenditure savings relative to budget. These savings generate accumulated surplus that is often used to fund future inflationary pressures out of necessity. While this can allow districts to avoid some or all budget reductions in the short term, it masks a growing structural deficit where the gap between budgeted expenditures and available revenues continues to widen.

Exhibit 6: British Columbia Population Estimates and Projections (BC Stats)



# Implications of Unfunded Inflationary Cost Pressures

To better understand the impact of unfunded cost pressures on the 60 school districts in BC, Secretary Treasurers were surveyed in June 2025 (45% response rate) and again in November 2025 (82% response rate).

The November 2025 survey included three closed-ended questions related to the necessity of budget reductions. These questions and the survey results are summarized in the table below.

Survey Question (November 2025)	Survey Results (49 Responses)
1. Did your district have to make budget reductions for the 2025/26 school year as a result of unfunded inflationary pressures? (Yes/No)	78% of respondents answered “Yes” (38 out of 49) and 22% of respondents answered “No” (11 out of 49).
2. Do you expect that budget reductions will be required in future years as a result of unfunded inflationary pressures? (Yes/No/Unsure)	90% of respondents answered “Yes” (44 out of 49) and 10% of respondents answered “Unsure” (5 out of 49).
3. Have savings resulting from an inability to fill all staff positions enabled your district to avoid budget reductions that otherwise would have been necessary for 2025-26 due to unfunded inflationary pressures? (Yes/No)	39% of respondents answered “Yes”(19 out of 49) and 61% of respondents answered “No” (30 out of 49).

The survey results show that in 2025/26 budget reductions were necessary in most (78%) school districts because of unfunded inflationary pressures. And that a greater majority (90%) of school districts expect that budget reductions will be required in future years because of unfunded inflationary pressures.

The third question in the above table was included in the survey to better understand the impact of staff recruitment challenges on budgets in the sector. Many districts (39% of respondents) reported that an inability to fill all staff positions enabled their district to avoid budget reductions that otherwise would have been necessary in 2025/26. This result reflects that the issue does not affect all districts equally with the greatest impacts generally being on districts in rural and remote locations. In the detailed survey results, it was noted that of the 11 districts that did not make budget reductions in 2025/26 (i.e. answered “No” to question 1), 6 districts reported that an inability to fill all staff positions enabled their district to avoid program budget reductions that would have otherwise been necessary (i.e. answered yes to question 3). This means 6 districts reported being able avoid budget reductions in 2025/26 due to savings resulting from their inability to fill all staff positions.

Districts that answered yes to question 3 above (confirming that the inability to fill all staff positions enabled their district to avoid budget reductions in 2025/26), were asked to comment on how unfunded inflationary pressures have impacted their structural budget balance. Most districts reported that while savings from an inability to fill all staff positions allowed their district to avoid some or all budget reductions in 2025/26, they expected that future budget reductions will be necessary. This is attributed to the cumulative impact of absorbing unfunded inflationary costs year after year, which results in a growing structural deficit (i.e. a growing gap between budgeted expenditures and revenues) that inevitably surpasses the generation of annual budget savings.

In both the June 2025 and November 2025 surveys, districts commented on unfunded inflationary pressures, the necessity of budget reductions, and the impacts of budget reductions. The next section reports on the review and analysis of these comments.

# Unfunded Inflationary Pressures

In the surveys, school districts identified the following sources of budget pressure:

- Escalation in employee benefit plan premiums
  - Most districts reported particularly significant increases in medical and dental plan premiums in recent years, as well as rising costs for other benefit plans, including CPP and WorkSafeBC. Many also expressed concern that funding has not been provided to fund the actual and growing cost of benefit enhancements that were bargained provincially (as provincially bargained benefit enhancements are normally funded).
- Escalation in employee leave costs following the COVID-19 pandemic.
  - Most districts report that escalation in employee leaves has created significant budgetary pressure in recent years.
  - A component of this increase relates to additional leave entitlements for temporary employees resulting from amendments to the Employment Standards Act (the cost associated with this legislative change was not funded).
- Escalation in the cost of Information Technology.
  - This includes significant escalation in the cost of equipment, software licenses and other services, but also the growing cost of preparing students for a rapidly evolving world (by integrating technology into learning) and addressing growing risks related to cybersecurity and data security (including increased expectations regarding the protection of student data).
  - Many districts report they are no longer able to sustain their planned deployment of technology for education programs.
  - Several districts reported being unable to allocate sufficient budget to appropriately manage growing cybersecurity risks.
- Escalation in teacher salaries due to increasing average placement of teachers in the salary scale. This is partly attributed by some districts to more teachers completing master's degrees.
- Unfunded inflation in the cost of all services, supplies and equipment.
- Unfunded facility needs resulting from the rising costs to maintain aging facilities.
- Some districts reported having to allocate operating funding intended for educational programs to purchase portable classrooms to accommodate enrolment growth, as needed expansion was not funded through capital funding programs.
- Districts commented on cost pressures resulting from increasing regulatory expectations including those related to Occupational Health and Safety (OHS) and protection of data.
- A number of districts reported on the negative budgetary impact of stable or declining enrolment.

“We worked hard to cut \$1.6m in operating expenditures in 2023/24 and hoped to move forward with balanced budgets into the future. However, the combined pressures of declining enrolment (new for us in 25/26), inflation, salary increments, ballooning benefits and TTOC costs, technology and cyber-security costs have landed us right back in a structural deficit position again.”

“The district’s multi-year financial plan projects that funding growth will continue to fall short of expenditure growth (due to unfunded inflationary pressures) in each of the next three years. This continually growing structural deficit will necessitate significant program reductions in the years ahead.”

“Cybersecurity is one of our greatest business risks however, fiscal constraints are a key limitation to our ability to put appropriate safeguards in place.”

# Budget Reductions & their Impact

The budget reductions that districts reported implementing in 2025/26 include:

- Reductions to administration, teacher positions, education assistants and other student supports in schools. Many districts specifically reported reductions to specialist teacher positions such as teacher librarians, counsellors, and inclusion support teachers.
- Reduced custodial services in schools.
- Reduced services and supply allocations to schools.
- Reduced funding of classroom technology.
- Reductions to transportation services.
- Reduced professional development and collaboration time.
- Reduced school supervision time.

Several districts reported not increasing student supports in line with growth in unique needs funding, in order to redirect funding from designation growth to cover inflationary costs.

Several districts noted that they had not been able to adjust service and supply budgets to reflect inflation for many years, and this was having an increasingly negative impact on school and district programs.

Several responses highlighted the limited flexibility school districts have to find budget savings that do not negatively impact education programs or increase operational risks. One factor is that, after years of financial pressure, lower-impact options for budget savings have largely been exhausted. Another limiting factor is that legislative and collective agreement obligations account for the majority of operating fund expenditures, including class size and composition language in the teacher's collective agreement, which sets minimum staffing ratios for teachers.

As a result of this limited discretion, often the areas where reductions are technically possible are the areas where investments have been made by Boards (beyond what is required by legislative or collective agreement) to support priorities addressing specifically identified gaps in student achievement. Several respondents expressed frustration that, while targeted funding for government priorities has increased, Boards are not able to maintain local program priorities established to meet the specific learning needs of their students.

“We are having to reduce staffing across all departments. Predominantly reductions in enrolling and non-enrolling teaching positions, custodial, operations, educational assistants, clerical/library assistants and administration.”

“We set a plan and have put it into action, and have reduced our expenditures next year by \$1.5M. The reductions are from all areas of the organization - teachers, EA's, maintenance, administration, custodial and transportation.”

“We had to eliminate our only two teacher coordinator positions (instructional support), an inclusive tech mentor, eliminate class review release time and IEP release time, reduce custodial time, and more. We are looking at implementing bussing fees to help recover the costs associated with providing that service.”

“Teaching staff has been reduced as have some programs offered to students. School supply allocations were not increased this year. Technology ever greening budget has been reduced to about 50% of what is required to maintain the current technology.”

“With 89% of our budget basically out of our control because it goes to salaries & benefits, and years of whittling away at services & supplies to find savings wherever possible, we will have no choice but to make cuts that impact the classroom and defer necessary maintenance and investments down the road.”

“It's very frustrating to see the continuing increase in special purpose funds that push government agendas without regard for actual district needs”

“Within function 1 (instruction), the teachers' collective agreement (class size and composition) limits the discretion of the Board to only certain areas. If not for class size requirements, increasing class size would be the least impactful option. However, the options that are available are those discretionary areas where historically investments had been made strategically to enhance student learning. This means the Board will have no choice but to reduce in areas that directly support inclusive education and the improvement of student achievement.”

# Summary of Key Observations & Implications

Operating funding changes from one year to the next often does not align with the change in the cost of delivering programs. The most significant factor contributing to the disconnect between funding and program cost is that funding rates are not adjusted annually to fund all of the inflationary costs impacting school districts. Continuing to absorb unfunded inflationary costs is becoming increasingly difficult because historical budget reductions have significantly reduced flexibility in school district budgets. Most budgeted expenditures are allocated to meet legislative and contractual requirements and where budgetary discretion exists it is often budget allocated to support local student learning needs.

Enrolment growth has been the only mechanism historically enabling school districts to more fully fund inflation. However, with stable or declining enrolment forecasted provincially and the increased cost of managing growth for those districts growing, it is likely that more school districts will face significant budgetary challenges in the years ahead. School districts simply cannot presume that current programs will remain sustainable into the future.

School District Business Officials must be proactive in planning for and communicating the implications of growing fiscal imbalance and potential volatility in future budgets. A multi-year financial plan can be an important tool for communicating and building understanding regarding financial risks and the projected future trajectory of fiscal balance.

It is important that school districts maintain an appropriate accumulated surplus balance that is designated as contingency reserve. Sufficient contingency reserve reduces short-term financial risks by allowing a district to absorb the impacts of enrolment volatility or other changes that impact fiscal balance. And because school districts cannot presume existing programs can be sustained into the future, having sufficient contingency reserve allows a district to implement budget reductions in a future year following thoughtful analysis and consultation (instead of making immediate and reactive adjustments to program budgets).

The following factors put Boards of Education in a challenging position when planning for and communicating the need for budget reductions:

- When enrolment is stable, communities expect funding to at least keep pace with the cost of delivering core services; however, this is not the case.
- Legislation and collective agreement restrictions means that budget reductions are often limited to areas where discretionary funding has previously been allocated to support strategic priorities that address local gaps in student achievement.
- The community may question why a Board is reducing budgets supporting local strategic priorities while at the same time other programs are being implemented (using targeted funding) that do not appear to address local priorities.
- There are limited or no remaining opportunities to find budget savings that will not result in either negative impacts to student achievement or increase operational risks (such as cybersecurity risk).

Addressing these challenges requires robust planning and consultation with rightsholders, stakeholders and the community. The intention of this report is to support School District Business Officials in effectively communicating the complexities and realities of provincial funding, helping to focus budget planning and consultation on the best solutions given the circumstances.

# Appendix 1

## Overview of the 2025/26 Operating Grant Allocation Formula

74% allocated through the Basic Allocation	<b>Basic Allocation</b> Common per student amount for every FTE student enrolled by school type.	
	Standard School	\$9,015 per school age FTE
	Alternate School	\$9,015 per school age FTE
	Continuing Education	\$9,015 per school age FTE
	Online Learning	\$7,280 per school age FTE
18% allocated to recognize unique student enrolment	<b>Unique Student</b> Additional per student funding to address uniqueness of district enrolment and support additional programming. Includes Equity of Opportunity Supplement for children and youth in care and students with mental health challenges.	
	Level 1 Inclusive Education	\$51,300 per student
	Level 2 Inclusive Education	\$24,340 per student
	Level 3 Inclusive Education	\$12,300 per student
	English/French Language Learning	\$1,815 per student
	Indigenous Education	\$1,790 per student
	Adult Education	\$5,755 per FTE
7% allocated to recognize unique district factors	<b>Unique District</b> Additional funding to address uniqueness of district factors.	
	Small Community	For small schools located a distance away from the next nearest school
	Low Enrolment	For districts with low total enrolment
	Rural Factor	Located some distance from Vancouver and the nearest large regional population centre
	Climate Factor	Operate schools in colder/warmer climates; additional heating or cooling requirements
	Sparseness Factor	Operate schools that are spread over a wide geographic area
	Student Location Factor	Based on population density of school communities
	Supplemental Student Location Factor	Level 1 and 2 inclusive education enrolment
	Salary Differential	Funding to districts that have higher average educator salaries
	0.2% allocated to buffer the effects of declining enrolment	<b>Funding Protection / Enrolment Decline</b>
Funding Protection		Funding to ensure that no district experiences a decline in operating grants greater than 1.5% when compared to the previous September
Enrolment Decline		Funding to districts experiencing enrolment decline of at least 1% when compared to the previous year
<b>CSF Supplement</b> District receives a 15% funding premium on allocated funding.		

Source: Ministry of Education and Child Care (March 2025)

All funding information estimated for the 2025/26 School Year

# Appendix 2

## Targeted Funding Programs presented in Exhibit 4

### **CLASSROOM ENHANCEMENT FUND (CEF)**

A Memorandum of Agreement (MoA) between the Ministry of Education, BC Public School Employers' Association (BCPSEA) and the BC Teachers' Federation (BCTF) was signed in 2017 to restore class size and composition language to local collective agreements. CEF was created to fund the implementation of the MoA at the district level. CEF is a complex, cost-based funding process for the restored language that is unique to each school district which is determined by class size and composition limits as well as specialist teacher ratios.

### **FEEDING FUTURES SCHOOL FOOD PROGRAMS (FFSFP)**

Feeding Futures provides dedicated funding to all BC school districts to create or expand school food programs. Launched in 2023, the BC Government committed \$214 million over three years for Feeding Futures, the largest investment in school food programs in the province's history. Funding is used primarily to buy food for students, but may also support equipment, supplies, and staffing costs. Programs are designed to be equitable, accessible, and non-stigmatizing, and districts have flexibility to meet local needs.

### **STUDENT AND FAMILY AFFORDABILITY FUND (SFAF)**

The Student and Family Affordability Fund provides temporary financial assistance to families facing challenges with the costs of school supplies, education-related fees, and food security. The fund is administered by school districts to directly offset costs for parents, guardians, and students, and is intended to be flexible, private, and stigma-free. Funding can be used for supplies, fees, clothing/footwear for school activities, and meal programs.

### **COMMUNITYLINK**

CommunityLINK (Learning Includes Nutrition and Knowledge) is a special grant that supports the academic achievement and social functioning of vulnerable students. Programs and services can include breakfast, lunch and snack programs, academic supports, counselling, youth workers and after-school programs.

CommunityLINK provides funding to all school districts. Decisions about specific programs and services that districts provide are best left to Boards of Education so that the needs of individual students and local communities are met. Boards of Education are required to provide outcome reporting on CommunityLINK to the Ministry on an annual basis.

### **PROVINCIAL RESOURCE PROGRAMS (PRPS)**

The BC Ministry of Education and Child Care funds PRPs, that are operated through the administrative oversight of school districts, independent school authorities and First Nations schools to meet the needs of a diverse student population. PRPs are grouped into Provincial Outreach Programs (POPs) and Provincial Inter-ministerial Programs (PIPs):

- POPs: Provide outreach services to support educators, students and families with disabilities and diverse abilities in public, independent, and First Nations schools, as well as distributed learning and homeschool settings. Staff are subject matter experts who work to ensure the academic, physical, social and emotional needs of students are met.
- PIPs: Provide an education program for school-age children and youth attending inter-ministerial programs (e.g. hospital, mental health, substance use, or custody programs) or full-time programs in provincial centres (e.g. BC School for the Deaf).

### **ANNUAL FACILITY GRANT**

The Annual Facility Grant is intended for annual facility projects required to maintain facility assets through their anticipated economic life and to prevent premature deterioration of these assets. The grant amount is calculated using a formula based on student enrolment and average age of facilities, with an adjustment made for unique geographic factors.

### **LEARNING IMPROVEMENT FUND (LIF)**

Introduced in 2012, the LIF provides ongoing funding to school districts for the hiring of additional Educational Assistants to support students with diverse needs.

The LIF is a fixed amount (\$25 million, increased by \$5 million in 2023/24), divided among districts based on their proportion of their estimated operating grant for that school year. It is determined in the March before the school year begins, based on estimated operating grants but is not updated when those grants are finalized later in the school year.

### **STUDENT TRANSPORTATION FUND**

The Student Transportation Fund (STF) is a special grant provided to school districts to assist with improving transportation services for students. Implemented in 2016, school districts can use the STF to eliminate bus fees, add new bus routes, make safety improvements, and increase bus service for students to use for field trips and extracurricular activities.

### **OFFICIAL LANGUAGES IN EDUCATION FRENCH PROGRAMS (OLEP)**

OLEP provides additional funding to school districts and independent schools that offer French language programs, including Francophone, French Immersion, Intensive French, and Core French. Funding is intended to cover incremental costs associated with operating French language programs under the federal-provincial Protocol for Agreements for Minority Language Education and Second Language Instruction.

### **STRONGSTART PROGRAMS**

StrongStart BC programs are free, drop-in early learning programs for children aged birth to five and their parents or caregivers. Led by qualified early childhood educators, StrongStart provides play-based activities that support language, physical, cognitive, social, and emotional development, helping prepare children for success in Kindergarten.

### **EARLY CARE AND LEARNING**

Early Care and Learning in BC refers to programs and services that support the development and learning of young children from birth to age eight. This includes StrongStart BC, child care settings, preschools, and other early childhood development programs. The Early Learning Framework guides these programs, emphasizing respectful, inclusive, and holistic approaches to early childhood education.

### **PROFESSIONAL LEARNING GRANT**

The Professional Learning Grant is provided to school districts to build the capacity of classroom teachers and support staff to deliver evidence-based literacy instruction, literacy screening for K-3 students and interventions for K-12 students, and to provide information and resources to parents and caregivers to support their child's literacy development.

North Vancouver School District  
Detailed Survey Responses - 2026/27 Budget Priorities  
Comments are shared as received, personal details have been removed

#	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	Which school community are you a part of?
1	Allocate more money into inclusive education	Parent/Guardian	Larson Elementary
2	Increase funding for EA's in classrooms to ensure kids can learn and be supported. Fund the playground at Sherwood park elementary. You have shamefully ignored this problem for too many years.	Parent/Guardian	Sherwood Park Elementary; Seycove Secondary; Windsor Secondary
3	I would prioritize libraries with teacher librarians and music programs with qualified music teachers	Parent/Guardian	Dorothy Lynas Elementary
4	Math, music, reading/literacy. These are key, and need to be fully funded.	Parent/Guardian	Braemar Elementary
5	Prioritize ways to keep and attract high quality teachers who care about students and have the energy to teach them and communicate well.	Parent/Guardian	Windsor Secondary
6	More funding for school counselors and SLPs for support at the schools. clear path to those who excel in school setting and want to advance without being hold back.	Parent/Guardian	Braemar Elementary; Handsworth Secondary
7	Support students	Staff member	I am not part of a school community
8	I believe that sports at my kids' school is severely underfunded to a point where proper leadership is not available at the entry high school level. I would like to see a higher budget allocation to sports and fitness, which is frankly a significant part of health and a healthy brain.	Parent/Guardian	Seycove Secondary
9	More funding and training in order to offer music programs and a mandatory winter concert each year.	Parent/Guardian	Westview Elementary
10	Please give funds/resources/supports directly to schools. Stop doing things at the district level that do not impact students and the supports they need.	Staff member	Lynnmour Xá7elcha Elementary
11	Prioritize academic programs. Provide for more specialist staff at Elementary schools (ie, intermediate teachers that focus on science, math, and language arts and rotate between classes.) Improve maintenance, appearance, and grounds of aging schools such as Seymour Heights.	Parent/Guardian	Seymour Heights Elementary
12	improving learning conditions for students should be paramount ->Class sizes are well over acceptable numbers -->Student complexities have made the learning environment overly challenging --->focus has shifted from providing quality learning opportunities to overly complex classes and teachers who are stretched to thin to provide instruction to the full gamut of students	Parent/Guardian	Handsworth Secondary
13	More funding for counsellors in schools especially to combat bullying	Parent/Guardian	Braemar Elementary
14	Board of Education	Parent/Guardian	Carson Graham Secondary; Westview Elementary
15	Spend to benefit the school as a whole and not specific groups.	Parent/Guardian	Seymour Heights Elementary; Windsor Secondary
16	Ensuring there are enough classrooms for the school population (not in a portable off-campus or from a cart!!!!!!). Ensuring that each teacher has a classroom so they are not rolling around with a cart — good teaching cannot be provided if a teacher has no singular room from which to teach. Providing working laptops for students. Reducing class size so that the students with behaviour and learning challenges do not render learning impossible for all students. This is becoming more and more of an issue as there are no caps on IEPs in classrooms in this district. My daughter sometimes asks to be excused from class because the behaviour in the class is so distracting for her learning. Remedy does not make up for unsustainable class composition.	Parent/Guardian and Staff member	Argyle Secondary

North Vancouver School District  
Detailed Survey Responses - 2026/27 Budget Priorities  
Comments are shared as received, personal details have been removed

#	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	Which school community are you a part of?
17	Smaller classes and better distribution of students with complex needs should be priority one!	Parent/Guardian	Carson Graham Secondary
18	Spend wisely and stop wasting money on vanity projects.	Parent/Guardian	Seymour Heights Elementary
19	School resources, playground, science equipment and technology	Parent/Guardian	Cove Cliff Elementary
20	kids menthal health first	Parent/Guardian	Eastview Elementary
21	Have a clearer budget set aside for higher need students who struggle in the current system. Students need more consistent, clearly articulated assistance day to day to give them proper support.	Parent/Guardian	Upper Lynn Elementary
22	Please consider how we can offer more transparency and clarity around funding. I am deeply concerned about how we ensure a fair and supportive environment for all learners and would love to see how we allocate funding provided for children with support needs - is it a lump sum allocation or does it follow the student? Not satisfied by what I've seen in other districts (Eg. VSB) and am hopeful that we're doing it different in North Vancouver.	Parent/Guardian	Cleveland Elementary
23	Focus on student learning outcomes, particularly in core competencies such as literacy, numeracy, and science. In a constrained financial environment support classroom instruction and student achievement, and protect those areas first. Where initiatives add administrative complexity or have limited evidence of improving student learning, I would support scaling them back or pausing them so resources can be redirected to front-line teaching, learning supports, and essential services.	Parent/Guardian	Argyle Secondary
24	In my opinion, the core focus of the board should be to direct as much of the budget as possible into aspects of our public education system that best support excellence in core academic pathways for North Vancouver District students.  Ultimately, it is vital that students are prepared to be competitive in University and College admissions, as well as pathways into trades and STEM. This requires literacy, mathematics, computer science, and adequate preparation in core science disciplines and the arts (social studies, languages, etc).	Parent/Guardian	Argyle Secondary; Lynn Valley Elementary
25	We need more \$ for learning and behavior support, especially for the most complex students.	Parent/Guardian and Staff member	Mountainside Secondary; Ross Road Elementary
26	I would recommend that the Senior Leadership Team and Board of Education prioritize budget allocations that support the adoption and implementation of streamlined, district-wide instructional resources, particularly core classroom textbooks and curriculum materials.  Currently, the lack of a cohesive, structured curriculum across classrooms can result in significant inconsistencies in student learning. When teachers independently select content and instructional approaches, students may experience gaps or unnecessary repetition, especially when transitioning between teachers, grade levels, or schools. This can also leave families uncertain about what their children are expected to learn and how progress is being measured.  Investing in a well-researched, standards-aligned curriculum would promote consistency, equity, and continuity of instruction across the district. Common instructional resources would ensure that all students are working toward the same learning goals, regardless of classroom or school, while still allowing teachers professional flexibility in how they deliver instruction.	Parent/Guardian	Boundary Elementary

