

ADMINISTRATIVE MEMORANDUM

Meeting Place:

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

Format and Date:

PUBLIC BOARD MEETING
Tuesday, April 15, 2025, at
6:30 pm

A. Call to Order

- A.1. Acknowledgments
- A.2. Approval of Agenda
(that the agenda, as recommended in the Administrative Memorandum,
be adopted.)
- A.3. Approval of Minutes (that the minutes of the Public Meeting of
February 25, 2025, be approved as circulated)
- A.4. Public Questions/Comments *
- A.5. Educational Presentation: Feeding Futures

B. Action Items

- B.1. Capital Plan Bylaw No. 2025/26-CPSD44-01
- B.2. 2025/26 Budget Consultation Update and Board Direction
- B.3. Proposed Revised Policy 207: Field Trips

C. Information and Proposals

- C.1. Educational Update: Framework for Enhancing Student Learning
- C.2. Indigenous Education Council - Written Update
- C.3. Policy 605: Admission of Students to Schools - Administrative
Procedures
- C.4. Administrative Procedures: Travel and Business Expenses
- C.5. Tuesday, March 4, 2025 Standing Committee Report

Estimated Completion Time

6:30 pm
6:30 pm
6:35 pm
6:40 pm
6:50 pm
7:00 pm
7:20 pm
7:30 pm
7:40 pm
7:55 pm
8:05 pm
8:15 pm
8:25 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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PUBLIC BOARD MEETING
Tuesday, April 15, 2025 at
6:30 pm

		Estimated Completion Time
C.6.	Committee Reports – Written Update <ul style="list-style-type: none">Joint Job Evaluation Committee (CUPE)Joint Education and Program Implementation Committee (JEPIC)	8:30 pm
C.7.	Land Management – Written Update	8:35 pm
C.8.	Superintendent's Report	8:45 pm
C.9.	Report Out – British Columbia School Trustees Association (BCSTA) and BC Public School Employers' Association (BCPSEA)	8:55 pm
C.10.	Trustees' Reports/Highlights	9:00 pm
D.	Future Meetings	9:05 pm
E.	Public Question & Comment Period	9:10 pm
F.	Adjournment	9:10 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 25, 2025.

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

A. Call to Order

Board Chair Linda Munro called the meeting to order at 6:32 p.m.

A.1. Acknowledgments

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

A.2. Approval of Agenda

Moved by K. Mann

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

Seconded by G. Tsiakos

Carried

A.3. Approval of Minutes

Moved by G. Tsiakos

that the minutes of the public board meeting of January 21, 2025, be approved as circulated.

Seconded by L. Tumaneng

Carried

A.4. Public Question/Comment Period

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

A.5. Educational Presentation: North Vancouver Online Learning

Superintendent Dr. Pius Ryan welcomed John McGowan, Principal North Vancouver Online Learning and noted that it is also one of the provincial sites for French Immersion. John McGowan presented an overview of the second year 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 2024/25

Secretary Treasurer, Jacqui Stewart introduced Helena Drury, Director of Finance to present the Amended Annual Budget. Helena Drury highlighted the major changes in revenues and expenses since the 2024/25 Preliminary Annual Budget was adopted on May 21, 2024. In the spring of 2024, a budget of \$251.5 million was projected and it has been revised to \$264.5 million. Ms. Drury also went over the internal restriction of operating surplus for the fiscal year 2024/25.

The 2024/25 Amended Annual Budget was reviewed by the Audit Committee on February 13, 2025 and motions recommending that the Board approve the amended budget were approved.

Staff responded to Trustees' questions.

Recommended Motion 1

Moved by K. Mann

that the Board of Education rescind the restriction to use \$2,072,966 from the Accumulated Operating Surplus for the 2024/25 Preliminary Budget, as approved on May 21, 2024, and

that the Board of Education approve the restriction from the Accumulated Operating Surplus of \$2,072,467 to balance the 2024/25 Amended Annual Budget.

Seconded by A. Wilson

Carried

Recommended Motion 2

Moved by A. Wilson

that School District No. 44 (North Vancouver) Amended Annual Budget Bylaw for fiscal year 2024/25 be read a first time;

Seconded by D. Anderson

Carried

Moved by G. Tsiakos

that School District No. 44 (North Vancouver) Amended Annual Budget Bylaw for fiscal year 2024/25 be read a second time;

Seconded by L. Tumaneng

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

Moved by D. Anderson

that School District No. 44 (North Vancouver) Amended Annual Budget Bylaw for fiscal year 2024/25 be read a third time, passed and adopted.

Seconded by A. Wilson

Carried

B.2. Proposed Revised Policy 212 – Animals in Schools

Superintendent Ryan welcomed Sarah Best, District Principal, Safe and Healthy Schools, and provided the context for the proposed revisions to Policy 212. Sarah Best went through the changes to the revised policy.

The presenter responded to Trustee's questions.