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#	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	Which school community are you a part of?
27	Federal/provincial government has announced funding to expand school food programs. I don't see how our school can implement any kind of school food program without the right facilities - we have an exceptionally small kitchen - i believe it has a fridge but no cooking facilities (commercial or otherwise). This may or may not be the case at other district schools.	Parent/Guardian	Canyon Heights Elementary
28	More budget needs to be placed into having consistent, competent EAs in every primary classroom. Primary teachers take on the brunt of workload with undiagnosed students and do not receive any remedy. Budget should be allocated to support primary classrooms with the goal to retain teachers. As well, budget should be allocated for mentorship and continual (weekly/monthly) collaboration between similar grade teachers to work on assessments, co-teaching, and more. (Norma Rose Point School in VSB is a great example of this). Furthermore, more budget should be allocated for qualified LSTs to have dedicated time to assess all students each term. Early screening and Early Assessment is key for literacy success and at the moment it is not possible to effectively assess while simultaneously teaching the whole class. There needs to be adequate release time if district goals (Early Literacy Assessment and Intervention) are to be reached.	Staff member	Sherwood Park Elementary
29	Prioritize support for neurodivergent kids in the classroom.	Parent/Guardian	Ridgeway Elementary
30	please include increased support for students with additional learning needs and sufficient teacher time to understand and include IEP accommodations in the classroom -- in the 11 years my child has been in school, we have experienced: no support for diagnosis of learning disabilities, insufficient staff time to review/revise the IEP, not paying attention to or disregarding the IEP, not providing EA support even though we have only requested it for specific assessments (and promising but not delivering that support), and no consistent EA support in class because 'there are not enough EAs to support all those students who need them'	Parent/Guardian	Seycove Secondary
31	Focus on life skills development	Parent/Guardian	Windsor Secondary
32	Gifted program. Gifted kids aren't at an advantage in the mainstream. They are bored and unfulfilled. Keep the spark program going	Parent/Guardian	Montroyal Elementary
33	As much as I appreciate how the school is focused on the social aspect of life with children , I believe it's time to go back to the basics .. actual books to follow .. classroom textbooks teachers and parents follow to make sure the children can manage to stay at the right education level. Two teachers from the same grade in the same school don't teach the same material. It's ok to want more for our kids ... Invest in proper textbooks. I know you have no control over how report cards work as provincial level but perhaps acknowledge the fact that grading with feelings with a range of "this is equivalent to an 80 to 90 percent" doesn't help kids nor parents. Look into Quebec's curriculum for guidance , the books and textbooks are the same throughout the province with different enrichments added depending on what teachers feel necessary. (My point is that the basics are shared )	Parent/Guardian	Westview Elementary
34	Social emotional learning needs to be a priority. The children need more insight and support (especially in the early years) to promote resilience and mental health in the context of our current sociopolitical systems. This will allow them more capacity to focus on academic success.	Parent/Guardian	Braemar Elementary
35	Please prioritize training and resources for staff to deepen their ability to support neurodiversity and social emotional needs among students	Parent/Guardian	Braemar Elementary
36	Decrease the number of district management positions (ie. district principals) and/or their salaries to provide for class size and composition requirements.	Staff member	Seycove Secondary
37	many schools have tech which is missing keys or the batteries don't hold a charge well anymore. This takes away from instructional time and adds frustration.	Staff member	Ross Road Elementary

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38	With a strong background in managing budgets, I could provide input, support and an external perspective on your budget sheets and decisions.	Parent/Guardian	Sherwood Park Elementary
39	Less students per class	Parent/Guardian	Queen Mary Community Elementary
40	High quality education	Parent/Guardian	Sutherland Secondary
41	Resources for teachers! upgrade of playgrounds and grounds of schools.	Parent/Guardian	Dorothy Lynas Elementary
42	Please prioritize the funding toward children's mental health. There is a severe lack of counselling support and learning support which are essential to children today because they have serious deficits socially and academically due to covid. There needs to be a focus on reading, writing and maths, get back to basics. Children need simplicity and predictability. Less ideological curriculum is essential to bring children's anxiety down. Learning about troubling subjects has caused distress when more distress is the last thing children need in today's world. We need to keep children safe and stop exposing them to age inappropriate subjects. The role of a school should always be to shelter children from harm and provide a safe place for them to learn and grow.	Parent/Guardian	Braemar Elementary; Handsworth Secondary
43	The fact that there are many male washroom stalls that don't have doors is ridiculous. I am not sure what is happening, but I've had complaints from my children that stalls are missing doors at Argyle and Carson Graham. Money needs to be allocated to these simple repairs, and it's ridiculous that there isn't better rule enforcement to prevent such damage.	Parent/Guardian	Argyle Secondary ; Upper Lynn Elementary
44	Continue to focus on literacy and decreased reliance on personal devices. Return to more traditional secondary courses ( ie English lit, classical studies)	Parent/Guardian	Windsor Secondary; Blueridge Elementary
45	More money in schools and less overhead at head office.	Parent/Guardian and Staff member	Brooksbank Elementary; Seycove Secondary
46	Please ensure budgets are allocated to program, facilities and students to are Canadian citizens and who have lived and plan to continue to live in Canada once they graduate from both elementary and secondary schools in North Vancouver. Focus seems to have shifted to non permanent residents who take advantage of our systems only to then leave.	Parent/Guardian	Argyle Secondary; Windsor Secondary
47	Diversity and inclusion	Parent/Guardian	Seymour Heights Elementary
48	I suggest AI is taught as a separate subject with a focus on critical thinking about it not just parroting an instrumental view. Integrating AI right away will create young people who will not learn to work. I found it astonishing that Science teachers allow students (who have little discernment) to use AI summaries.	Parent/Guardian	Argyle Secondary
49	Think about the changing landscape of post-secondary education and jobs.	Parent/Guardian	Sutherland Secondary
50	Fundraise more and advocate for enhanced funding.	Parent/Guardian	Ridgeway Elementary
51	Set aside more money to provide more technology to schools. We have one laptop cart for the entire intermediate team, and it's not even a full class set. There are 26 when I have 29 students. The district wants us to use less paper (photocopying) but it's hard to do that when we don't have readily available technology or textbooks.	Staff member	Highlands Elementary
52	Introduce literacy specialists in elementary schools. Our literacy numbers are too low. Canada needs to look into different models for literacy and numeracy, like the UK, for example. Two teachers should be in a classroom at the elementary school level. There are too many neurodivergent students in classes now for one teacher to handle.	Parent/Guardian	Ross Road Elementary; Argyle Secondary

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#	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	Which school community are you a part of?
53	<p>Allocating additional funding to school-based learning teams and educational resources is imperative. As schools move toward more inclusive models, classrooms increasingly serve students with a wide range of learning needs. Ensuring that teachers are equipped with the appropriate tools, training, and support to meet these diverse needs helps prevent students—and educators—from experiencing prolonged challenges or falling behind.</p> <p>Students who are vulnerable due to ADHD, dyslexia, and other forms of neurodivergence require dedicated professionals and in-school programs to feel supported and to develop the skills necessary to succeed along their individual educational paths. This support must begin in kindergarten and continue consistently through Grade 12.</p>	Parent/Guardian	Dorothy Lynas Elementary; Seycove Secondary
54	Filling up this survey and answering any questions	Parent/Guardian	Carson Graham Secondary
55	more resources for ELL and counselling	Staff member	Eastview Elementary
56	Please provide greater line-item transparency over Inclusive Education. For example, if \$9.8 million of that funding is attributed to teacher salaries under the line item "Inclusive Education," but the expense line item of EAs is only "502,406", how are you defining "Inclusive Education" and tying that to specific students with designations and the money the government provides for their educational needs, which are primarily attached to teacher salaries. Where is the tie between teacher salaries and the actual supports for inclusive education? Further, how is this tied to actual funding provided, which for 2025/2026 according to the provincial government is \$21.5 million? Why do we not see a correlation between moneys provided and moneys budgeted for their approved usage? What is happening to the rest of the money the government has allocated for Inclusive Education? This seems to be a misappropriation of funds and I would like transparency over where the inclusive education funds are going.	Parent/Guardian	Sutherland Secondary
57	Rounded, I've worked for school districts, I've worked in education, I raise children with disabilities, I'm a foster parent to children with disabilities, my husband has been an educator for 30 years, my adult daughter is an education, and we are concerned, Parents. I hold a degree in child and youth care and has spent many many hours in various kinds of classrooms as well as being a parent participant in IEP meetings.	Former staff other districts	Seycove Secondary; Sherwood Park Elementary
58	I'd love to see more money be placed into the counselling and Learning support departments. Despite the acknowledgment that a) youth have greater and ever-increasing social-emotional needs and b) learning disabilities are not necessarily on the rise, but are being diagnosed with increased frequency, the funding needed to match these increases does not seem to be forthcoming. Psych time at Carson Graham also needs to be increased as the back log for psych eds for some students is years, not weeks or months. Can we lobby for psych time testing priority NOT always going to our modified/CLBC students? Or at least equally to our CLBC students and the kids whose psych ed results would make a significant difference in the support they receive at the school level?	Staff member	Carson Graham Secondary
59	Please invest in the resources that are needed for inclusion of students with diverse learning needs. All students lose when kids with diverse abilities are not well supported in the classroom. There should be at least 1 EA in every classroom with class composition as it is today.	Parent/Guardian	Queen Mary Community Elementary
60	Consider giving dollar amount raises instead of percentages to help close the gap between the poorest workers and best paid workers.	Parent/Guardian and Staff member	Brooksbank Elementary
61	direct classroom support, learning resources, and student well-being Decisions should focus on minimizing impact to student learning and well-being, with careful review of administrative and non-instructional costs before reducing direct classroom supports. Clear communication with families.	Parent/Guardian	Larson Elementary

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#	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	Which school community are you a part of?
62	While schools are reflective of the values of the communities they are in, we would like to see far more emphasis on funding and support for academic, intellectual and cultural disciplines. Our particular school places an inordinate amount of emphasis on athletics and STEM, but does almost nothing in the way of liberal arts-based academic competitions. Yes, there is Model UN and the yearly math and robotics competitions, but there is little participation in debate competitions, Ethics Bowls, Scholar's Cups, History Bees and writing/art competitions. Furthermore, a far more robust emphasis on basic civics and history would help combat perennial issues in North Vancouver such as racism, misogyny and homo/transphobia.	Parent/Guardian	Carson Graham Secondary
63	Learning disability: diagnosis and intervention	Parent/Guardian	Cleveland Elementary
64	More about academics.	Parent/Guardian	Cleveland Elementary
65	Maintain excellent music program at Argyle and NVSD Honour Band.	Parent/Guardian	Argyle Secondary
66	Put more funding (back) into mental health support. Our school counsellor's hours were reduced and it is hard to get help for my child who gets anxious. She was put on the bottom of the list as there are kids that manage better during school hours. We also had both a parent and a student pass away in our school community and we need more support for the affected children.	Parent/Guardian	Canyon Heights Elementary
67	Hi,  At my teens highschool there are parts of the building that doesn't have proper maintenance. The air conditioner in the school has been broken last two years and my daughter says it's very uncomfortable during the warmer months of the school especially early April to June. It is very hard for the teachers to just open the windows. The air is not good, plus there is a foods studies kitchen were students do cooking. No one has replace the kitchen appliances to safer ones and students are cooking with used utensils, pots, pans ect. My daughter says the dish Sponge for cleaning hasn't even been thrown out. I don't know why the teacher doesn't check for cleanliness and safety? He doesn't even make sure the food they make is safe or not raw before eating. I told my daughter to not eat food the other kids make if they have dirty hands. The hood fan above the stoves don't even work. Many kids take foods and yet there is no inspection, they use plastic cutting boards which is a good place for Bacteria and wood is better. I hope the school district #44 does better when it comes to kitchen safety In highschools that offer food course. One last thing, high schools are known to be a hot spot for germs, the janitors need to be sanitizing the schools better, unless primary kids many can't miss school and go in sick which means coughing and sneezing in the classes, especially fall/winter and spring, I don't even know how clean the desks and chairs are or door knobs. I hope the district can use the budget for what I suggest. It will benefit the students health and safety. Thanks.	Parent/Guardian	Carson Graham Secondary
68	Try to incorporate some new and innovative teaching techniques and strategies. Incorporate technology into the classroom like other local school districts (Richmond). Less spending on administration and more money into the classroom.	Parent/Guardian	Lynn Valley Elementary

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#	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	Which school community are you a part of?
69	I would like to see some additional training for teachers and or structures within the individual school governance system on organization of a school year routine for students and communication with parents. Transition from primary into intermediate level was very challenging for most kids in our class this year. The teacher did near to zero communication with parents, setting high academic expectations and fosters independence of students from day 1. This resulted in complete chaos, and agenda notes with test dates and no input on how to prepare for them. Principle did not have any insight into the classroom organizational procedures and pointed out that is solely teachers responsibility. Lack of training and organizational structures result in anxiety and decrease in confidence in students and frustrations in parents. What probably was a good intention and could have been a quick fix, is continuing to be an unresolved issue. The school grounds would also benefit from some regular cleaning. There seem to be little maintenance of debris and cleaning of school premises.	Parent/Guardian	Sherwood Park Elementary
70	More budget to STEM opportunities. AI, Robotics, Science, etc	Parent/Guardian	Argyle Secondary
71	Less paper forms. More digital forms and processes for students, staff and the offices would save time, money and allow for better organization for all parties involved.	Parent/Guardian and Staff member	Larson Elementary; Sutherland Secondary
72	I believe we are worth more pay	Staff member	Braemar Elementary
73	The NVSD needs to continue supporting its students and staff by maintaining manageable class sizes and providing enough classroom spaces. Providing quality education means not having classrooms that are overflowing.	Staff member	Carson Graham Secondary
74	Slim down the upper management in the school board office and hold off on major projects that are not safety related or essential. Cut back on all paid special speakers and guest appearances or community projects. Let teachers use pro-d days to work on their classes as needed instead of special workshops/speakers. Hold off on district pet projects or initiatives. Keep resources in the classroom - do not cut back on Learning Support , EA's and teachers or increase class sizes. With support in the classroom all students learn more as the teacher is free to teach to the entire class. Provide needed classroom resources for essential subjects - reading, writing, math, science and arts or necessary tech that can reach everyone across subjects.	Parent/Guardian	Lynn Valley Elementary
75	Prioritize mental health of community members by providing alternative programs in addition to conventional learning (ie. sports, art, outdoor education), thanks!	Parent/Guardian	Braemar Elementary
76	Focus on getting phones out of schools and ensuring that literacy and numeracy rates are increased	Staff member	Windsor Secondary
77	Prioritize student well-being and equipping teachers/staff with the time and resources they need to meet the needs of all students. Make classrooms and schools a safe and meaningful learning environment for all.	Staff member	These school communities: Blueridge, Boundary, Braemar, Brooksbank, Canyon Heights, Capilano, Carisbrooke, Cleveland, Cove Cliff Elementary, Dorothy Lynas, Eastview, Highlands, Larson, Lynn Valley, Lynnmour Xá7elcha, Montroyal, Mountainside Secondary, Norgate Xwemélch'stn, Queen Mary, Queensbury, Ridgeway, Ross Road, Seymour Heights, Sherwood Park, Upper Lynn, Westview

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#	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	Which school community are you a part of?
78	Continue to plan ahead for increased population growth on the north shore - maintain and improve infrastructure, recruit and maintain staff, provide ongoing extra curricular opportunities for students	Parent/Guardian	Larson Elementary
79	Consider the needs of the students first before administrative issues	Staff member	Ridgeway Elementary
80	Inclusion at all costs does not work. Inclusion only works for a set range of abilities and readiness and resources should be allocated accordingly. Presently, it is a horribly inefficient use of public funds. Why is there such a large discrepancy in available programs at different high schools? Why are resources, programming and staffing not allocated more equally across the board?	Parent/Guardian	Dorothy Lynas Elementary; Seycove Secondary
81	Please increase school block budgets: more and more things seem to be downloaded onto school budgets (ex. milkrun costs) at the same time that prices are rising. Yet the amount of budget given is not increasing to keep pace with these costs. A second point I wonder at is that school libraries' funding is based on a by student formula, which means students at very small school get less new book variety than bigger schools. In Vancouver, I believe that the formula is also per student a well (but that there is a minimum for small schools of 1500\$ a year). This would feel more equitable, many students get excited for new releases and so if the district is going to say that literacy is a core goal it would be good to be able to support student excitement around books.	Staff member	Montroyal Elementary
82	For next year's budget, I encourage the Senior Leadership Team and Board of Education to prioritize investments that directly support student learning, well-being, and healthy development. In particular, I recommend:  - Limiting or removing unnecessary screen use in classrooms, especially in the early and middle years. Including limited use of personal devices permitted at school. There is growing evidence that excessive screen time affects attention, behaviour, social skills, and sleep. I would encourage the district to prioritize low-tech, high-engagement learning approaches and ensure technology is used only when it clearly adds value. - Protecting classroom resources and support staff, as these have the strongest impact on student success. - Maintaining or increasing funding for mental health and special education supports, given rising needs. - Investing in safe, well-maintained learning environments that promote focus and well-being. - Providing transparency about trade-offs and budget pressures, so families understand the decisions being made. - Engaging families and educators early in planning, particularly around issues like technology use in schools.  Overall, I encourage a budget that prioritizes core learning, student well-being, and developmentally appropriate learning environments, including minimizing unnecessary reliance on screens	Parent/Guardian	Boundary Elementary
83	Move more online to reduce administrative and supplies costs. Student forms should not need to be done every year, parents should just get an email to review and make any necessary changes. Also, emergency contacts and pickup forms should be one/family, not one/student.	Parent/Guardian	Canyon Heights Elementary
84	More money into supports for students and counselling.	Parent/Guardian	Brooksbank Elementary
85	FUND laptops for schools. There are not enough available for students to use. This is essential.	Parent/Guardian	Argyle Secondary
86	Less money spent on administration more money spent on teaching and support staff.	Staff member	Argyle Secondary

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#	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	Which school community are you a part of?
87	<p>In preparing next year's budget, I would offer the following guidance to ensure we are meeting student needs while maintaining responsible fiscal stewardship:</p> <ol style="list-style-type: none"> <li>1. Establish a dedicated classroom budget for essential learning materials. Teachers should have a predictable, school-funded budget to purchase core instructional supplies such as textbooks, pencils, paper, art materials, and other classroom necessities. This ensures equitable access to learning resources across all classrooms and reduces the personal financial burden on educators. Any supplemental or enrichment items beyond this baseline can continue to be supported through voluntary parent donations, allowing families to contribute without creating inequities between classrooms.</li> <li>2. Allocate funding to support safe and supervised indoor activities during extreme weather. Given the frequency of excessive rain, temperature extremes, and other weather-related challenges, students should have the option to remain indoors for supervised activities when conditions are unsafe or uncomfortable. To implement this consistently, the district may need to budget for additional part-time staff who can support supervision, structured indoor play, and student safety during these periods.</li> <li>3. Invest in subject-specific teaching as students progress into higher grades. As students move into the upper elementary and middle-grade levels, they benefit significantly from instruction delivered by teachers with dedicated subject expertise—such as physical education, music, French, and other specialty areas. Allocating budget for specialized teachers not only strengthens academic and enrichment programming but also supports more consistent curriculum delivery and improved student engagement. This investment helps prepare students for the structure and expectations of secondary school.</li> </ol>	Parent/Guardian	Canyon Heights Elementary
88	Please preserve and do not reduce services for students with support needs.	Parent/Guardian and Staff member	Argyle Secondary; Dorothy Lynas Elementary
89	More funds devoted to getting kids learning outside, especially in the K-Gr 3 years. Not just outdoor school, but enabling teachers to be able to take kids outside for lessons and during the typical school day, to do hands on, project based learning. This would help with behavior struggles, be more aligned with the young children's developmental ages and stages, and how they learn best and could improve children's mental health, maintaining positive attitudes towards schooling, and set these young learners up for lifelong success in learning. (Which would reduce costs in the later years through potentially less support needed in the secondary years because of success with learning and teaching in the early years).	Parent/Guardian	Seymour Heights Elementary
90	Please provide one full time counselor in every school. More SEA's in classrooms.	Staff member	Brooksbank Elementary
91	Currently, the District of North Vancouver, faces a shortage of after-school care options. Despite provincial investments, demand still outpaces supply, leaving many families with few or no affordable, reliable programs. This gap creates challenges for working parents and leaves children without structured, safe environments post-school. To meet community needs, the budget must prioritize expanding after-school care capacity, ensuring no family is left without critical support.	Parent/Guardian	Ross Road Elementary
92	Would appreciate guidance on long term strategy/projects too.	Parent/Guardian	Upper Lynn Elementary

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#	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	Which school community are you a part of?
93	To not spend money on stuff that does not pertain to actual education (abc's & 123's) not wasting it on putting up flags etc (other than our countries flag) to show support of people's beliefs and ideologies, especially in elementary schools, we already talk about and teach inclusivity, money for that could be put back into the schools for supplies, special education needs and supplies, outdoor, sports and arts programs (many families can not afford it), food/breakfast/lunch programs. Hiring (have more senior EAs involved in hiring, they know what is needed because they are on the front line) more qualified (Cap U ea program, higher standards, higher skill sets, higher English proficiency-understanding & spoken) EAs for every classroom to support the kids with high incidence learning disabilities (they do not get the support they need and should have), something that actually benefits the students learning. A lot more focus on the learning support staff, without them schools would not be inclusive for all the special needs, teachers would have a much heavier work load, and an even harder time with classroom management. Allowing experience in a related role to be considered for a role that a degree is preferred . Many of the schools playgrounds need fixing, landscaping and updating. A school bus(es) that starts in Deep Cove and goes to Grand Boulevard, and from Capilano to Lonsdale. Parents and kids do not always have the same schedule, more than 1 vehicle or are in walking distance. Bus passes for all students/staff that would use them.	Staff member and parent	Eastview Elementary; Mountainside Secondary
94	Focus on Student support for the ever growing diversity of learners. Teachers cannot do it all! More EAs, school Counsellors, smaller class sizes at the intermediate level and Less split grades.	Parent/Guardian and Staff member	Larson Elementary; Montroyal Elementary
95	Kids school program	Parent/Guardian	Westview Elementary
96	The importance of maintaining 1:1 supports and learning support teachers for kids who rely on those services to participate safely and meaningfully in school. Thank you for your consideration!	Parent/Guardian	Lynnmour Xá7elcha Elementary
97	Please provide maintenace services for outside the schools during winter months	Parent/Guardian	Ross Road Elementary
98	I think an increase in funding and/or time for Teacher Leaders could build a more robust network of secondary teachers. Perhaps more boots-on-the-ground enthusiasm and connection could churn up more excitement for development than the district trying to reach teachers. It could be a powerful position for innovation and change, but I think more funding/time/opportunities are required.	Staff member	Seycove Secondary
99	Compared to other school districts, you're doing an great job. Students are lucky to have so much to choose from with no shortage of sports programs, arts offerings, academic enrichment opportunities. Ensuring school is academically rigourous for all students should be a top priority - don't make kids soft.	Staff member	I am not part of a school community
100	The Strategic Vision and Educational priorities look pretty robust - I would say ensure sufficient funding to action these! <a href="https://www.sd44.ca/priorities/Pages/default.aspx#/">https://www.sd44.ca/priorities/Pages/default.aspx#/=</a> Personally - I feel strongly about improving safe walking / biking options to school. Westview and other schools have massive gaps in safety - lack of sidewalks, fast cars at crosswalks = default becomes parents driving their kids. I see RCMP putting resources into e-scooter safety with little equivalent effort on enforcing dangerous driving and better infrastructure (see Vancouver slow zones and car-free drop offs)	Parent/Guardian	Westview Elementary
101	Ensure sufficient funding for education support like mountainside or choices or EA's	Parent/Guardian	Mountainside Secondary

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102	<p>Any surplus IT hardware should be sold to the highest bidder and not e-wasted or donated. Capture some value back into your budget from selling used IT assets.</p> <p>Updated IT technology hardware should be purchased Refurbished to cut on costs. There are several outlets across North America that can help drive down costs on IT hardware obtained from liquidations or companies downsizing.</p> <p>Cancel all funding and classes as they pertain to Aboriginal or Indigenous studies for High schools. Make these classes optional in an online format only.</p>	Parent/Guardian	Argyle Secondary; North Vancouver Online Learning
103	Prioritize student needs for extra classroom support and infrastructure for play structures. I don't have a student who need extra support at this time but impacts the whole class.	Parent/Guardian	Sherwood Park Elementary
104	Focus on fundamentals, not ongoing social trends. Enough is enough	Parent/Guardian	Braemar Elementary
105	Our budget has really restrained the way we are able to operate the school system, as we are unable to provide the resources that the students themselves need to succeed. We do not need the budget to paint our schools and upgrade the schools, what we need is to be able to teach with resources that work across the district such as math and reading/writing curriculum textbooks, resources that help students learn executive functioning skills, and paper even for printing, unless we are to ask the school district for technology for all students instead.	Staff member	Capilano Elementary
106	<p>I would like to see budget priorities focus on core learning essentials such as literacy, numeracy, science, classroom staffing, and learning supports that directly improve student outcomes. Given limited resources, I believe funding should be concentrated on foundational academic skills that benefit all students. Resources should be evidence-based. Any use of technology/tech licenses should be viewed with caution and the evidence behind their use should be carefully examined.</p> <p>Increasingly, PACs are being relied upon to fund basic school needs that should be covered through district budgets, including library resources, furniture, and playground upkeep. This approach exacerbates inequities between schools, as fundraising capacity varies widely. Core infrastructure and learning environments -- such as playgrounds -- should be publicly funded essentials, not dependent on the time, connections, or financial means of volunteer parent groups.</p>	Parent/Guardian	Sherwood Park Elementary
107	Classroom size and composition are draining our teachers and resources. Support teachers better	Parent/Guardian	Ridgeway Elementary; Sutherland Secondary
108	Our org can benefit from wholistically mapping our biggest or highest value internal process with the intent of removing steps, or actions which do not deliver value or support core, strategic or statutory objectives. For example: how can we digitize to reduce paper? Can duplicate approvals be removed, etc.	Staff member	Education Services Centre
109	In todays fiscally responsible environment, it might be prudent to double down on alternative funding sources - for example when North Vancouver Football Club wanted to put money towards artificial turf fields at Handsworth Secondary. That type of partnership should have been seriously considered.	Parent/Guardian	Handsworth Secondary
110	<p>-Intensive Literacy Interventions for Students at Intermediate/High School who are significantly below grade reading level. This would be delivered by Certified Literacy Specialists (not regular classroom teachers).</p> <p>-Appropriate physical classroom spaces for schools over capacity</p>	Staff member	Carson Graham Secondary; Capilano Elementary; Braemar Elementary; Larson Elementary; Queen Mary Elementary; Ridgeway Elementary; Upper Lynn Elementary; Westview Elementary

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#	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	Which school community are you a part of?
111	The school district has had long-term struggles with recruiting EAs and LSTs. I notice our school has 3 open EA positions at the moment. Please prioritize union negotiations to ensure this positions are attractive and ways to ensure people apply for the positions and also staff retention. I understand that the EA positions have low wages and part-time hours with little wage growth for good work or experience.	Parent/Guardian	Sherwood Park Elementary
112	Do not cut back on support staff hours as already extremely lacking causing students to fall through the cracks	Staff and parent	Eastview Elementary; Westview Elementary
113	Please consider coming into the classroom and get an idea of the needs personally. Teachers are struggling to meet students' needs with the resources we have. We need you to see it.	Staff member	
114	Not cut support staffing. Schools are lacking already as is and kids falling through without help	Parent/Guardian and Staff member	Eastview Elementary; Westview Elementary
115	Please focus on core academic education and not social/politically charged issues.	Parent/Guardian	Braemar Elementary
116	Allocation of funds to transition from the current Teacher Leader model to a more traditional Department Head model. Having taught in the NVSD for 19 years, I can confidently say that the current leadership structure is not effectively drawing on all the key leaders within our school (and I suspect this is true across other schools as well). The pool of individuals willing to take on leadership roles has narrowed, as many experienced veteran teachers (who would be strong candidates for leadership) are not interested in the Teacher Leader model. As a result, departments have become less connected.	Staff member	Argyle Secondary
117	Allow for additional school trips and sport outings as part of the budget. Also have budget set aside for potential nutrition, especially in Elementary schools, fresh fruit, milk or similar staples.  Get the kids active and outside, get good habits for future health....	Parent/Guardian	Dorothy Lynas Elementary; Seycove Secondary
118	A lot of us know you are doing your best. Thank you for stewarding these funds for the best interest of our community and the people who study and work in it.	Parent/Guardian	Larson Elementary
119	Find out what is worth spending money on for students well being.	Parent/Guardian and Staff member	Argyle Secondary; Boundary Elementary; Sutherland Secondary
120	How do we not have a rubberized track surface at any school site in North Vancouver where NVSD track meets can be held and our community can use to host track meets? Can Sutherland be rubberized? Windsor? The footprint is already there. Hosting meets isn't an option at Fen Burdett below Carson Graham as it isn't a 400 meter track and permits aren't given out for the site.	Staff member	Braemar Elementary; Highlands Elementary
121	Where is the money all going as there is no funds to built new playgrounds and parents are responsible to pay for the majority of the costs. There needs to be accountability in where the money is being spent and why we have such shortfalls.	Parent/Guardian	Sherwood Park Elementary
122	The Senior Leadership Team and Board of Education should ground next year's budget in student needs, prioritizing classroom supports, inclusive education, and student well-being while protecting core instructional services. Budget decisions should be transparent about rising cost pressures and clearly align with the district's strategic priorities, avoiding short-term fixes that create long-term instability. Strategic use of reserves, targeted reductions rather than across-the-board cuts, and early, clear communication with staff and the community will be essential. A unified approach between the Board and SLT will strengthen advocacy for adequate and sustainable provincial funding while maintaining public trust.	Parent/Guardian	Lynn Valley Elementary

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123	reduce the number of district level senior positions to create school-level positions	Staff member	Handsworth Secondary
124	Even in the need to decrease expenditures, please maintain, or if possible increase the availability counsellors in schools.	Parent/Guardian	Sherwood Park Elementary
125	Should provide more funds and budget support to classroom supplies and field trips	Parent/Guardian	Cleveland Elementary
126	<p>I have two suggestions:</p> <p>After the terrible crash our daughter's classmate suffered, I would like to see more safety for students, staff, and caregivers/parents in and around school property. Specifically, reductions in traffic near schools, upgrades to crosswalks and sidewalks leading to and from schools, engineered solutions to slow down traffic, and other measures to provide a safe way for all to attend and enjoy schools. I would invite any senior leader to join me for a few minutes on Princess Ave. near the park to witness drivers easily driving twice the speed limit though the student crosswalk there.</p> <p>I would also like to see the very real problem of bullying addressed in a more meaningful way. Our daughter was the target of extensive and severe bullying at Argyle school - to the point she had to leave and attend Mountainside which gave her the opportunity to graduate. She suffers anxiety to this day and is reluctant to further her education in a post secondary environment as a result. The administration at Argyle did very little to address her needs, meted out no real consequences to her tormentors, and only took action on a specific case of online harassment after I involved the RCMP and committed myself to pressing for charges against students with my own time and efforts. The turning point only came when some of the school's own staff were included in the incident.</p> <p>May I suggest taking some lessons from Mountainside, a school that has the issues around harassment and student well being very much solved for many. I can honestly say the team there gets all the credit for seeing our daughter through to her Dogwood.</p>	Community member	Argyle Secondary; I am not part of a school community
127	Building preventive maintenance. New painting, roof check, doors, electrical boards, hydraulic, heater, playground (we had an accident related a balance failure last year)	Parent/Guardian	Cleveland Elementary
128	Please do not reduce counseling services while we have a youth mental health epidemic. Likewise early intervention to supports in primary school are key to supporting mental health of our youth.	Parent/Guardian	Cleveland Elementary; Handsworth Secondary
129	Discuss openly with parents, ensure everyone is properly informed	Parent/Guardian	Dorothy Lynas Elementary
130	Safe schools , Strong classroom instruction & Support services for students who need them most . We also expect realistic planning that avoids short-term fixes and considers the long-term stability of the district. Transparency matters to us—clear communication about financial realities, tradeoffs, and impacts helps families understand and trust the process.thank you	Parent/Guardian	Montroyal Elementary
131	The mental and physical health of students is of high concern and is severely impacting students' ability to learn and grow. Counselling time, health care supports, and connections to external services are all lacking for students.	Staff member	Windsor Secondary
132	Let's get maximum bang for the buck, perhaps asking PAC's to help support fundraising for some programs	Parent/Guardian	Cleveland Elementary
133	Please ensure special education resources are available to the students who need it.	Parent/Guardian	Highlands Elementary; Handsworth Secondary

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#	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	Which school community are you a part of?
134	Please put more funding into support services for students. Students are really struggling with their learning and mental health. This increases stress for teachers as their students are struggling and have limited support options. We have many classes over the class size limit and this is very stressful for students and teachers. We have an unprecedented amount of students being diagnosed with ADHD who aren't applicable for LAC. Choices is a fantastic support but with only 2 staff it's pretty tough to meet the needs of all of those students. We also have a massive Psyced test list that makes very little movement due to so many students requiring CLBC assessments.	Staff member	Carson Graham Secondary
135	Provide resources to expand online learning opportunities for secondary school students, especially those who excel academically. Specifically, provide funding for secondary schools to have supervised learning rooms where students in Grade 8-10 can book that room as an elective in their schedule - and then use that time slot to complete a course online. There would be no expectation that the supervisor of that room will provide any learning support - they are just there to keep order. There a handful of kids in every class who can move through the material more quickly. Give them this space to empower them to make it happen and free their teachers up so they can better support the needs of other students. It's a win-win scenario.	Parent/Guardian	Handsworth Secondary; Montroyal Elementary
136	I would recommend that the Senior Leadership Team and the Board of Education consider allocating more funding toward areas that directly improve the quality of education. Increased investment in classroom materials, learning resources, and technology would better support both teachers and students. I would also encourage additional funding for educational activities such as field trips, extracurricular programs, and enrichment opportunities, as these experiences play an important role in student engagement and overall development. Prioritizing these areas in next year's budget would help create a more supportive, inclusive, and high-quality learning environment for all students.	Parent/Guardian	Queensbury Elementary
137	Please set dedicated funding for the Roots of Empathy Program. This program is back up by well designed research showing the positive impact of babies as teachers in the classroom. While this program is currently in Lynn Valley, would like this to an option for all schools in the North Vancouver District.	Parent/Guardian	Braemar Elementary
138	The teachers and support staff need sufficient resources to do their jobs well.  There seems to be a complete lack of consistency with our school and others on some things. The biggest being performing arts. Many other schools have full school plays and our school does one concert where the kids learned a few songs. It seems the quality of teaching and capacity for such things among staff differs. I do not know if this has to do with budgets.  There also seems generally to be minimal enrichment activities compared to some independent schools. I realize they have different funding, but it does seem a great detriment to be in a public school at this time. This concerns me particularly with respect for opportunities for exposure to diverse communities and experiences (through field work) and technology (kids limited access to technology).	Parent/Guardian	Seymour Heights Elementary
139	Source cheaper staples for the photocopiers. Prioritize supports for students with severe behaviour who can't get an H because the family doesn't follow through. For every cost-saving cut made at the school level, make an equitable cost-saving cut at the board level, because we should all be in this together. Continue to advocate to the BC Government for increased funding for public education.	Staff member	Montroyal Elementary
140	Save money by reducing arts and sports funding. Keep funding everyone benefits from.	Parent/Guardian	Handsworth Secondary
141	More money towards learning support, too many kids need help	Parent/Guardian	Lynn Valley Elementary

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#	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	Which school community are you a part of?
142	More transparency on past use of funds so new teachers can understand how it is typically allocated/bucketed.	Staff member	Queensbury Elementary
143	Make budget allocation for quiet/sensory room where students overwhelmed with classroom can decompress.	Parent/Guardian	Westview Elementary
144	Please allocate more funding to counseling services, which are in urgent need. There is a global mental health crisis that is also clearly felt within our classrooms.	Staff member	Braemar Elementary
145	Thank you for your thoughtful, challenging and insightful work.	Parent/Guardian and Staff member	Windsor Secondary
146	Keep the various programs and unique initiatives like PLP well funded - it really helps creative and advanced students	Parent/Guardian	Seycove Secondary
147	Apparently more options for language and sports are provided e.g. Japanese, fencing and badminton, if compared to other school boards. Hope that more options can be provided. Thanks	Parent/Guardian	Handsworth Secondary
148	I believe a big part of the budget should be allocated to student services, like LST, Lit Centre, ELL and Counsellors.	Parent/Guardian	Cove Cliff Elementary; Seymour Heights Elementary
149	Safety of students and consistency of learning.	Parent/Guardian	Windsor Secondary
150	I am always surprised at the amount of money that I spent on principles district principles other administration. I think more money should be spent in the classroom.	Staff member	Upper Lynn Elementary
151	Poor lighting at Westview school creates dangerous environment in winter months	Parent/Guardian	Westview Elementary
152	More dedicated resources for gifted students, enrichment options to ensure progression in learning and engagement.	Parent/Guardian	Ross Road Elementary
153	With the advent of AI and the impact it will have in the world and lives of our children, the school should invest heavily in important skills such as critical thinking, resilience, adaptability, philosophy and ethics as well as in developing in our youth emotional tools such as emotional intelligence, empathy and self esteem.	Parent/Guardian	Handsworth Secondary
154	Help teachers and administrative staff in order for them to continue providing the best education for students	Staff member	I am not part of a school community
155	I would encourage and hope to see full grade classes instead of splits like 1/2, 2/3 etc especially for the younger grades),  But special attention needs to be provided for significant level of substitutes teachers/turnover	Parent/Guardian	Boundary Elementary
156	Please provide more funding to all schools (not just Carson) for EA support in classrooms. The allocation for EA's does not seem to take into account that some students need 1 to 1 or even 2 to 1 support for the safety of all involved. To support those students, EA's are forced to leave their learning support role during class time, so that they can take a break before being on duty again with a low incidence student at lunch time. Larger class sizes mean more and more grade 8 and 9 students aren't meeting the learning outcomes, especially if there isn't more support for them in the classroom, (particularly for math). Also - we need to attract EAs who are strong in math so they aren't having to learn the grade 8 and 9 curriculum in the classroom along with the other students.	Staff member	Carson Graham Secondary
157	More EA hours in elementary classrooms, more counselling time.	Parent/Guardian	Queen Mary Community Elementary
158	Staffing- we do not have enough specialists (counsellors, SLPs and Psychs) and EAs	Staff member	Sutherland Secondary; Brooksbank Elementary

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#	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	Which school community are you a part of?
159	About community values and areas of focus	Parent/Guardian	Argyle Secondary
160	Please remember the core duties and stay in our lane. Teach and we don't need to solve the worlds problems	Parent/Guardian	Argyle Secondary; Upper Lynn Elementary
161	Focus on student centered resources such as hardware or software for general or specific groups of students in need.	Community member	Carson Graham Secondary
162	Don't make the sports & academic fees so high. \$+400 for phys ed??????	Parent/Guardian	Argyle Secondary
163	We need more classroom teachers, specialized teachers and EA's	Parent/Guardian and Staff member	Eastview Elementary
164	Allocating half of autism funding to the student in school. More EA hours. Higher EA WAGE	Parent/Guardian and Staff member	Highlands Elementary
165	<p>I recommend that the Senior Leadership Team and Board of Education prioritize funding for partnerships with established, evidence-based organizations, such as Autism Canada and Autism BC, and others of the same calibre, to deliver targeted mental health support, self-advocacy training, and resources for students, particularly those with neurodiverse needs. This would better equip students to understand, advocate for, and develop themselves in a supportive environment.</p> <p>Instead of allocating significant resources to broad "diversity," "inclusion," and "safety" initiatives that often emphasize ideological agendas, such as extensive LGBTQ programming, redirect those funds toward promoting genuine diversity of thought and neurodiversity. This approach would foster critical thinking, individual growth, and academic excellence without imposing specific worldviews, ensuring the budget aligns more closely with core educational mandates and community needs in a time of fiscal restraint.</p>	Parent/Guardian	Larson Elementary
166	<p>- Continue and increase strong support of music programs (both dedicated music teachers in every school and band/strings programs). Hands down one of the most valuable programs that SD44 offers.</p> <p>- Continue and increase support of athletics programs that promote school-wide involvement in sport, fitness and physical activity programs / clubs / teams / events *E.g. budget for XC and track / field - two of the largest participation sports in the district</p> <p>- Increase support in classrooms for diverse learners and integrated learning opportunities</p>	Parent/Guardian and Staff member	Argyle Secondary; North Vancouver Online Learning; Upper Lynn Elementary; Lynnmour Xá7elcha Elementary; Windsor Secondary

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#	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	Which school community are you a part of?
167	<p>I recommend that the Senior Leadership Team and Board of Education align the 2026/27 budget closely with the NVSD Strategic Plan 2021-2031, particularly by prioritizing Goals 1 (Student-Centred Education) and 4 (Mental Health and Well-Being). To achieve this, allocate funding for partnerships with established, evidence-based organizations, such as Autism Canada and Autism BC to deliver targeted mental health support, self-advocacy training, and resources for students, especially those with neurodiverse needs. This would empower students to take control of their learning, embrace their abilities, and build resilience in a supportive environment, directly supporting differentiated instruction and social-emotional learning as outlined in the plan.</p> <p>For Goal 3 (Welcoming and Inclusive Culture), instead of directing significant resources toward broad “diversity,” “inclusion,” and “safety” initiatives that often prioritize ideological agendas like extensive LGBTQ programming, redirect those funds to promote genuine diversity of thought and neurodiversity. This would better address inequities related to mental and intellectual abilities, foster critical thinking and individual growth without imposing specific worldviews, and ensure the budget supports the plan’s emphasis on equity-based education, academic excellence, and community needs during fiscal restraint.</p>	Parent/Guardian	Larson Elementary
168	Keep supports for vulnerable students with the most needs. Community services are also feeling restraints that impact these learners and this becomes a compounded stress for teachers and EAs that support them.	Staff member	Argyle Secondary
169	Neurodivergent students need more support, more funding towards kids struggling even if it’s not just with behaviour problems. More early reading intervention!	Parent/Guardian	Eastview Elementary
170	More money should go towards science and technology instruction	Parent/Guardian	Ridgeway Elementary
171	it would be nice to have transportation for extra curricular sports teams	Parent/Guardian	Argyle Secondary
172	<p>Times are tight and it would be nice to have some funds to keep or reduce fees for families (band, Cheakamus, field trips, etc). Not just for the families who have been pre-identified by admin, as these families often qualify for additional government supports, but for all families. It's the families who 'can' pay, but send an email asking if it's okay to pay after the 15th, for example that could really use some help. And more and more are in this boat. There is such huge value in these experiences, and it would be sad to see them go.</p> <p>In that vein, to keep staff morale high around these experiences that really are so valuable and memorable for students, it would be nice to provide a stipend to staff participating in overnight experiences or to give them the following 1/2 or full day off in lieu.</p> <p>It would also be nice to see funds going directly into classrooms rather than on ornamental items - I absolutely see the value in welcome figures, acronym posters etc., however, it's impossible to stretch the 250\$ I'm given for my classroom from PAC each year, and I end up spending personal money I don't have on my classroom. Allowing us to collect supply fees and purchase school supply items for our classroom rather than provide families with a list has made the biggest difference in reducing the amount of personal money I spend on my classroom, and I hope this is something we can continue.</p> <p>At our school, one of the most valuable positions making the most tangible difference is our LSW. It would be nice to see some of the additional money we received for literacy go into additional LSW time for schools. In my class, consistent early intervention pull-out from an LSW over makes the most difference for my struggling learners.</p>	Parent/Guardian and Staff member	Dorothy Lynas Elementary

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173	Funding toward inclusive education and accessibility of physical environment or learning resources	Staff member	Canyon Heights Elementary
174	Quit spending on woke ideology! Leave the politics and gender crap out of our schools! Invest in classic literature and great thinkers that have stood the test of time and guest presenters and teachers who are willing to promote and educate using these resources. Teach our kids to think instead of blindly parroting propaganda that spews from msm and tik tok.	Parent/Guardian	Windsor Secondary
175	<p>I would recommend that next year's budget prioritize student learning and well-being while remaining fiscally responsible in the face of ongoing financial pressures.</p> <p>Key areas of focus should include:</p> <ul style="list-style-type: none"> <li>•Protecting classroom resources and staffing, particularly in early learning, learning support services, and mental health supports.</li> <li>•Strategic investment in student success, including literacy, numeracy, and inclusive education supports.</li> <li>•Responsible cost management, by reviewing operational efficiencies and reducing non-essential expenditures where possible.</li> <li>•Long-term financial planning, ensuring sustainability and flexibility to respond to enrollment changes and emerging needs.</li> <li>•Transparent communication, keeping staff, families, and community partners informed about budget priorities and constraints.</li> </ul> <p>Overall, the budget should reflect a clear commitment to equity, student outcomes, and long-term system sustainability.</p>	Parent/Guardian	Larson Elementary
176	<p>My child is in their first year at Carson Graham and the overall experience is wonderful.</p> <p>My overall impression is that the resources are balanced very well with focus on both sports and arts programs.</p> <p>One area that there seems a gap is related to the amount of vaping in the bathrooms - not sure if there are detection devices installed but something to be aware of.</p> <p>The music and band teacher there also seems to be absent significantly more than average and substitutes are brought in to cover - but none of them to date have been trained to teach band or music. The class ends up playing games or even a senior student has stepped in to conduct the junior band. Things like getting a sub may be necessary from an admin perspective but it seems like a cost without benefit from my perspective and reducing a few of these types of costs can have an overall saving without negatively impacting the school experience.</p>	Parent/Guardian	Carson Graham Secondary
177	Funding teachers and their support staff, EA's and other classroom assistants so that IEPs are met and quality of learning is maintained for all students is the highest priority.	Parent/Guardian	Seymour Heights Elementary; Windsor Secondary
178	Invest more in the operational staff, as they are so important as teachers and PVPs.	Staff member	Education Services Centre
179	Prioritize classroom supports and student-facing services first, including learning support and educational assistants. Protect core instructional time and when possible avoid cuts that increase class sizes. Maintain transparency with families about trade-offs and impacts.	Staff member	Ross Road Elementary
180	do not cut services to students, in fact, they need to be increased!	Staff member	Ross Road Elementary
181	Consider diversifying education experience to better suit a borader range of student strengths and learning styles.	Parent/Guardian	Blueridge Elementary; Windsor Secondary
182	The needs of students increase and yet funding does not keep pace to meet these needs.	Staff member	Westview Elementary

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183	Smaller, manageable classes are essential for the well being of all members of the community. Class size and composition issues have been worse this year than any in recent memory. The choice to rely on remedy funding to offset costs is highly problematic. As a parent, I have seen my children in larger classes, with more diverse learners. Their teachers are stressed, diverse learners are struggling, and students who can get along, but need more attention, just aren't getting it. The impact of over-stuffing classes is far more costly than the board seems aware.	Parent/Guardian and Staff member	Brooksbank Elementary; Handsworth Secondary
184	We need to do more for students under FESL to make schools more inclusive and more accepting. Racism is increasing on the playgrounds, students with disabilities are not getting their needs met, educational assistants not using augmentive communication even though it is in a childs IEP.	Community member	I am not part of a school community
185	The library budget of 5 dollars per student has actually led to a decrease in funding at my school. Our school library used to have a budget of 2000 dollars and now the budget is 1580 dollars a year. Five dollars in this economy also doesn't even buy one book. Well stocked libraries are an important part of supporting literacy in the district. Having to pay to use the interoffice mail to send books between libraries is also a false economy. In the past, I could ask a librarian to send me a book that would be used once by a teacher at my school. Now, I won't ask another librarian to pay five dollars out of their library budget to send me a book. So, either I pay the full price for a book that will be used once by a teacher, or the teacher simply doesn't use the books. I think the block budget for libraries should increase and the charge for using the interoffice mail should be rescinded. Thanks so much	Staff member	Westview Elementary
186	Library budgets have not increased in many years, while book prices have. Milk run costs are now also taken out of that budget, leaving even less money for library resources.	Parent/Guardian and Staff member	Eastview Elementary
187	Focus more on kids and what they need and less on teacher training and team leaders and all the extras. We spend way too much money on speakers and specialists. We have enough people within the district with knowledge. Let's rely on that. Also teacher need proper laptops that actually work. Our current ones don't allow us to do our jobs.	Staff member	Ross Road Elementary
188	More in-class supports for teachers - specifically human capital in the form of EAs;	Staff member	Capilano Elementary
189	Making sure that teachers and education assistants are paid fairly so that they are not forced to work for free. It is a shame when this happens like a norm.	Parent/Guardian	Argyle Secondary
190	Block budget increase for libraries and books. Haven't been increased in over one decade. Books are more expensive than ever and library budgets are stretched too thin.	Staff member	Windsor Secondary
191	I really appreciate the tutorial block each morning. It gives my daughter an opportunity to receive support for her courses. I appreciate access to projects being available online for reference if students miss school due to athletic programming which also helps grow them as individuals. I value the peak performance program and allowing students to balance their studies and their athletic programs.	Parent/Guardian	Handsworth Secondary
192	Please bring back Secondary Department Heads. Getting rid of them has really hurt staff organization and mentorship and as a result hurt our kids. While Teacher Leaders are great there are not enough of them to provide leadership in big schools. Departments are struggling with cohesion, consistency, and doing things that are best practice as there is no subject specific leadership. Please help. Also, please reconsider things that download cost savings on schools. An example would be the blue bins in schools. They are used to transport books to and from cataloguing at mountainside. Now libraries have to pay \$10 for each blue bin each way. Our teacher libarian has just ordered a ton of books that need to go for cataloguing. Is she supposed to drive them to Mountainside and back on her lunch break?	Staff member	Argyle Secondary
193	I would strongly suggest limiting and reducing the current higher level administration (District VPs and Principals) during this time of tight budgets. The students need more support in their classrooms, including more time for Counsellors. The teachers need more EA support in their classrooms, especially the Primary years.	Parent/Guardian	Boundary Elementary; Argyle Secondary

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194	Significantly reduce spending on "reconciliation" initiatives and projects.	Parent/Guardian	Dorothy Lynas Elementary; Windsor Secondary
195	Maybe taking the funding used to take Admin staff to Whistler in October could be better directed to the needs of the schools like technology and basic needs like paper, stationary, heating, maintenance and repairs.	Parent/Guardian	Argyle Secondary
196	to have a contingency fund as things change so fluently	Staff member	Upper Lynn Elementary
197	More money needs to go towards counselling/Social Emotional Learning and Learning Services.	Staff member	I am not part of a school community
198	We haven't seen an increase in our block budgets, however inflation is making our necessary purchases much more expensive. We are also experiencing more and more costs (such as book processing materials, tech items, and now fees for any texts/items being sent in the "milk run") being taken from block budgets.	Staff member	Carson Graham Secondary
199	I was actually quite shocked at how small our daughters' elementary school library's budget is each year. Our PAC works to fundraise and the wonderful teacher-librarian runs Scholastic books fairs as a financial supplement, but with the increase in book prices the money doesn't stretch very far. A larger budget to align with the cost of books would make sense for all school libraries, especially the elementary ones with smaller populations!	Parent/Guardian	Eastview Elementary
200	Technology prices are regularly increasing above the annual rate of inflation. The scope of technology use and reliance in the district is also increasing every year. I understand that the budget may not allow for additional resources. If so, leadership and the board needs to be aware that they're accepting higher risks to the organization, and greater inequity in schools.	Staff member	Education Services Centre
201	Anchor all budget decisions to student learning and well-being. Core instructional programs, student supports, and classroom resources should be protected as top priorities. Any reductions should avoid directly impacting classroom experiences	Parent/Guardian	Boundary Elementary
202	Literacy	Parent/Guardian	Upper Lynn Elementary
203	Focus on supporting core learning initiatives vs making a political statements. Keep politics out of the classrooms.	Parent/Guardian	Cove Cliff Elementary;Seycove Secondary
204	invest more money in setting higher and more consistent minimum performance standards and student facing learning materials for teachers that will help kids have better consistency and better feedback so they can set and evaluate their own learning progress against more clear expecations between years and classes. Lack of text books or common teaching materials on most elementary subjects results in disjointed delivery of curriculum topics, mismatched expectations, poor ability for parental support. This makes it extremely hard to provide support to kids with learning disabilities as they fall further and further behind.	Parent/Guardian	Ross Road Elementary
205	Too little investment in proper assessment platform that will provide regular and useful feedback on student progress between families and teachers.	Parent/Guardian	Ross Road Elementary
206	I strongly feel that we need to put money into direct support for students in the form of stronger ELL, counselling, LST, EA, LSW, and BSW. Greater contact time with children is the strongest type of support we can provide. Teachers continue to be faced with increasingly complex classes. We know the children well, recognize their needs, and need more hands on deck in order to meet the demands we are facing. Furthermore, as the new Literacy Assessment Data shows, children are coming to school with lower early literacy skills than in previous years... The best way to help the children improve their academic skills is more direct teaching and learning time with qualified adults.	Staff member	Queen Mary Community Elementary
207	Please focus on more social and emotional support for our kids.	Parent/Guardian and Staff member	Handsworth Secondary

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#	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	Which school community are you a part of?
208	Youth professional development beyond basic community education, such as building professional venue for gymnastics, trampolines, dance, aquatics, courts, fitness, and events.	Community member	Dorothy Lynas Elementary
209	Focus on things that better core scholastics. Hire and retention of top teachers. Improved grounds at the schools.	Parent/Guardian	Blueridge Elementary; Windsor Secondary
210	<p>As a 20+ year veteran teacher in the district, and having been a Department Head in the old model and the new TL model, there's a strong consensus on our staff that we really need the old Dept Head model back, where every department has a Dept Head. From what I understand, most other district's still have this (West Van, New West, etc). The current TL model is not a great use of funds, in our general opinion, as the work that's done doesn't really translate to direct positive impacts on department's, teachers, and students. This would also provide school-based admin with much more leadership support beneath them in the schools, with many more department heads to support them, with department-specific needs as well as broader school needs. There's just so much that department heads used to do that doesn't get done anymore, and our overall system suffers as a result. If it's a matter of dollars at the end of the day, even cutting the stipend in half and going back to the old model of department heads would be better than the current TL mode. Those who putting their names forward for the position for the right reasons would still do it.</p> <p>Also, as a long-time Phys Ed teacher, and having been both types of Department Head / TL and having played a key role in managing our budgets over the years, we really need the opportunity to be consulted on our block budgets. Over the past 22 years I've been teaching at Argyle, I've seen the cost of PE equipment more than double. With escalating inflation every year, our annual costs have continued to escalate significantly. Yet our block funding has been reduced by roughly 50% during that time, without consultation or our involvement in long-term foresight and planning. Our current block budget barely covers our most basic consumable equipment costs, and doesn't provide any funding for capital equipment purchases &amp; upgrades (which are much needed). It would make a huge difference for us, and set us up for success going forward, if we could be consulted on our block budget, and given the opportunity to provide input and help to make a plan that provides for responsible and forward-thinking fiscal planning in our department.</p>	Staff member	Argyle Secondary
211	Balance of resources.	Parent/Guardian	Ridgeway Elementary
212	<p>I would ensure that children with IEP's had dedicated EA's which then helps the other students and teachers in class if children with IEP's had assistance as required.</p> <p>I would encourage less technology in elementary and fund textbooks for science, math and social studies to help these children with their reading, cognition and critical thinking.</p>	Staff member	Ridgeway Elementary
213	<p>Food programs: Secondary students do not benefit from any food program funding, yet whenever there is a school wide event with food, students have to pay extra to participate ie. hot dogs or breakfast sandwiches. Some of the districts food funding (now there are two sources: feeding futures and the national school food program) should go towards providing 1 or 2 free school wide lunches for secondary students.</p> <p>Targeted funds for Indigenous students: Given the gap in graduation rates between indigenous and non-indigenous students the targeted funds should not just be spent on cultural activities but also academic support such as tutoring for Math and English, targeted support for applying to post-secondary, etc. Please raise this issue/suggestion with the Indigenous Education Council (IEC).</p>	Parent/Guardian	Argyle Secondary
214	Prioritize quality learning opportunities, small class sizes, and the arts	Parent/Guardian and Staff member	Queensbury Elementary

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#	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	Which school community are you a part of?
215	Use funds to best support the most vulnerable students.	Staff member	Queen Mary Community Elementary
216	Prioritize support for students with disabilities and/or additional learning needs.	Staff member	Capilano Elementary
217	Please do not cut back on support staff nor support services. They are so very necessary and help teachers do their jobs better plus help students succeed.	Parent/Guardian	Sutherland Secondary
218	We need to invest in mental health services in schools. We need to make schools more accessible and inclusive for all.	Staff member	Braemar Elementary
219	Answering the questionnaire	Parent/Guardian	Lynnmour Xá7elcha Elementary
220	Please ensure adequate support and opportunities for the arts and music! As well as supports and aid for children with support needs (such as autism, ADHD, other learning challenges)	Parent/Guardian	Carisbrooke Elementary
221	I would like to see massive investments in books and computers that can operate off -line, to help us with the crisis of AI and cheating/grade inflation. Lowering class sizes is also a priority for me.	Parent/Guardian and Staff member	Carson Graham Secondary
222	More funding for EA training & workshops. More funding for EAs period. They are the life blood of our schools, not just for designated students, but for the entire school population. Pay attentions to EAs & give them time during their day to actually create supplies instead of only paying them until 3!! Our kids deserve better!!!!	Parent/Guardian	Seymour Heights Elementary
223	A full time counselor in every school and more SEA's.	Parent/Guardian and Staff member	Brooksbank Elementary
224	That BC has been given a rise in money for special education but last year as they could not state how it was being used, it would be beneficial, going forward, to make sure it is allotted and designated towards students who need extra support and mandated that schools record how they are spending this budget to provide extra provision for neurodiverse members of the community.	Parent/Guardian	Ridgeway Elementary
225	Focus on the areas that we know that kids need to succeed - and that often is consistency in their teachers and staff. Please focus on what will advance them academically, they will one day be competing on a global scale and the world is becoming less accommodating. They will need hard skills.	Parent/Guardian	Capilano Elementary
226	Prioritize sports facilities e.g. Handsworth Track!	Parent/Guardian	Capilano Elementary; Handsworth Secondary
227	I would like to see music education in every elementary school. My child is in grade 6. There has been no music teacher since his kindergarten year. Never a spring or winter concert or play.	Parent/Guardian	Cleveland Elementary
228	Mental health support for all students. More staff to help already exhausted staff??	Parent/Guardian	Seycove Secondary
229	Allocation for secondary departmental leadership/heads. The current model is not able to allow new staff mentorship (TL's in different subject area), collaboration in departments is minimal without a lead in the subject area, and without a subject lead teachers the communication chain is too large. Subject leads can empower departments in a way the current model does not allow.	Staff member	Argyle Secondary; Boundary Elementary; Lynn Valley Elementary; Upper Lynn Elementary; Ross Road Elementary
230	Reduce excessive spending on indigenous specific programs and initiatives	Parent/Guardian	Dorothy Lynas Elementary; Windsor Secondary

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#	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	Which school community are you a part of?
231	I would like the Senior Leadership Team and the Board of Education to prioritize funding for school counsellors. As an elementary school teacher, I strongly believe that every elementary school should have access to a full-time counsellor.  I would also like the Senior Leadership Team and the Board of Education to prioritize additional support for Learning Support Teachers. This is a highly complex role, and the demands often contribute to burnout among many dedicated and effective Learning Support Teachers.	Staff member	Larson Elementary
232	Priority to gifted programming and building maintenance	Parent/Guardian	Dorothy Lynas Elementary; Seycove Secondary
233	Expand school food programs that are not needs based, since all research shows that needs based increase stigma and results in less food being eaten. Just give everyone lunches.	Parent/Guardian	Queensbury Elementary
234	Pay teachers better to attract and retain better teachers.	Parent/Guardian	Argyle Secondary; Upper Lynn Elementary
235	To allocate the funds appropriately focusing on the needs of the STUDENTS at each school.	Parent/Guardian and Staff member	Carson Graham Secondary
236	Would like to have a way to have more transparency in reporting on actual inclusion - are the funds that are lumped towards this actually resulting in better inclusive practices? Are there shifts that can be made to attach funding to specific children? Would love to make sure all kids have as much equity as possible.	Community member	I am not part of a school community
237	Decreasing fees for library book transfers between schools.	Staff member	Handsworth Secondary
238	My child has had six different teachers this year. It seems clear there is a shortage of on-call/available instructors/teachers to meet short-term, unplanned absences. Investing there would be a benefit to all kids.	Parent/Guardian	Boundary Elementary
239	I encourage the Board to allocate more funds toward classroom resources and teacher support that focus on foundational skills like reading, writing, and math, as these are critical for long-term student achievement.	Parent/Guardian	Brooksbank Elementary
240	We are in the business of teaching and student learning. For that to happen effectively, first and foremost, our students need as much support as they can get. They need a teacher who is able to give their best. For teachers to do that, they need to feel supported and appropriately remunerated. This includes ensuring that class size and composition are respected. Although it benefits budgets, classes aren't best because they are as full as they can be. Non-enrolling teacher support like LST, LSW, counselling, BSW, EA, and psychologists really matter too. The physical building in which students learn requires regular maintenance. Leaky roofs and rodents does not make for an effective learning space. Having a beautiful space (like the board office) is inviting. Children should feel invited into a space to learn. That means that siding needs more than a paint job to look like it is in good order. Green spaces need landscaping and maintenance beyond cutting back and removing. Trampled dirt isn't a great look. It isn't just about next year's budget. This is about how we move forward into the future with a greater vision knowing that every budget year we are moving towards our goal.	Staff member	Ross Road Elementary
241	I think it would be nice to have more French-speaking teachers teaching French to the children so that they can learn the accents and pronunciations better.  Additionally, it would be wonderful to see more IB elementary and high schools available in the district.  It would also be wonderful to see debate teams within the schools, being able to do research, analyse, and argue a viewpoint is very important today's world.	Parent/Guardian	Blueridge Elementary
242	I trust your judgement with the best use of funds but please keep in mind that taxes are high, cost of living is high. I just hope that you, as allocators of taxpayer dollars, use the available cash prudently.	Parent/Guardian	Seymour Heights Elementary

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#	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	Which school community are you a part of?
243	Support the strong start program	Parent/Guardian	Westview Elementary
244	Retain good teachers to ensure quality of care and education. This should include ensuring appropriate class sizes and rewarding excellent performance of all staff.	Parent/Guardian	Ross Road Elementary
245	Fund more School Counsellors/ School Counsellor hours	Parent/Guardian and Staff member	Ross Road Elementary; Montroyal Elementary
246	Maintain a focus on the core curriculum	Parent/Guardian	Argyle Secondary
247	Upgrade play park equipment- upgrade library	Parent/Guardian	Cleveland Elementary
248	More support in classrooms. General EA for each individual classroom (not directly tied to a student)	Staff member	Seymour Heights Elementary
249	Provide as much real and meaningful budget directed to gifted kids as you due to other children with additional learning needs.	Parent/Guardian	Upper Lynn Elementary
250	Enhanced support to non-teaching roles e.g. educational assistants, school counselors. With so many classes 'blended' (split classes) there is additional need for small group learning and in-class support for the teacher to manage two curriculums. As well, with world turmoil, financial pressures and job loss, there are additional needs for counselors in schools as kids are suffering and it's impacting the classroom.	Parent/Guardian	Eastview Elementary
251	I would urge you to ensure there remains adequate funding for arts and music. Equal to that of technology, physical literacy, and teacher support.	Parent/Guardian	Cleveland Elementary
252	Allow for a budget specifically for teaching French language.	Staff member	Queen Mary Community Elementary
253	Exempt staff professional development budget — clarification on available funding, eligibility, usage guidelines, and approved opportunities for spending	Staff member	Education Services Centre
254	It appears as though we have a lack of funding for basic supplies and building enhancements. Please focus in on basics	Parent/Guardian	Blueridge Elementary
255	The hours allotted to each student for special-ed reasons be used by that student. Enough of the "stealing" of hours to give to the noisy. The students that need only 10 hours per week deserve the help as much, if not more. They will be working the jobs that fund the group homes. When I work and can only do so much with so little time, while watching one student with 3 EA's, how is that do??? Fair is only fair.	Staff member	Carson Graham Secondary
256	Prepare our students for future life challenges and the competitions from global economic and technological development	Staff member	Montroyal Elementary
257	put more money into EA training more divisions per school less money for staff at board office more EA's, more staff at schools more behaviour support teachers, behaviour interventionists reconsider what inclusion could look like - specialist programs for kids who are not managing at an elementary school level - could we have support classrooms where they can work on skills they need? mountainside? less positions at board office....we need more funds for people power in the schools, not resources but teachers and EA's	Staff member	Boundary Elementary

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#	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	Which school community are you a part of?
258	support for challenging behaviours at school - I am tired of my son not getting LST support because he doesn't hit other kids on a regular basis more LST support or separate LAC and LST so kids with learning disabilities still get support less positions at board office	Parent/Guardian	Boundary Elementary; Sutherland Secondary
259	Not sure I have any guidance	Staff member	Montroyal Elementary
260	More resources for inclusion: LST time and Counselling time at elementary	Staff member	I am not part of a school community
261	I encourage the Board and Senior Leadership Team to treat music education as a K–12 continuum. If the district wants strong and sustainable secondary choir and music programs, students must have access to meaningful instruction and ensemble experiences in elementary school.  This means prioritizing staffing for elementary choir programs. Regular access to qualified educators who can lead singing and build foundational skills is essential for developing confidence, musical literacy, and long-term engagement. Without this investment, secondary programs are required to spend valuable time on remediation rather than growth, which ultimately limits opportunities for students.  Investing in elementary choir staffing, as well as recruitment initiatives for highschoools (to elementary schools) is an efficient and equitable way to strengthen recruitment, expand participation, and ensure students across NVSD can experience the academic, social, and emotional benefits of music education throughout their school years.	Staff member	Argyle Secondary
262	Our schools need more funding for learning services and to support English Language Learners.	Staff member	Windsor Secondary
263	Increase student supports	Staff member	Boundary Elementary
264	Info about students' interest	Parent/Guardian	Upper Lynn Elementary
265	Be fiscally responsible, focus on what the teachers are asking for.	Parent/Guardian	Cleveland Elementary
266	Arts education should continue to be protected and supported in next year's budget because it has a direct impact on students' learning, well-being, and sense of belonging at school.  For many students, music, art, drama, and dance are the parts of school where they feel most confident, engaged, and seen. These programs help students express themselves, work together, and enjoy learning. For some children, the arts are the reason they feel connected to school.  I appreciate the district's continued support of arts education and the message it sends to students that creativity and self-expression matter. I encourage the district to continue protecting these programs as budget decisions are made, so all students—regardless of background—have equal access to meaningful arts experiences.  Arts education is not an extra. It supports students' confidence, mental health, and connection to school, and keeping it strong benefits students every day.	Staff member	Carisbrooke Elementary
267	I think it would be great if support staff could have their own technology such as iPads to be able to work with their students and to help the staff use it gain information related to their learning. Other districts have iPads for support staff it allows them to help further and gain a better understanding.	Staff member	Queensbury Elementary

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#	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	Which school community are you a part of?
268	With new school builds, we have cut costs on athletic facilities, which aren't near as quality as they could be. Difficult to change that but of all the gyms (both high school and elementary) that I have seen, the surfacing of the gym floors are slippery and dangerous. PE and sports teams are constantly slipping and falling, leading to lower extremity and in some cases, head injuries due to falls. Without proper surfacing, these floors are unplayable.	Parent/Guardian and Staff member	Carson Graham Secondary
269	I would suggest eliminating the tutorial time at secondary schools. By my calculation, unless students attend tutorial, and the majority do not, students in NVSD receive fewer "real" instructional hours than primary students. This means secondary students are missing out on 40 minutes of instructional time per day.	Staff member	Carson Graham Secondary
270	Increase supports for students at school	Parent/Guardian	Argyle Secondary
271	We would love to see an expansion and building on sports and extracurricular activities offerings at the school. The current offerings are meager and could really use additional funding to bring in 3rd party sports instruction to help build higher level athletic skills and reinforce stronger, healthier habits lifestyle alternatives to screen time and sedentary activities.	Parent/Guardian	Norgate Xwemélch'stn Community Elementary
272	I encourage the Senior Leadership Team and Board of Education to remain grounded in the core purpose of public education: serving students and supporting the educators and staff who work with them every day. Classroom overcrowding and increasing workloads are placing unsustainable pressure on teachers and diminishing learning conditions for students. Our community has grown significantly, yet school resources have not kept pace. Next year's budget must prioritize staffing, classroom supports, and student services so that schools can meet current needs effectively — because right now, no one is truly winning.	Parent/Guardian and Staff member	Handsworth Secondary; Eastview Elementary; Sutherland Secondary
273	Ensuring a wage that allows teachers to afford to live in or around our community so that we can remain competitive in hiring the best available teachers.	Parent/Guardian	Cleveland Elementary
274	Provide more support for children with learning differences	Parent/Guardian	Montroyal Elementary
275	Give seycove heating PLEASE! I have to wear my coat inside.	Student	Seycove Secondary
276	Take advice from the student body hear their concerns	Student	Sutherland Secondary
277	More academic resources focused and less upon sports culture at schools.	Student	Carson Graham Secondary
278	No budgetary concerns, however I'd like 20 minutes rather than 15 for each topic!	Student	Carson Graham Secondary
279	More money towards music programs	Student	Handsworth Secondary
280	Reduce unnecessary spending	Student	Windsor Secondary
281	Student voices should be heard more	Student	Ridgeway Elementary
282	More on academic opportunities, including club funds (especially for math/biology/computing competitions), AP courses, and money for field trips for university visits (like career plans etc)	Student	Argyle Secondary
283	Lean more into tech/computers (NOT AI)	Student	Windsor Secondary
284	Maintenance on seycoves building as well as the rat problem	Student	Seycove Secondary
285	I think repainting old schools should be the best choice for next year's budget.	Student	Argyle Secondary
286	Please don't let the music department get those stupid ties.	Student	Cleveland Elementary; Handsworth Secondary; North Vancouver Online Learning
287	Please for the love of all that is holy DO NOT UNDER ANY CIRCUMSTANCES INVEST IN AI. If you want a reason why then message me at xxx.	Student	Sutherland Secondary; North Vancouver Online Learning; Ridgeway Elementary
288	I think that the school board should have enough money to make classes smaller	Student	Sutherland Secondary

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#	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	Which school community are you a part of?
289	Focus on traditional model of education. Reading, writing, math. Too much on social and emotional that classes are distracted. There is a huge leap going from an overly empathetic high school to a rigid university. There should also be consideration about inclusivity with regards to giving priority to being inclusive over learning. Classes are overrun with distractions and students who take away learning from other students. The 'all-inclusive' model is not working at all. Teachers are too scared to say it out loud but overwhelmingly privately agree it is taking away from learning and hurting those students who are ready and willing to learn. Please also make career education more of a priority. Students are not prepared for life after school and all that comes with being an independent adult.	Parent/Guardian and Staff member	Seycove Secondary; Dorothy Lynas Elementary
290	Please put more money into technology, as more and more it is used in every activity we do everyday.	Parent/Guardian and Staff member	Carson Graham Secondary
291	Carefully consider the impact of class room size and composition when creating the budget. Students are individuals with complex needs. Building smaller classes where teachers and educational assistants can support students creates a better learning environment for all.	Staff member	Handsworth Secondary
292	1)Increase school security; 2)students education about drugs use dangers, vaping, unsafe sex, etc.	Parent/Guardian	Argyle Secondary; Carson Graham Secondary
293	To focus on learning supports and mental health support for children, as well as more staffing to provide more generous ratio of educator to child to ensure optimal education and care.	Parent/Guardian	Sherwood Park Elementary
294	Teach our children to think, teach them philosophy... to think critically so they can discern truth from lies, find meaning in life and how to contribute to humanity, not just to the economy.	Parent/Guardian	Handsworth Secondary; Braemar Elementary
295	To invest more in field trips and visiting museums, theatres, etc, which expands the boundaries and provides more practical knowledge	Parent/Guardian	Eastview Elementary
296	More support for special needs and learning differences. Mental health support for children. Before and after school available in the school. Upper Lynn has very limited resources which is very challenging for working families. More clubs for primary age kids.	Parent/Guardian	Upper Lynn Elementary
297	Children are our future.	Parent/Guardian	Ridgeway Elementary
298	Invest in safety measures.	Parent/Guardian	Boundary Elementary

#	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	Which school community are you a part of?
299	<p>As planning for next year’s budget continues, I strongly encourage the Senior Leadership Team and the Board of Education to prioritize investment in applied learning spaces, specifically the development of an additional Foods classroom at Sutherland.</p> <p>Currently, Sutherland offers 16 sections of Foods courses supported by a single Foods room. This level of demand places significant strain on scheduling, instructional time, equipment access, and student learning experiences. The limitation of one instructional space reduces flexibility in timetabling, restricts opportunities for student choice, and impacts our ability to meet diverse learner needs effectively.</p> <p>Foods and Applied Design, Skills, and Technologies (ADST) courses play a critical role in supporting student engagement, practical life skills, food literacy, and social-emotional learning. These courses also align closely with district priorities around student well-being, equity, and real-world skill development. Access to appropriate facilities is essential to deliver these programs safely, efficiently, and at a high instructional standard.</p> <p>An additional Foods room at Sutherland would:</p> <ul style="list-style-type: none"> <li>• Improve student access to high-demand programming</li> <li>• Enhance health and safety by allowing appropriate space and equipment use</li> <li>• Better align resources with enrolment trends and student interest</li> </ul> <p>Investment in a second Foods room at Sutherland is not only a response to current pressures but a proactive step toward sustainable program delivery and equitable access for students in future years. I urge the Board and Senior Leadership Team to consider this need as a strategic priority within next year’s budget planning.</p>	Staff member	Sutherland Secondary
300	<p>I am writing to highlight the need for a second foods room at Sutherland Secondary. Currently, the school offers 16 sections of Foods—8 per semester—yet we have only one dedicated foods room. With over 40% of our student population enrolled in Foods, it is by far the most popular elective at our school.</p> <p>Running two Foods classes simultaneously in a single room creates significant constraints on how the program is delivered. It limits the types of projects and learning experiences the school can offer, impacts student engagement, and restricts the ability to maintain a safe and organized learning environment.</p> <p>Adding a second foods room would allow to better accommodate student interest, provide more hands-on learning opportunities, and ensure a high-quality educational experience for all students. The demand for Foods at Sutherland Secondary demonstrates that expanding the facilities is both necessary and timely.</p>	Staff member	Sutherland Secondary
301	<p>Stop wasting money on hiring individuals who do not carry their weight and do their job. This makes it hard for those of us who work hard and feel under acknowledged want to continue working.</p>	Staff member	Argyle Secondary; Carson Graham Secondary; Handsworth Secondary
302	<p>Support programs (ELL, LAC, Choices, LSC, Indigenous Ed) should all have their own block budget so that we don't have to rely on PAC and random funds from the admin.</p>	Staff member	Sutherland Secondary
303	<p>If possible, add some more water fountains around schools, in Windsor at least there are 4 water fountains with one oftentimes broken or unsanitary. Water is important to myself and a lot of my peers as hydration is fundamental for thinking and activities such as sports and music.</p>	Student	Windsor Secondary
304	<p>Focus your resources on learning (reading, writing, math, creativity). Support students who thrive at school. For example, why doesn't the school have an Honour Roll?</p>	Parent/Guardian	Sutherland Secondary

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305	Mental health supports (school counsellors, Choices program etc) should continue to be funded. It is highlighted all the more in light of the Tumbler Ridge Tragedy.	Staff member	Argyle Secondary; Mountainside Secondary
306	Look into a better safety plan for intruders. I feel unsafe knowing that anyone can walk into the front door of any school. It would be nice to have something built into the budget for some kind of safety protocol for the front door of every school. Of course, this is light of the recent shooting at Tumbler Ridge....I know this is a "one of" situation....but when is the next...."one of?"	Staff member	Lynnmour Xá7elcha Elementary
307	More focus on creating free and accessible sport opportunities for elementary aged kids.	Parent/Guardian	Capilano Elementary
308	More access to specialized teaching options/classes for IEP students so other students can learn in a safer and more dedicated environment	Parent/Guardian	Larson Elementary
309	more opportunities for university oriented students and support too assist with university applications. Public education should not be driven by provincial governments agenda to increase workers i. the trades.	Parent/Guardian	Carson Graham Secondary
310	Take a hard look at non-instructional costs - what is the value added? Push the provincial government to fund their initiatives like ESA days,	Staff member	Argyle Secondary; Lynn Valley Elementary
311	more support and therapy services for autistic children. more experienced staffs	Parent/Guardian	Ridgeway Elementary
312	Why is there no money to replace broken playgrounds? Why is there lack of funding for support staff for students who need extra support? Why are PACs funding so many initiatives and specialty inclusive furniture?	Parent/Guardian	Sherwood Park Elementary
313	Raising healthy kids doesn't require much money. It requires more outdoor time, outdoor group games, going on weekly walks around the neighbourhood, art group projects made from free second hand items from the community, walking and touring local businesses, going to the local public libraries that are within walking distance, visiting senior centres and fire halls. My kids don't do any of these things but they do get a lot of sugar and screens.	Parent/Guardian	Boundary Elementary
314	I strongly support increased investment in school athletics, particularly basketball at Seycove Secondary. Currently, the basketball programs are being sustained by parent volunteer coaches, which is appreciated but not sustainable long term.  Athletics play such a critical role in student mental health, engagement, leadership development, and school community. Not only that but basketball is a sport that serves a wide range of students.  I would encourage the district to allocate dedicated funding for coaching stipends and modest infrastructure support to ensure stability and growth of athletics at Seycove. Investing in extracurricular sports is an investment in student health, well-being and school culture.  It would be nice to see an investment in athletics at the elementary level as well.	Parent/Guardian	Dorothy Lynas Elementary; Seycove Secondary
315	I would suggest considering a budget to provide health education to students. At this age the importance of eating healthy, drinking enough water, and other health habits like correctly washing hands and many other health issues can benefit the kids. Maybe be a professional like a physician or nurse can be invited a few times a year to the school to educate children.	Parent/Guardian	Braemar Elementary
316	Priority for those who require extra assistance in learning. Also after school care programs.	Parent/Guardian	Ross Road Elementary

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317	I strongly believe that Safe and Caring Schools needs to remain a priority, including counseling, youth engagement workers, SOGI education, anti-racism, disability justice, and so on.	Parent/Guardian and Staff member	Carson Graham Secondary; Queen Mary Community Elementary; Dorothy Lynas Elementary; Windsor Secondary
318	To increase resources for mental health and neurodivergent students	Parent/Guardian	Boundary Elementary
319	Prioritize experiential learning	Parent/Guardian	Carisbrooke Elementary
320	Bring back true department heads vs. POSR	Staff member	Carson Graham Secondary
321	<p>As you plan next year's budget, I would encourage the team and board to evaluate programs through the lens of long-term relevance in an AI-accelerated world.</p> <p>Where appropriate, consider reducing or redesigning investments in courses or electives that focus primarily on technical or procedural skills that are increasingly automated or easily replaced by Artificial Intelligence. Instead of eliminating them outright, these courses could be reframed to teach students how to work with AI tools critically and responsibly.</p> <p>At the same time, I strongly recommend increasing investment in the uniquely human capabilities that will become even more valuable in the years ahead:</p> <ul style="list-style-type: none"> <li>- Critical thinking and media literacy</li> <li>- Creativity and original problem-solving</li> <li>- Ethical reasoning and digital citizenship</li> <li>- Communication and collaboration</li> <li>- Resilience, adaptability, and growth mindset</li> <li>- Mental health supports to help students navigate rapid technological and social change</li> </ul> <p>AI will transform the workforce, but it will not replace empathy, judgment, leadership, or character. Our education system should prioritize developing these durable human strengths.</p> <p>A forward-looking budget should prepare students not just to compete with AI, but to lead in a world shaped by it.</p>	Parent/Guardian	Carson Graham Secondary
322	I would encourage the board of education to look at options to make sports more accessible to all families regardless of income.	Parent/Guardian	Windsor Secondary
323	We need to budget to have more support in the classrooms, from EA's, LST and counsellors.	Staff member	Cleveland Elementary
324	To ensure there is enough in-class support for students who require assistance, which would put less pressure on classroom teachers to meet the needs of students with individualized learning plans	Parent/Guardian	Argyle Secondary; Brooksbank Elementary; Sutherland Secondary; Boundary Elementary
325	please stop funding and forcing acceptance and fund and focus on education, not your political views.	Parent/Guardian	Ridgeway Elementary

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#	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	Which school community are you a part of?
326	<p>Things I believe you should consider:</p> <p>Hugely top heavy management structure - the Board Office is full of very well paid people while school employees are poorly paid and manage with increasingly fewer resources.</p> <p>An alternative school like Mountainside should be available at Elementary Level - The reality of Inclusion is different for all and trying to fit neurodiverse students into the rigidity of regular school is not inclusive - one size does not fit all.</p> <p>The literacy Centres should be extended - reducing them to only 4 days a week is totally not helpful and the need for this program is constantly growing.</p> <p>There should be more assistance for families who cannot afford Field trips/School Supplies etc and those funds cannot come out of the regular school budget .</p>	Parent/Guardian and Staff member	Lynnmour Xá7elcha Elementary
327	I encourage the Board to prioritize student support services and maintain reasonable class sizes, while continuing to support mental health and arts programs.	Parent/Guardian	Cleveland Elementary
328	Please prioritize funding and staffing crossing guards! Including backup for when they are sick/on holidays. Without school buses there are so many parents that drive their kids to school BECAUSE the school zones are so congested! It's a vicious cycle. We need a better solution other than putting the onus on students to walk. If it's safer more parents will allow their children to walk and bike.	Parent/Guardian	Westview Elementary
329	More budget for school counsellors pls	Parent/Guardian	Braemar Elementary
330	Spend less money, not more	Parent/Guardian	Seycove Secondary
331	Please buy textbooks. Science textbooks, social studies textbook, math textbook, including the teacher guide. In some cases we have a textbook with no teacher guide.	Staff member	Highlands Elementary
332	Textbooks for all subjects.	Parent/Guardian	Ross Road Elementary
333	Pair down drastically upper admin. ie. directors. Keep and appreciate front line workers. No more cuts to counsellors.	Staff member	Argyle Secondary
334	Reduce administrative positions with salaries exceeding \$120 000 to maximize funds available for learning. Use these funds to reduce class sizes and/or deliver greater classroom supports. We get senior secondary students who can't read, this is a disaster.	Staff member	Windsor Secondary
335	I have not felt constrained by budget issues this year and am happy with status quo	Staff member	Queensbury Elementary
336	I have a unique perspective as I work for another school board in a maintenance/trades role.	Parent/Guardian	Sherwood Park Elementary
337	Please look at actual impacts and listen to teachers and staff, not just principles, as to how this will impact the operations of the school and those in its community.	Parent/Guardian	Cleveland Elementary
338	Maintain current	Parent/Guardian	Ross Road Elementary
339	More focus on technology used in schools. Less focus on inclusive learning, indigenous education, etc.	Parent/Guardian	Ross Road Elementary
340	Any and all ways to support our educators in the classroom and beyond.	Parent/Guardian	Cove Cliff Elementary

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341	Higher pay for EA s! It is difficult to get EAs in our community. It is basically a part time job with not full time hours. If they would increase the hourly pay by a significant amount, this would attract others to the paraprofessional job. Also encourage them to come to our school district. We need an increment scale also. So that a new graduate doesn't get the same pay as a senior EA. Other unions have this scale!	Staff member	I am not part of a school community
342	Please dedicate a significant amount of funds towards teacher and SEA training around neurodiversity, particularly ADHD and supporting Executive Function Skills in the classroom as well as increasing funding for more SEA's in the classroom. Reducing class sizes is also a priority	Parent/Guardian	Carson Graham Secondary; Capilano Elementary
343	start making efficient decisions I guess.. Good luck! not easy times. Obviously we want whats best for our kids education. I dont have a strong opinion on do's or don's I want to see, just that important programs remain.	Parent/Guardian	Argyle Secondary
344	Prioritize teachers having the resources to teach. They shouldn't have to buy supplies out of pocket	Parent/Guardian	Capilano Elementary
345	Please provide more training to teachers and support workers with respect to dyslexia. In public school, our kids were illiterate. Had to send our kids to Fraser Academy (FA). Our oldest one is now at Windsor after 4 years at FA and is doing well. She works hard, but some teachers have biases against IEPs and dyslexia. We plan to send our middle daughter to Windsor for grade 9 and our third daughter at Windsor for the 2027-28 year. Dyslexic kids should be allowed to use their "tools" in class. Anyway, more training and sensibilization could be provided to teachers / workers in our district and more provide more support like the district of West Vancouver district. Thank you for your consideration.	Parent/Guardian	Windsor Secondary
346	Focus on outdoor space	Parent/Guardian	Capilano Elementary
347	Please prioritize funding elective courses well, especially Visual Arts and ADST.	Student	Windsor Secondary
348	More resources for teachers. Currently teachers focus on managing classes for behaviours of a few rather than teaching the curriculum to the larger class.	Parent/Guardian	Sherwood Park Elementary
349	Lowering teacher - student ratios while providing assistance to students who need a specialized approach to learning. some digital focus, more basics of R.W.A.	Parent/Guardian	Eastview Elementary
350	Make sure that they take into account that the needs of all kinds including neurodiverse are taken into consideration as this population is growing	Parent/Guardian	Windsor Secondary; Blueridge Elementary
351	Inclusive education - we need more support for LST, EAs, Counsellors, SLP	Parent/Guardian and Staff member	Carisbrooke Elementary
352	Support for kids who need extra support and ensure their needs are met - first. Then all the rest is it. Schools should be inclusive and do not consider neurotypical as much as they need to. Schools are a trauma breeding ground, if you will, for these kids and they deserve an education too, at least the best they can achieve.	Community member	I am not part of a school community
353	Paying support staff a livable income, with consideration to years of service and experience. We are not able to live on our current wages without supplementary income from additional jobs.	Staff member	Highlands Elementary
354	ensure school playing fields are usable all year round including drainage and playable surfaces. Currently Capilano Elementary is deficient on both.	Parent/Guardian	Capilano Elementary

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355	-increased number of laptops and iPads for students that are replaced sooner than 10 years or more -more decodable books that are provided by the district, 1 set of 7 series of SyllaSense is not enough for the primary users -continued in-service of UFLI (with release time) -more recycling systems, add in the soft plastics bin in the hallways -significantly increased counselling time in schools	Staff member	Carisbrooke Elementary
356	Expansion of late French immersion program to a school close to lower Lonsdale	Parent/Guardian	Ridgeway Elementary
357	I would like the budget to focus on supporting students and teachers. I'd also like the board to stop charging schools for mail service. This is not something schools should have to pay and budget for. Another thing I feel the budget should do is provide money (or paper) for teachers to print out learning updates. Parents aren't reading them and the students need to feel proud (and be accountable) for their learning. Another budget item would be for the district to provide coverage time for teachers planning to the big house and outdoor school.	Staff member	Blueridge Elementary
358	Focus more team building and inclusivity.	Parent/Guardian	Capilano Elementary
359	Build more facilities for sports and add sports programs	Parent/Guardian	Larson Elementary
360	Operating budget	Staff member	Eastview Elementary
361	Spend money on hands-on practical supplies, like computers and textbooks, not on ideologies and "programs"	Parent/Guardian	Carisbrooke Elementary; Carson Graham Secondary
362	More funds need to be provided for courses that are materials based. Home Ec, Shop classes and Science for instance. So they can try to keep up with inflation of material costs and still provide experiential learning for the students.	Parent/Guardian	Argyle Secondary
363	The teenage years are much hard on kids now than before. More focus should be placed on access to mental health resources IN the school. Create another school or program like Mountainside but starting from grade 8 or online learning through the school they are currently in, for kids that are really struggling. Of course a letter would be required from a psychiatrist or registered clinical counsellor.	Parent/Guardian	Sutherland Secondary
364	As parents, our focus is on high quality education, educational resources and increased teacher salaries.  Safety, a focus on diversity, equity and inclusion of all students is our second priority following recent events in Tumbler Ridge.  Finally, lots of opportunity for exercise, outdoor time and extracurricular activities are important to us to keep students' screen-time and social media time to a minimum and promote mental well-being.	Parent/Guardian	Dorothy Lynas Elementary
365	Funding should be protected for sports, arts and for providing free, fresh healthy food in schools. These are essential to student wellbeing and equity. I would accept trade-offs in discretionary spending or phased upgrades to maintain these supports.	Parent/Guardian	Lynn Valley Elementary
366	More aftercare spaces	Parent/Guardian	Cleveland Elementary
367	Teach more history than native history. Stop making everything about native customs and traditions. Make them knowledgeable on many things	Parent/Guardian	Queen Mary Community Elementary
368	Supporting Cloverly, the new school, to get up and running.	Parent/Guardian	Ridgeway Elementary

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369	<p>As both an educator and a parent in the North Vancouver School District, my priorities are shaped by what I see daily in classrooms and what I want for my own child. I understand the financial pressures the district is facing and the need to make difficult decisions. My feedback is focused on protecting the conditions that most directly support student learning, well-being, and long-term success.</p> <p>First and foremost, staffing matters. Classroom teachers, educational support staff, learning services teachers, counsellors, and learning support roles have a direct and immediate impact on students. When these roles are stretched too thin, the burden is felt by students first, particularly those who need consistency, relationship, and targeted support. Maintaining reasonable class sizes and protecting support roles is essential if we want inclusive education to be meaningful rather than aspirational.</p> <p>I would strongly encourage continued investment in learning support, mental health, and inclusive practices. Students are arriving at school with increasingly complex needs, and schools cannot meet those needs through goodwill alone. Supports for executive functioning, anxiety, regulation, and diverse learning profiles benefit all students, not just those with formal designations. These supports also help teachers sustain their work over time.</p> <p>From both a teaching and parenting perspective, thoughtful use of technology is another priority. Technology should not be treated as an add-on or a cost-saving substitute for people. Instead, investment should focus on tools and training that reduce workload, increase accessibility, and support learning, communication, and assessment. When teachers are supported in using technology well, it creates efficiency and frees time for relationships, feedback, and deeper learning.</p> <p>Professional learning is also critical. Ongoing, job-embedded support for teachers, especially in areas such as inclusion, assessment, digital literacy, and evolving curriculum demands, has a ripple effect across schools. Investing in people builds capacity and consistency across the district. Thank you!</p>	Parent/Guardian and Staff member	Argyle Secondary; Handsworth Secondary; Windsor Secondary
370	Would like to increase capacity for French immersion and IB curricula.	Parent/Guardian	Capilano Elementary
371	Take a good look at upper management and make sure you are top heavy.	Parent/Guardian	Argyle Secondary; Carson Graham Secondary
372	More support staff should be a priority to help students with learning issues and to help teachers with students.	Parent/Guardian	Argyle Secondary; Boundary Elementary
373	To focus on UDL, SEL, and using funds to support all learners by providing proficiently trained EAs and TAs that have focused and specialized skills to assist children with learning challenges through their developmental stages. Make classrooms safe by providing education and adopting learning programs for inclusion, anti-racism, ableism and bullying.	Parent/Guardian	I am not part of a school community
374	More guidance to students to broaden their view towards their future education & provision betterment	Parent/Guardian	Handsworth Secondary
375	Introduction of Mental health education from KG to Highschool as a mandated subject atleast once a week for all students.	Parent/Guardian	Argyle Secondary; Upper Lynn Elementary
376	More guidance to grade 11 for future education	Parent/Guardian	Handsworth Secondary
377	Inclusive and adaptive sports Class size reduction	Parent/Guardian	Westview Elementary

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378	I would try to encourage the Senior Leadership Team and Board to prioritize investments that directly support student learning, well-being, and strong classroom instruction. Budget decisions should be responsible, with a focus on long-term sustainability and transparency with staff and families.	Parent/Guardian	Ridgeway Elementary
379	More security of children and staff. Buzzer system to enter the building and fencing and gates surrounding the perimeter	Parent/Guardian	Queensbury Elementary
380	Stop spending money on LGBTQ propaganda and indoctrination flags coed bathrooms etc	Parent/Guardian	Argyle Secondary
381	Less school fees better budgeting for teachers to have proper resources. Smaller classes for optimal learning experience. Teachers being more aware of the troubled kids. Teachers not being overwhelmed to the point of not caring for their classes and just getting through the day. More counsellors. 3 per 1000+ kids is ridiculous. The government to give schools larger budgets. More realistic school days so kids can get ready for the work force. The MOE is failing our schools and setting up our kids for failure and hardship. Also, bring back proper grading. Kids being told their an A student but getting a Developing because the teacher solely believes that everyone should be getting a developing is wrong. This grading system has made dumb kids dumber and smart kids dumber. No one actually knows or cares less of how they are doing. Having a grade and a number gives a sense of where they are in compared to where they need to be. A number gives them goals. again setting up kids for failure.	Parent/Guardian	Sutherland Secondary
382	Prioritize major capital projects that will have long-term value.	Parent/Guardian	Eastview Elementary
383	Make the arts and mental health a priority.	Parent/Guardian	Seycove Secondary; Windsor Secondary
384	Encourage funding to sport and extracurricular activities, music and art. Also funding to maintain school grounds, the play areas around westview school are basically just mud or gravel, posing safety risks to students and limited play experience. My daughter and I picked up a full garbage bag of trash around our school in less than an hour because we saw no resources from the school addressing it.	Parent/Guardian	Westview Elementary
385	I would like to see more funds available for students with special needs/ learning difficulties. As an example, our child was not able to have LAC block this year due to limited resources. It was really helpful in the past years.	Parent/Guardian	Handsworth Secondary
386	I would ensure that students who require EA time get it continuously. To succeed they need the continued support in class and outside. Behaviours are increasing and undermining all others as these students are unsupported. Inclusion does not work without support and, if necessary, accountability (moved to another learning format, suspension, etc).	Staff member	Ridgeway Elementary
387	We need to prioritise pay rises for CUPE staff who have not received any change in pay in the past couple of years. We are not even close to keeping up with inflation and increased cost of living.	Staff member	Boundary Elementary
388	Better support music and the arts in ALL of our schools- not just privileged schools. The budget cuts across arts programming last year had huge impacts on our school and our elementary programming that feeds into our high school.	Staff member	Carson Graham Secondary
389	First off, if you're asking for input, you need to give some direction as to what your initial priorities are since those of us not familiar with your process are starting from scratch.  Focus on core competencies that will develop well rounded students – while not forgetting that activities like music, arts and physical activity are just as important as academic learning for development.  Also, a little less time and emphasis on indigenous reconciliation which should be replaced with a broader emphasis on inclusive communities in general. Picking out one group for special treatment is an outdated concept and not productive or well-received. Arguably also performative.	Parent/Guardian	Queen Mary Community Elementary

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390	focus on inclusion resources, Indigenous support and DEI	Staff member	Carson Graham Secondary
391	Properly fund libraries - would be a good idea considering the literacy push. Actual physical resources for classroom teachers - our classrooms have almost nothing to teach with. We desperately need more counselling and ell. And maybe consider not charging us to send things to other schools - this decision alone has pretty much ended inter-library loans in the district, making it even harder for teachers to access resources.	Staff member	Canyon Heights Elementary
392	Thinking creatively to align priorities to best serve students in an increasingly complex system	Parent/Guardian	Argyle Secondary; Ross Road Elementary
393	I'm new into the public School system so my biggest concern is the staff, that next year there will be enough staff for the subjects my kid chose	Parent/Guardian	Windsor Secondary
394	Focus on the children and quality of education.	Parent/Guardian	Highlands Elementary
395	Try to incorporate more higher educational topics to have better math skills and be at the level of Asian educational background. Our kids in Canada are studying additions and substructions when Chinese students can do complex math formulas.	Parent/Guardian	Larson Elementary
396	The children are watching tv shows during lunch and in music class, that is not high quality education. It seems like the teachers are burnt out and need more supports, EAs, and the children deserve better care.	Parent/Guardian	Highlands Elementary
397	Focus on putting dollars to addressing the now AND building for the future. The SDs forecasting models are NOT representative of the future in terms of updating schools and capacity for learning and growing, so with all due respect how can it be expected to acquire more funding provincially and federally. There are more diverse needs being acknowledged, so spend some money to hire a lobbyist/ advocate	Parent/Guardian	Boundary Elementary
398	Hello. I would like to suggest that the schools/head office could reduce the amount of personal reimbursement forms. From a school point of view, the first step before paying something should be "how can this be paid?". 1. Can this be invoiced to the school? 2. Can I write a cheque from the school? 3. If no, can I pay for it by the P-card? As a very LAST resort, a staff member or parent should purchase the item and then get reimbursed. The expense reimbursement forms are overused instead of the school taking control of their own purchases. thank you.	Staff member	I am not part of a school community
399	Focus on teacher support and class composition. We need good teachers that are properly compensated for what they do. We also need quality substitutes, particularly in French Immersion.	Parent/Guardian	Sherwood Park Elementary
400	As an employee, I would encourage the district to prioritize student-centred decision-making, particularly by ensuring adequate staffing to support diverse and complex student needs. Classrooms are increasingly demanding, and sufficient support staff and mental health resources are essential for maintaining safe, inclusive learning environments. I would also encourage transparency in budget decisions and continued investment in retaining and supporting experienced staff, as stability directly impacts student success.	Staff member	Cove Cliff Elementary
401	Class sizes & staffing: maintaining reasonable student-teacher ratios so kids get more individual attention (right now 31 kids in one Kindergarten class) - safe & well-maintained facilities  Music, arts, sports & field trips (outdoor education experiences)	Parent/Guardian	Westview Elementary

#	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	Which school community are you a part of?
402	<p>Next year's budget should prioritize investments that have a direct impact on student learning and well-being, particularly in classroom resources and staff support. At the same time, it will be important to review existing programs to ensure funds are being used efficiently and to reallocate resources from lower-impact areas.</p> <p>The Board should also continue investing in long-term priorities such as technology, staff development, and facility maintenance to avoid larger costs in the future. Given ongoing uncertainties, maintaining a contingency reserve and building flexibility into the budget will be key.</p> <p>Finally, clear communication and accountability around how funds are allocated and the outcomes achieved will help ensure alignment with strategic goals and maintain stakeholder trust.</p>	Parent/Guardian	Capilano Elementary
403	<p>Overcrowding and insufficient support for special needs students are the two biggest issues. In particular investment should be made in the early years. Too many students are turning up in high school without basic academic skills: reading, writing, numeracy, perseverance and organization.</p>	Staff member	Carson Graham Secondary
404	<p>For next year's budget, the Senior Leadership Team and the Board in the North Vancouver School District should focus on balancing fiscal responsibility with maintaining strong student outcomes in a period of rising costs and evolving needs.</p> <p>Key guidance:</p> <ul style="list-style-type: none"> <li>•Address cost pressures. Inflation, wage agreements, and facility maintenance are putting pressure on operating budgets. Prioritize spending that directly supports classrooms while phasing non-essential capital projects where possible.</li> <li>•Staffing and retention. Like many B.C. districts, North Vancouver faces teacher and support-staff shortages, especially in specialized areas (inclusive education, counselling). Protect funding for recruitment, professional development, and well-being to reduce turnover.</li> <li>•Inclusive education demand. Surveys and parent feedback across the province highlight growing needs for learning support, mental-health services, and ELL programs. Allocate targeted funding to resource teachers, educational assistants, and early intervention.</li> <li>•Enrollment and growth planning. Population shifts and new housing development create uneven enrollment. Budget for flexible staffing and portable classroom capacity while continuing long-term capital advocacy with the province.</li> <li>•Technology and infrastructure. Maintain investment in cybersecurity, devices, and aging school buildings to avoid higher future costs.</li> <li>•Community transparency. Budget consultations often show concern about program cuts. Provide clear communication on trade-offs and demonstrate how spending aligns with strategic priorities.</li> </ul> <p>Bottom line:  Prioritize classroom impact, inclusive supports, and staff stability while carefully managing rising operational costs and advocating for provincial capital funding.</p>	Parent/Guardian	Argyle Secondary
405	<p>Proper fiscal spending on programs that benefit ALL children, regardless of race, gender identity, ancestry, income etc.</p>	Parent/Guardian	Highlands Elementary
406	<p>more workshops for grade 11 &amp; 12 to know more about future academic path &amp; options</p>	Parent/Guardian	Handsworth Secondary
407	<p>Be mindful of increasing cost pressures on families</p>	Parent/Guardian	Lynnmour Xá7elcha Elementary; Windsor Secondary

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408	When it comes to purchasing, many staff making small purchases adds to the volume of transaction processing. A message to schools would be to centralize purchasing through vendor accounts already set-up (grand & toy, staples etc). This might reduce needless expenses and reduce labour processing.	Staff member	Education Services Centre
409	Education and options for plant based nutrition especially raw fruits and vegetables.	Parent/Guardian	Windsor Secondary
410	I am concerned that we are not meeting the needs of our most vulnerable youth and consequently are facing greater challenges with school avoidance. Students' basic literacy and math skills seem to be declining and there is no mechanism for filling this gap at the secondary level. There are fantastic programs available that can directly teach literacy skills but this requires a commitment to making a difference - these are often one on one intensive programs which would require trained personnel to run. We have students coming into grade 8 with poor attendance that goes back to the early years and consequently very weak academic skills and social skills. These students are not prepared for the rigor of secondary school and typically do not have much success. This trend seems to be growing and the complexity of the learners coming in at the grade 8 level grows each year. We also have a high number of students with a complex learning profile who require assessment updates for CLBC which means our general population of students does not have access to psych ed assessments and then LD's are going undiagnosed. This year for example, we have only managed to complete (in process) one student who was not for CLBC purposes and this is very frustrating. Our school psych is pulled in far too many directions with not enough time at Secondary level. We also have so many students coming from other countries in the older grades and they do not have the language skills to be successful in an academic program with the limited ELL support we can provide. While I can appreciate our IB program as it fills a need for the top learners, it feels like this comes at the expense of the rest of the population. Our trades offerings are very weak and it would be fantastic if there was an opportunity for students to explore programs like auto mechanics/shop and metal work that are offered at some of the other schools without it being an expensive academy type program. Running co-op this year was great and hopefully that can continue to run as long as we have students interested - hoping there could be some flexibility to run this program at lower numbers if it comes to that.	Staff member	Carson Graham Secondary
411	Please make sure to allocate sufficient funds for library and teachers	Parent/Guardian	Ridgeway Elementary

#	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	Which school community are you a part of?
412	<p>1. Increase counselling supports  I believe that is critically important that the board increase counselling services. While current NVSD counselling levels meet Ministry requirements, prioritizing an increase could position the district as a provincial leader in student well-being.  Increasing counselling capacity would:  - Demonstrate tangible action behind our stated commitment (on the district website) to student mental health and safety.  - Allow for more direct and timely support for students  - Reduce the strain on other school-based roles, such as Learning Support Teachers, who often become de facto “catch-all” service providers when counselling access is limited  (NOTE: Teachers and specialist teachers (such as LST's) have had more and more downloaded onto them beyond curriculum - teachers are being asked to deliver social skills instruction, health and wellness programs, mitigate challenges in classroom, de-escalate anxiety, ensure students are being adequately fed, etc. And then we wonder why things like reading scores are suffering)  - Move beyond paperwork and to supporting true counselling objectives.  - Proactively support learners, as opposed to put our fires when things escalate.</p> <p>2. Consistent, district-wide staff training  I believe it is important that the district provide in-service training that establishes a shared language, vision, and set of goals for all staff (teachers, EAs, and support staff) in the areas of anti-ablism. It is essential that this information be provided to all staff—not only those who have attended Pro-D sessions or specialized training. While information is often shared with the best of intentions, it is not always disseminated consistently or simultaneously. To address this, I would encourage consideration of district-wide delivery models, such as a CI day. This approach would support equity of access to information and help ensure alignment across schools and roles.</p>	Staff member	Lynnmour Xá7elcha Elementary
413	<p>A strong focus on resources for educators to implement teaching and learning.  More funding to qualified teaching and support staff.  Professional Development relevant to in-class teaching an support of students.</p>	Parent/Guardian and Staff member	Windsor Secondary
414	<p>Outdoor School really needs Outdoor School teachers</p>	Staff member	<p>These school communities: Blueridge, Boundary, Braemar, Brooksbank, Canyon Heights, Capilano, Carisbrooke, Cleveland, Cove Cliff, Dorothy Lynas, Eastview, Larson, Lynn Valley, Lynnmour Xá7elcha, Montroyal, Norgate Xwemé1ch’stn, Queen Mary, Queensbury, Ridgeway, Ross Road, Seymour Heights, Sherwood Park, Upper Lynn, Westview</p>
415	<p>Budget has to be put towards teacher mentorship and Sustainability Coordinator as soon as possible. This is the only medium to large sized school district I know of that does not have paid positions in these two areas which feels very strange in today's current challenges</p>	Staff member	Education Services Centre
416	<p>More resources and funding to help special needs children and those on the autistic spectrum. Having a teaching assistant for 1 hour a day for a child on the spectrum is insufficient.</p>	Parent/Guardian	Sutherland Secondary

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417	Considerations to support education around overall wellbeing and health - specifically related to nutrition and the importance of movement. Support for programs like these potentially outside of school hours (i.e. before school) to support emotional regulation and learning when the bell rings.	Parent/Guardian	Sherwood Park Elementary
418	I would suggest focusing on student support and classroom resources for next year's budget. It is important to make sure there are enough staff members, especially Education Assistants, to support students with different needs. I also think supporting students' mental health and providing helpful learning materials should remain a priority.	Staff member	Sherwood Park Elementary
419	I strongly recommend increasing the budget dedicated to improving students' literacy and academic performance. At present, there seems to be limited emphasis on encouraging and motivating students to value learning and improve their educational outcomes. Additional funding should be directed toward effective literacy programs, academic support, and initiatives that promote student engagement and a commitment to learning.	Parent/Guardian	Upper Lynn Elementary
420	Prioritize the budget in teachers and educational assistants. The rest is secondary.	Parent/Guardian	Ridgeway Elementary
421	More learning support for students who has anxiety or other mental challenges and are struggling under the surface.	Parent/Guardian	Ross Road Elementary
422	Put an emphasis on the traditional fundamentals of learning and support these pillars of schooling. De-emphasize gender, race-based and socialist philosophies within our school system.	Parent/Guardian	Windsor Secondary
423	My suggestion is to support the fees related to curriculum activities especially the sport related ones. I believe the fees in the last year were not affordably for us so that we were not able to get our child attending the programs. Also, inviting volunteer groups like Red Fax	Parent/Guardian	Queen Mary Community Elementary
424	Use some of the food funding to provide a free lunch or breakfast to secondary students once in a while. At least two times a year we are paying \$5 for school wide hot dog day or breakfast sandwiches when it could be covered by the two sources of food program funding (Feeding Futures and National Food Program). Also it would be good to see the audited financial statements from the previous year in order to make informed input.	Parent/Guardian	Argyle Secondary
425	Please ensure LAC services are provided for students who require extra support.	Parent/Guardian	Handsworth Secondary
426	The increasing number of ELLs and multilingual students is impacting teachers and classroom composition k - 12 across the district. Over 33% of our students are multilingual, though a much smaller percent is programmed as ELL. Many teachers are struggling with how to support these students within their classes, particularly in the academic classes. Support and resources must be given to both ELL specialists and classroom teachers so that they can work with their ELLs in an effective way. Inparticular, we see beginning English language students in secondary grade level ELA classes - it is way beyond any realistic expectation that they meet the class work expectations and the teachers are floundering trying to "adapt" in any meaningful way. If the district expects teachers to adapt to such extremes, they need to provide training / resources. Otherwise we are failing both teachers and students. Teachers can be taught to imbed language lessons (grammar, vocab etc) within their content, they can be taught to deconstruct writing for their students, they can be taught to ensure that their lessons are culturally responsive and more. Looking at the students most at risk - are they not disproportionately multilingual learners (even if not still labeled ELL)? What is the district doing about that?	Parent/Guardian and Staff member	Carson Graham Secondary; Handsworth Secondary; Sutherland Secondary; Argyle Secondary; Seycove Secondary
427	Please maintain or increase the \$5000.00 for the district's salmon programme. We would like an increase if possible to modernise the equipment.	Staff member	Ross Road Elementary
428	Invest in teacher training and expand the IB curriculum to more schools	Parent/Guardian	Upper Lynn Elementary

North Vancouver School District  
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Comments are shared as received, personal details have been removed

#	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	Which school community are you a part of?
429	The teachers and staff need to have anti-bullying training. Resources need to given to improve the situation as it is very frustrating for both parents and students.	Parent/Guardian	Norgate Xwemélch'stn Community Elementary
430	Please consider increasing funding for additional support staff at schools and increasing their daily hours so they are able to connect with teachers before and after school. Many EAs start at the bell and leave before the end of the day which does not allow us to meet on a regular basis and plan together how to support our students. Many students also do not have enough support because we simply do not have enough EAs, this is especially true if someone gets sick. They often do not get breaks at regular times as they need to cover each other. We also need regular full-time LSTs both to support academic learning and behaviours. LSTs are often called to support behaviours and students do not get enough academic support. Teachers also need much more resources, especially in lower elementary grades. We tend to buy or create our own resources which is very hard for new teachers. Every classroom should have enough math, language, and loose parts manipulatives/toys, as well as simple, ready-to-go lesson plans to support the curriculum, so we don't need to reinvent the wheel. Thank you for considering the feedback from parents and staff.	Parent/Guardian and Staff member	Queensbury Elementary; Sherwood Park Elementary; Cove Cliff Elementary; Dorothy Lynas Elementary
431	Zero dollars / time towards SOGI.	Parent/Guardian	Brooksbank Elementary; Blueridge Elementary; Handsworth Secondary; North Vancouver Online Learning; Sutherland Secondary; Windsor Secondary
432	Allocate some budget to build more sheds for rainy days	Students and parents doing together	Capilano Elementary
433	<p>Money needs to go towards getting the education system back to where it was - academically focused.</p> <p>The top subjects need to be language arts, math and science. Children need to not feel stupid at school. When teachers don't have enough time to focus on the curriculum (because they are managing disruptive kids or teaching subjects that have less importance), students aren't able to learn the basics and then get pushed to the next grade without having a foundation. This makes them feel stupid, and negatively affects their self esteem. Now we're dealing with depression and suicidal thoughts in ten year olds!</p> <p>Any special needs children who cannot manage without extra staff at least 90% of the time should not be put in the regular school system as it severely disrupts the majority of children and teachers alike.</p> <p>Please focus on the academics so our kids have a chance out there in the real world. They need to know how to read, write, comprehend, and problem solve. Right now they're not getting any of these skills in school and they crumble at a real world dilemma.</p>	Parent/Guardian	Blueridge Elementary
434	Funding to provide programming and supervision at lunch for elementary age students- eating time and lunch. Having young children supervised by 11year olds or relying on EAs as supervisors at recess is not appropriate.	Parent/Guardian	Dorothy Lynas Elementary
435	Do better...the district is failing neurodivergent kids and kids with mental illness. You are allowing teachers who are abusive towards kids to still teach, shame on you.	Parent/Guardian	Dorothy Lynas Elementary; Seycove Secondary
436	More supporting funding is needed for the mental health of students	Parent/Guardian and Staff member	Cleveland Elementary; Handsworth Secondary

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#	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	Which school community are you a part of?
437	Don't make any cuts to counseling	Parent/Guardian	Dorothy Lynas Elementary
438	More training at the district regarding bullying and harassment. Clearer guidelines for district staff, admin and teachers.	Parent/Guardian	Ross Road Elementary
439	More money needs to be spend on supporting all children (not just students with additional needs). Be sure to invest time and energy into the 'average student' who wants/needs to be pushed to learn (with external motivation - like what we had with accountability and consequences). This means watching the class composition and numbers in each room, so the teacher has a chance to meet the needs of all.	Parent/Guardian and Staff member	Blueridge Elementary; Windsor Secondary
440	Why they are not using the budget to hire more support staff and only keep hiring more district vice principals.... What's the purpose when policies and procedures don't even follow through?	Parent/Guardian	Carson Graham Secondary; Brooksbank Elementary
441	Allocate more to EA's our schools are short staffed	Parent/Guardian	Larson Elementary
442	- learning support - recreation and outdoor facilities - safety in schools	Parent/Guardian	Handsworth Secondary
443	All district people need to work at an Elementary and Secodary school. They seem to be ignorant in many ways of how schools work. There seems to be too much budget going towards the Lonsdale building. Too many employees and too much social times there. This is what I hear from people that work in those offices.	Parent/Guardian and Staff member	Cleveland Elementary
444	Outdoor education, smaller class sizes, less pro d days	Parent/Guardian	Capilano Elementary
445	Student supports	Parent/Guardian	Dorothy Lynas Elementary
446	Providing support for our diverse learner needs. With funding changes for out of school programs that will greatly reduce all kids access to resources, it is important funding is allocated to kids that require it. For example, a high masking girl with autism should get the support she needs even if she is not distracting the class.	Parent/Guardian	Ross Road Elementary
447	More education and training for teachers and schools regarding bullying. There is a massive amount of talk within the parenting community here in North Vancouver about the utter lack of training and education schools have around bullying. I'm being told so many stories about poor kids getting bullied and the schools terrible handling of these events. It's is known that the NVSD has little to no training in this important and delicate matter and I'm astonished. Keep our child safe at school and know how to deal with it properly. Have a solid plan in place when bullying occurs. From what I understand there is currently no training, education or plan in place for kids who are being bullied or the bully.	Parent/Guardian	Ross Road Elementary
448	The schools need more EAs and resources to help the struggling children succeed in the public school system, including additional counselors.  Bullying is rampant. The children need help navigating the complexities of inter child dynamics and the teachers need help protecting the children who are the victims of bullying.	Parent/Guardian	Sherwood Park Elementary
449	My child has benefited from extra supports under her IEP, such as the LAC and Indigenous supports. She went from an almost failing and depressed 8th grader to an happy, driven, student volunteer and leader in the 11th grade and is exploring university options. These supports came when she needed it most at Carson Graham school. However my other child has fewer supports especially Indigenous supports at Argyle. Please consider supporting kids holistically as it helps them To find their strengths and gifts to succeed.	Parent/Guardian	Argyle Secondary; Carson Graham Secondary

North Vancouver School District  
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#	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	Which school community are you a part of?
450	Mental health problems & trauma situations are soaring. The global conflicts may be happening elsewhere but not far from where we are. It affects all of us if families are being affected in conflict areas. Our children need more counsellors to serve them and help them. We can't have 2-4 counsellors per thousand students. Or at an elementary level have 1 Counsellor between 3-4 family of schools. Please don't cut down on EA supports and counsellors. They are needed in every classroom, to support our students' all round development. The teacher cannot manage this alone. 2 EAs in a classroom for 4 IEPs and trying to juggle between so many others who need SEL supports and visibly higher need is a dis-service to our children who we are hoping to make into future leaders.	Parent/Guardian and Staff member	Carson Graham Secondary; Norgate Xwemélch'stn Community Elementary
451	More training for handling bullying. Upgrades to the portables.	Parent/Guardian	Ross Road Elementary
452	Mental health for students, parents and teachers	Parent/Guardian	Westview Elementary
453	Please remember to keep literacy for elementary school a priority. This includes reading, writing, speaking, math literacy and physical literacy. Libraries are critical and important in schools to support students and teachers.	Staff member	Argyle Secondary
454	More money put on infrastructure upgrades.	Parent/Guardian	Queensbury Elementary
455	Textbooks for more consistent level across classes	Parent/Guardian	Montroyal Elementary
456	Improved supervision support in primary schools and additional behaviour education support for educational staff and administrators.  I have been repeatedly disappointed with the lack of clear policy implementation for managing violence and bullying in the schools. Many of the challenging behaviours occur during times of minimal supervision. When behaviours do occur, staff appear incredibly ill equipped to support students on both sides of incidents to ensure situations are appropriately managed, quickly dealt with and that lessons are moved forward for proactive resolve in the future versus continually being reactive to incidents.	Parent/Guardian	Handsworth Secondary; Larson Elementary
457	Use some funds to improve outdoor space (maintain playgrounds and fields, have garbage cans, outdoor restrooms for community ect)	Community member	Argyle Secondary; Lynn Valley Elementary; Upper Lynn Elementary
458	I encourage the district to prioritize budget decisions that directly support student wellbeing, equitable access to learning, and inclusive educational environments. This includes sustained investment in supports for students with diverse learning needs, including specialized staff, resources, and programming that help all learners succeed.  I also believe it is important to continue strengthening learning opportunities that reflect Indigenous perspectives, cultures, and histories, as well as initiatives that promote inclusion, belonging, and safety for students of diverse identities and backgrounds. These areas contribute to a respectful school culture and help prepare students to engage thoughtfully in a diverse society.  Where possible, I would encourage the district to prioritize investments that have a clear, direct impact on students and classrooms, while maintaining strong partnerships with families and communities.	Parent/Guardian	Westview Elementary
459	Allocate more to schools	Parent/Guardian and Staff member	Eastview Elementary; Ridgeway Elementary

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#	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	Which school community are you a part of?
460	Focus on supporting teachers in the classrooms. The Children's needs are higher than what they can manage. More well trained educational assistants are needed. A greater focus on universal design to allow children with different needs to be successful.	Parent/Guardian	Ross Road Elementary
461	More EA's in classrooms. They should be paid for more than just the in classrooms time.	Parent/Guardian	Sherwood Park Elementary
462	Focus on core foundational skills - reading, writing, math, geography, science.	Parent/Guardian	Blueridge Elementary; Windsor Secondary
463	You are letting down all of the kids by not providing adequate funds to the kids who need it; it takes from their peers too.	Parent/Guardian	Carisbrooke Elementary
464	Get RID OF screens in learning. Get back to hands on learning. And with books. Prioritize the arts. Get more parents involved.. I'm a local artist and I've offered so many times to give workshops at the school and no one has ever taken me up on it. Our children curriculum could be vastly enhanced by local volunteers and nobody is acting on that.	Parent/Guardian	Blueridge Elementary
465	As a parent in the district, my top priority is maintaining small class sizes. Smaller classes allow teachers to truly know their students, build meaningful relationships, and provide the individualized attention many children need to succeed. For students like my son, who has ASD, a strong, supportive classroom community with caring, consistent teachers is essential to his learning and well-being.  While extracurricular opportunities are valuable, I believe the core focus of the operating budget should be on protecting classroom staffing levels and ensuring students receive the support they need during the school day. Investing in small classes and strong teacher support has the greatest impact on student success.	Parent/Guardian	Queen Mary Community Elementary
466	Allocation for performing arts like theatre and dance.	Parent/Guardian	Eastview Elementary
467	Make EA's or alternative educations solutions more widely available without requiring a long and arduous process to receive a "designation" that provides funding. Children and learning modes have changed drastically in the last 20 years and our education system has not caught up!	Parent/Guardian	Carisbrooke Elementary
468	Students come first	Parent/Guardian and Staff member	Argyle Secondary; Capilano Elementary; Upper Lynn Elementary
469	Please ensure there's adequate funding for support staff, especially Educational Assistants, to ensure classrooms are properly staffed. I understand the district is in negotiation with the on contracts. Please make sure EAs and other staff are paid a wage that makes it easier to recruit and retain staff.	Parent/Guardian	Sherwood Park Elementary
470	Put budget toward Department heads instead of teacher leaders. People closer to the issues will understand better how to help the teachers in each department. More funding for arts education as we see the need for connection and belonging being a key factor for students' mental health and growth.	Staff member	Sutherland Secondary
471	Decreasing violence in the workplace and providing more EA support for students who have externalizing behaviour, as the mental health of these employees is being compromised every day.	Staff member	Carson Graham Secondary

#	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	Which school community are you a part of?
472	<p>Include budget for ongoing, paid visits with local Black community members and local Indigenous community members within each school. This not only creates representation that is lacking, it creates connections, relationships, and learning opportunities. It would be an action of reconciliation.</p> <p>Include a budget for new resources of only authentic voices for all learning (authentic Indigenous voice, Black voice, people with disability voice, etc.). No more exceptions - books and resources that are not authentic voice need to be removed from SD44.</p>	Staff member	Argyle Secondary; Boundary Elementary
473	<p>We need more funding to support students with social-emotional needs, which includes students who are neurodivergent. I heavily suggest increasing the funding for more counselling time and support in schools. As a teacher I have noticed every year the social-emotional needs of students increases and teaching them how to self-regulate becomes a bigger focus than teaching the curriculum. As a classroom teacher I feel more like a counsellor than a teacher. As a parent, finding support for a child who is likely neurodivergent, doesn't have a clear path of support until a certain age, specific diagnosis, or sever behaviour is shown. The counsellor at the school is suppose to help, but has maybe seen my child a few times in the year, which is not enough. As a teacher, I find we have to triage the needs of our students when it comes to counselling support, therefore not all students who need it are receiving it. Teachers can not teach students if they are anxious, depressed, or feeling like they are always in a fight/flight/freeze scenario. I am urging to please consider ways to increase funding for more small group and one-on-one counselling support for students to teach them the skills they need to manage themselves independently in class.</p>	Parent/Guardian and Staff member	Carisbrooke Elementary
474	<p>I would recommend prioritizing funding for acoustic treatment in multipurpose rooms and gyms used for band rehearsals. Better acoustics protect students and teachers from hearing damage, reduce overall noise levels, and make the space less overwhelming for neurodiverse learners, while also improving focus and learning for everyone.</p>	Staff member	Boundary Elementary; Larson Elementary; Queen Mary Community Elementary; Norgate Xwemélch'stn Community Elementary

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#	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	Which school community are you a part of?
475	<p>The Arts are not simply something we make or do; the Arts fosters literacy. As defined by the Ministry of Education, BC Curriculum, literacy is “the ability to understand, critically analyze, and create a variety of communication forms for expression, including oral, written, visual, digital, and multimedia, to accomplish one’s goals.” Through 58 Areas of Learning within the K–12 Arts Education Curriculum, Arts Education gives children and youth the literacy to experiment, to take creative risks, and to see and think about the world not rigidly, but differently.</p> <p>Across the North Vancouver School District, the diverse spaces in which students learn, create, and connect have become essential environments for fostering belonging and understanding. These are places where children, youth, and the broader community show up for one another, deepen self knowledge, and consider new perspectives.</p> <p><b>Examples of Impact</b>  <b>Artists for Kids’ Gallery Cohort</b>  Each year, the Artists for Kids’ Gallery Cohort mentors multiple classes and educators at the Gordon Smith Gallery and directly at their schools. Indirectly, Artists for Kids’ extensive Learning Guides and Kits reached countless of classrooms across the district and the province. All resources examined literacy in all forms through the tools of cross curricular UDL and CSL, that place children and youth at the heart of their own learning.</p> <p><b>Artists in Residence and Clinicians</b>  Multiple Artists in Residence and guest clinicians worked directly with students and educators supporting all schools. These partnerships, built relationships within the community, brought diverse artistic perspectives into classrooms, and expanded students’ understanding of career pathways connected to the Arts Education curriculum. Educators also engaged in district offered professional development sessions, strengthening capacity and collaboration.</p> <p><b>District Festivals</b>  District Festival Teams collaborated to create venues of celebration and learning via Primary Days of Music, Intermediate Music Festival, Secondary Choir Festival, the Elementary Band and Strings’ Festival and the District Art from 44 exhibition – each bringing a community together – children, youth, educators and families.</p> <p>Continued and intentional district funding for Arts Education—through organizations such as Artists for Kids and the Gordon Smith Gallery, Elementary Band and Strings, and District Arts Festivals—activates the BC Arts Education Curriculum by creating welcoming, inclusive learning experiences that invite children, youth and community to engage with each other, explore identity, and recognize the profound value of building empathetic, connected communities.</p>	Staff member	Education Services Centre
476	<p>Spend funds to have adequate Education Assistance (EA) resources for students who are in need and to allow teachers provide instruction to the entire class of students.</p> <p>Funds need to be allocated to instruct/guide/mentor and mentor teachers on classroom management. I am seeing that students are becoming more and more disrespectful towards staff or other students and school staff are just supposed to accept this behaviour with no consequences/learning opportunities for the disrespectful students. We need to urgently consider the type of citizens we are raising in our communities and the pendulum has swung too far on not properly addressing disrespectful behaviour.</p>	Parent/Guardian and Staff member	Seycove Secondary; Sherwood Park Elementary; Dorothy Lynas Elementary; Cove Cliff Elementary
477	<p>I would like to underscore the need for increased counselling services in schools. The lack of presence of a school counsellor leaves all mental health related issues students are having with teachers and administration. Students are regularly knocking on our counsellors door the 3.5 days a week that they are not there. Student self referral is a thing in addition to the referrals at SBRT. Staff are having to attend to students with mental health related concerns instead of attending to their teaching, office admin or administration roles.</p>	Staff member	Braemar Elementary
478	<p>More money in schools, less money on board office and board initiated programs</p>	Staff member	Highlands Elementary

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#	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	Which school community are you a part of?
479	Focus on supporting teachers and students in the classroom. There are more and more needs as the students become more complex. All students deserve a calm, safe environment in which to learn and there are a few students who are making this very difficult. With more supports for classrooms, all students could be more successful (and fewer teachers would be burning out).	Parent/Guardian and Staff member	Montroyal Elementary; Argyle Secondary; Boundary Elementary; Ridgeway Elementary
480	Money is tight and spending has to be cut. It needs to be cut in the right areas. I propose cutting the "Learning Rounds" program (some teachers from one school visit another and vice versa). The teachers watch each other teach in their own classrooms and then go to the board office afterwards to have discussions in the afternoon). Learning Rounds doesn't necessarily focus on new teachers or Teacher Mentorship, which would be much more advantageous. At our school this year 24 TTOC days were used for a small handful of teachers for "Learning Rounds". Many of the teachers weren't even given the choice to participate. Expensive lunches were bought for all participants each day. Programs like "Learning Rounds" are very costly to the District and the money is best spent on more LST time and support in the classroom. I'm actually shocked that his program is even happening this year when one looks at how much it costs for what the outcome is for the students.	Staff member	Highlands Elementary
481	Increase staffing levels for the student registration and enrolment teams (Central Reg & International)	Staff member	Education Services Centre
482	More spending on EA training, consistent EAs in schools, EAs who speak French to support FRIMM.	Staff member	Windsor Secondary
483	Stop with the academies and provide meaningful and well-funded PE instead. Fund the science programs so that they can do meaningful and interesting experiments and be inspired. Indigenous Learning is not making the impact that it should, go back to general social studies and include indigenous perspectives. First Peoples 12 is an absolute joke amongst students and diminishes true reconciliation. These senior students have been learning the same content about residential schools etc since they were in kindergarten.	Parent/Guardian	Seycove Secondary
484	To improve the concept of inclusive education, provide a consistent EA for every primary classroom. Primary teachers are experiencing classrooms with increasing needs and behaviours. Doctors waitlist and documentation take at least one year, yet the behaviours escalate in these classrooms. There is no remedy for primary teachers. Support these spaces in order for early learning and early intervention to be possible. When I am dealing with extreme behaviours by myself in a group of 20, I am unable to effectively teach the class, intervene and/or provide these students the care and support they need. This is vital and there is definitely not enough funding at the moment.	Staff member	Sherwood Park Elementary
485	Our school needs better way to handle disrespectful kids that disrupt the class for kids who actually want to learn. Teachers get upset and spend most of the day yelling at the kids or having more out door time as they are frustrated with these students. I am too! Our 2015 class is one of the worst, and something needs to change! We are leaving this school district as nothing has been done, and they keep calling them covid kids as a excuse. I have talked to many parents out side of our school and the teachers have full control of the classes, and the kids that disrupt the class are sent to the office and parents are called. Seymour Heights does not seem to care. I am very disappointed.	Parent/Guardian	Seymour Heights Elementary
486	It's the parks that make the North Shore fantastic yet it's too expensive for our kids to buy a starter Home/Condo or find rentals. This suggests more people should live in existing housing and to densify in existing locations. As a Landlord living on the North Shore I've noticed rental rates go down which I figure is related to the new rules for Air BnB's.	Parent/Guardian	Seycove Secondary
487	Please make sure that our most vulnerable students are prioritized. This includes more EAs so that there is less "externalizing behaviors" that show up as violence towards my colleagues. More ELL experts and supports are needed. Indigenous support teachers that are able to support not only Indigenous students but also colleagues that are teaching Indigenous content. A designated "paid for" elder for the district would be an amazing support for this.	Staff member	Sutherland Secondary

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#	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	Which school community are you a part of?
488	<ul style="list-style-type: none"> <li>- are we providing the school and teachers funding for emerging technologies so they can prepare our students?</li> <li>- are we providing the school funding for essential infrastructure upgrades including playground, facilities, supplemental teaching equipments?</li> <li>- are we providing the school and students with possibilities of multicultural exposure? Activities like partnering with institutions/organizations for various cultural exposures?</li> <li>- MOST IMPORTANTLY, are we providing the schools with enough teaching staff, so our public schools don't have over indexed split classes, in which system no one, I mean no one, not the teachers, not the students, not the school district, is set up for success?</li> </ul>	Parent/Guardian	Cove Cliff Elementary
489	More funding for additional classroom supports such as co-teachers, more LST hours, and EAs- including a mandatory EA in each Kindergarten classroom.	Staff member	Lynn Valley Elementary
490	More funding for SOGI supports, both students and staff, would be appreciated. We've got a good PAC, but reaching out to visiting staff, or clearing up misinformation etc. from fearful groups takes energy that needs some support. It could be as simple as development and mass printing of handouts to some devoted training for staff to feel more equipped to be advocates for our SOGI community members.	Staff member	Cleveland Elementary
491	<p>Spend money in the classroom, less on district administration.</p> <p>All classrooms should have colour printer access, not just certain staff. Teachers should be allowed to have a printer of their choosing in their classroom, so they can be more efficient, instead of walking down to one photocopier in their school.</p> <p>Why did the district purchase Canvas when it was already free for educators? The student side does not have all the features, such as spell check.</p> <p>Technology should be a priority, 30 devices per 6 divisions is absolutely ridiculous and very inefficient.</p>	Community member	I am not part of a school community
492	I feel it's important to have resources that reflect authentic voices in all schools and training for educators around the importance of using resources with authentic voices.	Parent/Guardian	Argyle Secondary ;Mountainside Secondary
493	Behaviour issues and car parking around schools	Parent/Guardian	Westview Elementary
494	Provide the support for neurodivergent children, not limited to autism	Parent/Guardian	Boundary Elementary
495	I would like to see an increase in counselling, SLP and general learning services support for both elementary and secondary schools.	Parent/Guardian	Lynnmour Xá7elcha Elementary
496	Provide more funding to ensuring inclusive education, provide proper assessment and accommodation tools, and science-based interventions.	Parent/Guardian	Dorothy Lynas Elementary
497	higher staff to student ratio to enhance meaningful inclusion for diverse learners	Staff member	Queen Mary Community Elementary
498	Put it to hiring more Education Assistants	Parent/Guardian and Staff member	Sherwood Park Elementary; Sutherland Secondary
499	Youth and community building.	Community member	Argyle Secondary; Boundary Elementary; I am not part of a school community

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

**Meeting Date:** April 14, 2026  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** **Proposed Revised Policy 211: Special Education Services and Programs**

**Narration:**

The North Vancouver Board of Education is dedicated to ensuring equitable access to education for all students through inclusive practices, personalized supports, and flexible services that enhance student learning. We are committed to fostering learning communities where every student feels valued, included, and a true sense of belonging.

Policy 211: Special Education Services and Programs was last revised October 8, 2002. As was shared with the Policy Review Committee, the revision of Policy 211 occurred through a step-by-step process.

**Step 1:** Review of resources that would guide and inform the revision of this policy including the Ministry Inclusive Education Manual of Policies and Procedures, Ministerial Orders, the NVSD Accessibility Plan, Anti-Ableism Policy 416 and review of current Inclusive Education Policies through other school districts

**Step 2:** Create an outline for the policy considering above resources and NVSD context (ie. service delivery model)

**Step 3:** Gather feedback on the outline through: Inclusion Committee and the Student Inclusive Education Sub-Committee

In collaboration with the 2024/2025 NVSD Inclusion Committee it was decided that a full rewrite of the policy was required as the information was out of date and there have been significant shifts in language and understandings. Additional feedback was gathered through the Student Inclusive Education Sub-Committee to provide student perspectives on accessibility, inclusion and belonging

**Step 4:** A revised DRAFT of Policy 211 was created, reviewed and updated in collaboration with the 2024/2025 Inclusion Committee. The Draft was then shared with the 2025/2026 Inclusion Committee in November of 2025 and updated based on committee feedback.

The updated Policy 211 has been revised through collaboration and engagement with all district partner groups who are represented through the NVSD Inclusion Committee and has been informed by people with disabilities who are members of this committee and the Student Inclusive Education Sub-Committee.

The Policy draft includes links to the Ministry Inclusive Education Manual of Policies and Procedures which guides our responsibilities to meet ministry requirements as well as the NVSD Inclusive Education public facing website which includes information on NVSD services and supports. These linked resources will serve as the Administrative Procedures for this policy.

This draft is being presented for approval.

**Attachments:**

Proposed Revised Policy 211: Inclusive Education Services and Programs  
Policy 211: Inclusive Education Services and Programs (original)

**RECOMMENDED MOTION:**

That the North Vancouver Board of Education approve the proposed revised Policy 211: Inclusive Education Services and Programs, as attached to this memorandum of April 14, 2026.

# 211 Inclusive Education Services and Programs

Adopted: Forthcoming

Revised: February 24, 2026

## Policy Statement

The North Vancouver Board of Education ([the Board](#)) is dedicated to ensuring equitable access to education for all students through inclusive practices, personalized supports, and flexible services that enhance student learning. We are committed to fostering learning communities where every student feels valued, included, and a true sense of belonging.

All students, [and specifically neurodivergent students and students with disabilities](#), benefit from universally designed curriculum, planning, instruction and supportive environments. Inclusive education services and supports are designed to enable every student to access learning, foster the development of a positive self-identity, and build confidence based on individualized goals and measures of success. In collaboration with students and families, our collective goal is to create meaningful opportunities to ensure all learners can achieve their future goals.

All [North Vancouver School District \(NVSD\)](#) schools have equitable access to a consistent range of services and supports through a tiered service delivery model beginning with universal access for all learners at the classroom level. We support inclusive education in schools and classrooms through a continuum of services based on increasing levels of supports and services (universal, targeted, and intensive) that are guided by individual student progress.

NVSD Inclusive Education services and supports are consistent with and guided by provincial legislation, policies, procedures and guidelines.

Information on NVSD services and programs can be found here: Inclusive Education - [North Vancouver School District](#)

## Related Policies

- [Policy 416: Anti-Ableism](#)
- [Policy 406: Resolving Concerns Regarding Personnel, Programs or Procedures](#)
- [Policy 204: Alternate Education](#)
- [Policy 213: School Completion Certificate](#)

## Resources

- BC Ministry of Education and Childcare: [Inclusive Education Services - A Manual of Policies, Procedures and Guidelines \(gov.bc.ca\)](#)
- Individual Education Plan Order [Authority: School Act, section 168 \(2\) \(a\)](#)

- Students with Disabilities and Diverse Abilities Order [Authority: School Act, sections 75 and 168 \(2\) \(t\)](#)
- [NVSD Accessibility Plan](#)
- [Collaborative Communications – North Vancouver School District](#)

## **211 Special Education Services and Programs**

Revised: September 25, 2001

Revised: October 8, 2002

### **Policy**

The Board will provide educational programs for all students who have special needs, limited only by its ability to provide the necessary resources. Students who have special needs, as defined by the Ministry of Education, are those students who have a disability of an intellectual, physical, sensory, emotional or behavioural nature, or who have a learning disability or have exceptional gifts or talents.

The Board is committed to a philosophy of inclusion, which is founded on the belief that students who have special needs should receive their education, whenever educationally feasible, in age-appropriate regular classrooms, in their neighbourhood schools.

To translate this philosophy into successful practice, schools require:

- Multiple layers of support, involving both the School District and community agencies, when appropriate
- Curricular adaptations and modifications on an individual basis
- Organizational structures based upon collaborative decision-making
- Strong home-school partnerships

### **Administrative Procedures**

#### ***Guiding Principles***

The following are guiding principles for special education services and programs offered by the School District:

- Special education services and programs should be characterized by inclusionary practices that promote participation and interaction for all students
- Students who have special needs should be assisted to experience success and should be challenged to strive toward their maximum potential
- Quality programs and services should be organized to provide equitable access to all areas of the curriculum and to provide consistency in offerings across the School District.

### ***Organization of Special Education Services and Programs***

All students in North Vancouver School District will be instructed in regular classrooms, with the exception of the few students whose interests are best served by enrollment in a small selection of specialized alternate programs.

Students who have special learning needs will receive support from school-based staff, including learning assistance teachers, resource teachers, counsellors, and English Second Language teachers, as appropriate.

When special education services and programs are offered on a District-wide basis, they will be organized within the Student Services Department, and will be supervised by the District Principal - Student Services. Services offered on a District-wide basis include those provided by counsellors, resource teachers, school psychologists, and specialists in other areas such as behaviour, hearing, vision, and speech-language pathology.

### ***Identification, Assessment and Planning***

School-based resource teams play a formal role in assisting classroom teachers to develop and implement instructional techniques and methods of management that will facilitate the inclusion of students who have special needs. The school-based team also coordinates support services within the school for students who have special needs.

Program development for students who have special needs will begin with assessment and intervention at the classroom level. If necessary, the school-based team will seek further consultation and support from specialist personnel from the Student Services Department. If the school-based resource team has reason to pursue further diagnostic information or evidence of need for additional services, the consultation with Student Services staff might involve an extended assessment.

If an extended assessment offers evidence that a student is in need of additional services, the District Principal - Student Services will oversee the appropriate adjustment of service levels. Students who are identified as meeting the criteria for Ministry of Education special needs categories will be included on School District lists for submission to the Ministry.

### ***Individual Education Plans***

An Individual Education Plan (IEP) will be developed for any student who is identified by a school-based resource team as requiring significant adaptations or modifications to methods of instruction, methods of assessment, or instructional materials. In addition, an IEP will be developed for every student whose timetable includes 25 hours or more per year of remedial instruction. IEPs will be developed without delay upon identification of need, and will be reviewed yearly. The parent will be invited to contribute to the development of an IEP. Whenever possible and appropriate, the student will also be invited.

***Services and Special Program Options Available in the School District***

A current listing of services and special program options for students with special needs will be maintained on the School District's Web site: [www.nvsg44.bc.ca](http://www.nvsg44.bc.ca)

A coordinated approach to effective programs for students who have special needs will require partnerships with other ministries and community agencies. The School District will seek the involvement of other ministries and community agencies, as appropriate, to support both the identification of students who have special needs and the design and implementation of special programs.

***Other Useful References***

*Inclusive Education: Addressing the Diverse Needs of Learners in the Classroom.* North Vancouver School District.

*Special Education Services, A Manual of Policies, Procedures and Guidelines.* Ministry of Education.

*Draft Manual of Special Education in North Vancouver.* North Vancouver School District.

*North Vancouver School District Policies:*

*Policy 203 Student Evaluation and Report to Parents*

*Policy 209 Student Assessment*

*Policy 601 Access to Student Records*

*Policy 605 Admission of Students to Schools*

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

**Meeting Date:** April 14, 2026       **Board**       **Board, in camera**

**Topic (as per the Memorandum):**      **Indigenous Education Council – Written Update**

**Narration:**

Updates on the Board of Education's Indigenous Education Council will be provided in writing quarterly for information.

**Attachment:**

Board Update: Indigenous Education Council: February 23, 2026

## Board Update: Indigenous Education Council February 23, 2026

Resulting from scheduling conflicts for both Squamish and TWN IEC members, the in-person meeting scheduled was postponed. IEC Chairs decided to determine if another date would be possible, or to wait until the May 11<sup>th</sup> meeting.

The Secretariat (Arlene Martin) updated relevant sections of the IEC Teams Channel.

The District Principal of Indigenous Education, John McGowan, followed up with members of the IEC by email to provide updates as outlined under the Terms of Reference, Bill 40 requirements, and Ministry guidelines. He also spoke directly with Co-Chair Kirsten Baker-Williams about the Agenda items. Included were the following:

### Draft Guidelines for Land Acknowledgements and Welcome to Territories

As requested by the IEC, the Indigenous Education Department developed a set of draft guidelines for IEC review, feedback, and recommendation. The intent of these guidelines is to support schools and district staff in their understanding of the protocol requirements and differences between a Land Acknowledgement and Welcome to Territory.

### Draft Guidelines for Artificial Intelligence and Indigenous Knowledge

As requested by the IEC, the Indigenous Education Department developed a set of draft guidelines for IEC review, feedback, and recommendation. This work has been based on existing guidelines developed in other BC school districts.

### Indigenous Education Targeted Funding (IETF)

Via email, IEC members provided a detailed overview the IETF funding model from the Ministry as well as the guidelines that determine the scope of the input to be provided by the IEC to the school district.

As set of options for recommendation were provided to the IEC.

### IEC Capacity Funding

Via email, IEC members provided a detailed overview the IETF Capacity Funding model from the Ministry as well as the guidelines that determine how IEC Capacity funding may be allocated by the IEC. In the Fall, the IEC determined the budget for this year. It was noted for the IEC that the funding from the Ministry for 2026/2027 is anticipated to be reduced.

Next IEC Meeting: May 11, 2026

**Schedule ..C2...**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** April 14, 2026       **Board**       **Board, in camera**

**Topic (as per the Memorandum):**      **Information and Communication Systems and Resources – Administrative Procedures – Appropriate Use of Technology**

**Narration:**

The Administrative Procedures for Policy 609 establish expectations for the appropriate, secure, and responsible use of the School District's information and communication systems. These procedures support teaching, learning, and operations while promoting privacy, cybersecurity, and a safe and respectful digital environment.

The procedures were developed collaboratively with the Information and Communication Technology Advisory Committee, including representatives from the North Vancouver Parent Advisory Council (NVPAC), North Vancouver Administrators' Association (NoVA), North Vancouver Teachers' Association (NVTa), and the District Student Leadership Council (DSLc), and are presented to the Board for information.

**Attachments:**

Policy 609: Information and Communication Systems and Resources - Administrative Procedures - Appropriate Use of Technology

# Policy 609: Information and Communication Systems and Resources

## Administrative Procedures - Appropriate Use of Technology

### 1. PURPOSE

The Board of Education ("School District") is committed to establishing standards and processes for the acceptable use, security, and management of the School District information and communication systems and resources. The School District's technology and communication tools and networks are intended only for educational purposes, as well as for business and administrative functions directly in support of the School District's operation.

### 2. SCOPE & RESPONSIBILITY

This Procedure applies to all staff, students, parents and public users ('all users') of the School District's information and communication systems and resources. The School District will ensure that staff, students, parents, and other users are aware of and abide by the guidelines, policies, laws, statutes and expectations related to technology as stated below.

#### **Acceptable Use:**

- All users shall use School District's information and communication systems and resources responsibly and in compliance with applicable laws, regulations, policies and Administrative Procedures.
- Users shall ensure that their use of these resources aligns with the School District's mandate, vision, values, policies and Student Code of Conduct.
- All users shall handle devices with care to prevent physical damage, loss, or theft. Any damage, malfunction, or loss shall be reported immediately to the ICT Service Desk.

#### **Security and Confidentiality:**

- Users are responsible for maintaining the security and confidentiality of the information and communication systems and resources.
- Access to sensitive information shall be restricted to authorized personnel only.
- Users are responsible for all uses through their own electronic accounts and shall not share security credentials of any accounts to which they have access.
- Users bear the primary responsibility for the material that they choose to access, send, display, store or share.
- Users shall keep devices locked in a secure location when not in use and will never leave devices unattended in public or unsecured areas.

- Users shall ensure devices are updated regularly with approved software and security patches that are deployed by the School District.

**Personal Use:**

- Incidental personal use of School District's information and communication systems and resources is permitted, provided it does not interfere with the user's duties or the operations of the School District.
- Personal use shall comply with all School District policies and applicable laws.

**Prohibited Uses:**

- Users shall not engage in activities that are illegal, unethical, or that could harm the School District's reputation or operations
- Prohibited activities include, but are not limited to, unauthorized access, distribution of malicious software or content, and use of resources for personal gain.
- Unauthorized software installation or tampering with device configurations is prohibited.

**Resource Management:**

- The School District will manage its information and communication systems and resources to ensure their efficient and effective use in compliance with Administrative Procedures, while safeguarding against cybersecurity risks and ensuring that users take proper care of district-issued devices.
- Regular audits and reviews will be conducted to ensure compliance with this policy.

**Privacy and Records Management:**

- Users shall respect the privacy of others and adhere to School District's privacy, records management policies, and School District's records and information retention requirements.
- Records created and stored on School District's systems are subject to access under applicable privacy laws.
- Records and information stored on School District technology and communication devices are the property of the NVSD Board of Education.
- Any communications sent or received on School District devices, including email, text messages, Teams messages, voicemails, and messages transmitted through third-party applications, are considered official School District records and may be subject to access under the Freedom of Information and Protection of Privacy Act (FIPPA).

## Definitions

**Board of Education:** The North Vancouver Board of Education, the corporate body with the authority and responsibility to govern the North Vancouver School District and the local delivery of public education.

**Procedures:** The Administrative Procedures enacted by the Board under this Policy.

**Records:** Any paper or electronic media used to store or record information, including but not limited to paper and electronic records, books, documents, drawings, maps, letters, photographs, audio or visual recordings, computer files, email and correspondence, but does not include a computer program or other mechanism that produces records.

**Staff:** All persons employed or engaged by the School District, including independent contractors and volunteers, to carry out its operations.

**Student:** Any person enrolled as a student in the School District.

**User:** Any person who utilizes School District Information and Communication Systems and Resources.

**Incidental Personal Use:** Any brief, infrequent and minor personal activity that occurs in a context where the primary purpose of the device is professional or official. Brief, infrequent, and minor personal use that occurs when the primary purpose of the device remains professional or work-related.

## Related Policies

- [Policy 106: Statements of Mandate, Vision, and Values](#)
- [Policy 302: Student Conduct](#)
- [Policy 506: Employee Code of Conduct](#)
- [Policy 601: Access to Student Records](#)
- [Policy 609: Information and Communication Systems and Resources - North Vancouver School District](#)
- [Policy 611: Privacy](#)
- [Policy 612: Records Management](#)

## Resources

- British Columbia Freedom of Information and Protection of Privacy Act (FIPPA), R.S.B.C. 1996, c. Part 3
- British Columbia School Act, R.S.B.C. 1996, c. 412 sections 9, 79(3)
- Student Records Disclosure Order (M14/91)

## Annual Review

This policy shall be subject to an annual review to assess its compliance with current laws and regulations.

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

**Meeting Date:** April 14, 2026       **Board**       **Board, in camera**

**Topic (as per the Memorandum):**      **Tuesday, March 3, 2026 Standing Committee Meeting**

**Narration:**

The Board of Education will find attached the meeting summary of the March 3, 2026 Standing Committee Meeting.

Trustee Cyndi Gerlach will report on highlights of the meeting.

**Attachment:**

Meeting Summary of March 3, 2026

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

**NORTH VANCOUVER SCHOOL DISTRICT**

**Meeting Summary of March 3, 2026**

Meeting Summary of the Board of Education's Standing Committee Meeting held at the Education Services Centre, 2121 Lonsdale Avenue, North Vancouver, British Columbia, on Tuesday, March 3, 2026.

**Call to Order:**

Trustee Cyndi Gerlach called the Finance and Facilities Standing Committee meeting to order at 7:00 pm, thanking those in attendance for participating and providing the traditional territorial land acknowledgement. Dr. Pius Ryan, Superintendent provided context for the annual budget development in support of the goals of public schooling and the Board's Strategic Plan.

**Budget Session – Development of the 2026/27 Operating Budget**

The March 3 meeting was the second of two standing committee meetings on budget development. Senior staff provided the context for development of the annual budget and provided insights into 2026/27. The primary objective was to see input that would inform the 2026/27 budget priorities.

Attendees participated in table discussions that provided input to the Senior Leadership Team and the Board of Education to inform budget development. District principals and school administrators supported table discussions regarding school district activities and initiatives that align with the goals of public education - Intellectual, Human and Social Development and Career Education.

Concluding the evening, Trustee Gerlach provided closing comments.

The presentation can be found online: [2025/26 Public Meetings](#)

**Next Meeting:**

September 2026

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

**Meeting Date:** April 14, 2026       **Board**       **Board, in camera**

**Topic (as per the Memorandum):**      **Committee Reports - Written Update**

**Narration:**

Updates on the Board of Education's Committees will be provided in writing at each of the monthly Public Board Meetings for information.

**Attachments:**

Joint Job Evaluation Committee  
Joint Education & Program Implementation Committee

## **Joint Job Evaluation Committee (CUPE) – April 2026**

The North Vancouver School District and Canadian Union of Public Employees (CUPE 389) Joint Job Evaluation Committee is responsible to implement the Job Evaluation Plan (April 2017). The Job Evaluation Plan provides a systematic and analytical process to determine the relative value and worth of different jobs within their structure. This evaluation is completed by assessing and comparing various job factors to establish a fair and equitable internal job hierarchy.

The Committee primarily focuses on making joint recommendations regarding:

- Review of new CUPE positions established by the Board of Education;
- Review existing positions or classes as requested by the employee, CUPE or the Board of Education;
- Modify existing positions or classes as requested by the employee, CUPE or the Board of Education; and,
- Review appeals of positions or classes as requested by the employee/CUPE or the Board of Education.

The Committee is comprised of equal representatives from CUPE and the Board of Education:

- Xenia O'Brien, Committee Co-Chair, Assistant Director, Human Resources, Representative for the North Vancouver School District Board of Education;
- Joyce Griffiths, Committee Co-Chair, Administrative Assistant, Facilities and Planning, Representative for CUPE;
- Tara Campbell, Human Resources Manager, Representative for the North Vancouver School District Board of Education;
- Emily Neufeld, Print Office and Studio Technician (AFK), Representative for CUPE;
- Brenda Bell, District Principal, Human Resources, Alternate Representative for the North Vancouver School District Board of Education; and,
- Teri Price, Payroll Manager, Alternate Representative for the North Vancouver School District Board of Education;
- Bennett Williams, Education Assistant, Alternate Representative for CUPE.

This Committee has been meeting since 1999 and was initially established to ensure gender neutrality between positions, and internal equity.

The Committee meets approximately 4 times per school year, depending upon the scope and volume of job evaluation requests. Job evaluation is an ongoing process. As job roles change, new technologies emerge and positions may need to be re-evaluated. This ensures that the CUPE position structure remains fair, equitable, and market competitive.

## **Joint Education and Program Implementation Committee (JEPIC) – April 2026**

The North Vancouver School District Joint Education and Implementation Committee (JEPIC) determines the appropriate implementation process of new provincially prescribed educational programs and Board authorized locally designed educational programs in the K-12 setting.

The Committee primarily focuses on making joint recommendations regarding implementation of new educational programs. This includes recommendations on the time required, in-service and training and other supports needed to implement new curriculum and ministry initiatives at a district level. This year, the Committee's primary focus is implementation of the Ministry of Education and Child Care's new literacy screening.

The Committee is comprised of representatives from the North Vancouver Teachers' Association and the North Vancouver Administrators' Association.

Committee members include:

- Committee Co-chair, Jeenece Chand, District Principal, Curriculum and Assessment;
- Committee Co-chair Angelee Bulsara, Professional Development Chair for the North Vancouver Teachers' Association;
- Jillian Gordon, Principal, Representative for the North Vancouver Administrators' Association;
- Kristy Godo, Vice-Principal, Representative for the North Vancouver Administrators' Association;
- Bruce Sled, Vice-Principal, Representative for the North Vancouver Administrators' Association;
- Owen Howell, Secondary teacher, Representative for the North Vancouver Teachers' Association;
- Alysia Francis, Secondary teacher, Representative for the North Vancouver Teachers' Association;
- Heidi Postl, Secondary teacher, Representative for the North Vancouver Teachers' Association;
- Letitia Lipp, Elementary teacher, Representative for the North Vancouver Teachers' Association;
- Jennifer Aragon, Elementary teacher, Representative for the North Vancouver Teachers' Association;
- Carolyn Bergstrand, Elementary teacher, Representative for the North Vancouver Teachers' Association;

The JEPIC steering portion of the Committee initially met in November to formally identify supporting the implementation of the ministry's literacy screening as the primary focus of the Committee.

In January, the Committee met to review the literacy screening implementation, including feedback since Curriculum Implementation Day. JEPIC Steering Committee will meet again in April to discuss next steps for the ministry's literacy screening implementation and to review secondary reporting guidelines.

In May, the Committee may hold all representatives JEPIC General Meeting. This would include one Administrator and one NVTAs Representative from each of our schools. The meeting will focus on key topics to include in a presentation to all staff in schools. The topics may include the ministry's literacy screening and secondary reporting.

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

**Meeting Date:** April 14, 2026       **Board**       **Board, in camera**

**Topic (as per the Memorandum):**      **Land Management - Written Update**

**Narration:**

Updates on the Board of Education's Land Management will be provided in writing at each of the monthly Public Board Meetings for information.

**Attachment:**  
Land Management Update – April 2026

## **Land Management Update – April 2026**

### **Cheakamus Centre**

- Longhouse: Electrical Engineer is designing a basic fire system for the structure that we expect to receive in mid-April.

### **Cloverley Elementary School**

- Continued favourable weather conditions have allowed for significant progress in exterior works. Masonry brick veneer is nearing completion and metal siding at roof level is over 50% complete. Flat roofing is nearing completion, and work has started on the sloped metal roof areas. All rooftop mechanical units have been craned into position.
- The City of North Vancouver has provided a bylaw noise exemption on Saturdays allowing for extended working hours through to July 31st. The longer Saturday hours have allowed for acceleration of interior finishing works. In the Childcare area, flooring is more than 50% complete, wall tiles are nearing completion, ceiling support structures are progressing, and we are expecting the installation of millwork cabinets to start in mid-April. Off-site work for BC Hydro and Telus installations has been completed, and the onsite installation work for this utility infrastructure is continuing from the property line to the new building.
- Anticipated school occupancy is September 4, 2026.
- Water main replacement along Kennard by CNV's contractor has been completed

### **Handsworth Secondary School – Artificial Turf Field (ATF)**

- Construction of the ATF field project is underway, managed by the District of North Vancouver. Completion of the project is scheduled for late 2026.

### **Lynn Valley Elementary School - Expansion Project**

- Construction of the addition and renovation of two existing classrooms is progressing. Partial Occupancy of the addition has been achieved, with Final Occupancy anticipated shortly. Minor renovation work to the existing school is underway during spring break, with the intent to be completed as soon as possible. Final landscaping work is underway. Total project completion is anticipated for late spring 2026.

### **Westview Elementary School – Modular Classroom Addition**

- Construction of the addition is substantially complete. Occupancy of the addition has been obtained, and the school has partially moved into the addition.
- Final landscaping work is underway.

### **School Enhancement Project - Windsor Secondary School – Envelope Project**

- Off-site civil upgrades required by the District of North Vancouver are underway and will be completed in April.

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

**Meeting Date:** April 14, 2026       **Board**       **Board, in camera**

**Topic (as per the Memorandum):**      **Superintendent's Report**

**Narration:**

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

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

**Meeting Date:** April 14, 2026       **Board**       **Board, in camera**

**Topic (as per the Memorandum):**      **Report Out – British Columbia School Trustees Association and BC Public School Employers’ Association**

**Narration:**

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

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

**Meeting Date:** April 14, 2026       **Board**       **Board, in camera**

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

**Narration:**

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

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

**Meeting Date:** April 14, 2026       **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 19, 2026 at 6:30 p.m.	Public Board Meeting	Education Services Centre 2121 Lonsdale Avenue North Vancouver
Tuesday, June 16, 2026 at 6:30 p.m.	Public Board Meeting	Education Services Centre 2121 Lonsdale Avenue North Vancouver

All meetings will take place on the 5th floor in the Mountain View Room, unless otherwise noted.

**Pedestrian Access:** Main West Entrance at 2121 Lonsdale Avenue, proceed by elevator to 5th Floor.

**Vehicle Access:** Parkade Entrance off West 21st Street and Lonsdale Avenue, park on Level P1 and proceed by elevator to 5th floor.

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

**Meeting Date:** April 14, 2026       **Board**       **Board, in camera**

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

**Narration:**

At the end of the Public Board Meeting, members of the public attending the meeting have an opportunity to obtain clarification concerning the meeting's proceedings. Those who are attending virtually can complete the [Public Board Meeting Questions/Comments Form](#) online or call 604-998-5100 and leave a voice mail. Questions and comments will be accepted until one hour after the adjournment of the meeting. Questions and comments submitted via the online form or phone will be circulated to the Board of Education.

The Board of Education can respond to comments or ask staff to respond to comments made during the Public Question & Comment Period.

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

During the Public Question and Comment Period at the end of the meeting, speakers may not speak disrespectfully of any Board Member, staff member or any other person and must not use offensive words or gestures.