Moved by K. Mann

that the Board of Education approve the Proposed Revised Policy 212: Animals in Schools as attached to this Administrative Memorandum of February 25, 2025.

Seconded by G. Tsiakos

Carried

Trustee Tsiakos proposed a change to the wording of the first sentence of the second paragraph of the revised Policy 212 Animals in Schools. It will now read, "The Board recognizes that certified or accredited assistance dogs play a role on School District sites in fostering an environment that ensures equitable access to services, programs, and activities within the School District." The Board tabled a motion to approve the change proposed by Trustee Tsiakos.

Moved by G. Tsiakos

that the Board of Education approve the Proposed Revised Policy 212: Animals in Schools as attached to this Administrative Memorandum of February 25, 2025.

Seconded by C. Gerlach

Carried

Moved by K.Mann

that the Board of Education approve the Proposed Revised Policy 212: Animals in Schools as attached to this Administrative Memorandum of February 25, 2025, as amended.

Seconded by G. Tsiakos

Carried

A short break was observed.

B.3. Proposed 2025/26 School Calendar

Assistant Superintendent, Adam Baumann provided an overview of the proposed 2025/26 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 Mann and Tsiakos for their contributions.

The presenter responded to Trustee's questions.

Moved by A. Wilson

that the Board of Education approve the Proposed 2025/26 School Calendar as attached to the Administrative Memorandum of February 25, 2025.

Seconded by G. Tsiakos

Carried

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

Superintendent Dr. Pius Ryan introduced the item. Assistant Superintendent Arlene Martin and her team provided an update on the board approved 2024/25 Framework for Enhancing Student Learning (September 2024), which sets the direction for North Vancouver School District on how resources are allocated and on efforts to improve student outcomes.

The presenters responded to Trustees' questions.

Action: Trustee Gerlach would like to have a more in-depth look at the Ministry provided data regarding completion rates.

C.2 Administrative Procedures: Travel and Business Expenses

Board Chair, Linda Munro noted that the Administrative Procedures: Travel and Business Expenses fall under the purview of the Superintendent and at the Board's request are taken as read and approved.

A request was made to discuss the Administrative Procedures at a Trustee Seminar and be brought back to the Board at a later date.

C.3. Tuesday, February 4, 2025 Standing Committee Report

Trustee Anderson reported on highlights of the Finance and Facilities Standing Committee Meeting of February 4, 2025.

C.4. Committee Reports – Written Update

Written updates for the Audit Committee, Inclusion Committee, and the Policy Review Committee were included in the Board Package and were taken as read and approved. No questions were asked.

C.5. Land Management – Written Update

A written update on current land management projects was included in the Board Package. No questions were asked.

C.6. Superintendent's Report

Board Chair Munro introduced Superintendent Ryan, who 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 and BC Public School Employers' Association

Trustee Anderson provided an update on the BC School Trustees Association (BCSTA) Provincial Council.

Trustee Mann provided an update on British Columbia Public School Employers' Association (BCPSEA).

C.8. Trustees' Reports/Highlights

Trustees shared their recent highlights, for activities from January 21, 2025, to February 25, 2025, with an emphasis on their roles as school liaisons.

Meetings attended by Trustees included:

- Public Board Meeting
- Trustee In Camera Meeting
- Trustee Seminars
- Standing Committee
- Audit Committee
- District Student Leadership Council Board Dinner Meeting
- NVTB Bargaining Sessions
- BCSTA meetings including Metro meeting, Annual General Meeting, Legislative Committee and Provincial Council
- BCPSEA Annual General Meeting
- North Shore Table Matters Committee
- North Shore Standing Committee on Substance Use
- City of North Vancouver Advisory Committee
- Safe & Healthy Committee
- Sustainability Committee

Events attended by Trustees included:

- Higher Grounds (Chilhinup) Café Opening
- Various school visits or events: Argyle Secondary, Bluebridge Elementary, Boundary Elementary, Braemar Elementary, Carisbrooke Elementary, Carson Graham Secondary, Dorothy Lynas Elementary, Eastview Elementary, Handsworth Secondary, Lynnmour Elementary, Seycove Secondary, Seymour Heights Elementary and Sherwood Park Elementary
- Parent Advisory Council meeting at Braemar Elementary and presentation at Sutherland Secondary
- North Vancouver Teachers' Association Pro D Conference at Carson Secondary School

D. Future Meetings

Date and Time	Event	Location
Tuesday, March 4, 2025 at 7:00 p.m.	Standing Committee Meeting: Budget Development	Education Services Centre 2121 Lonsdale Avenue North Vancouver
Tuesday, March 11, 2025 at 6:30 pm :	Placeholder (if needed) Public Board Meeting	Education Services Centre 2121 Lonsdale Avenue North Vancouver

Tuesday, April 15, 2025 at 6:30 pm	Public Board Meeting	Education Services Centre 2121 Lonsdale Avenue North Vancouver
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The March 11, 2025, Public Board Meeting will be cancelled as it is not needed.

E. Public Question/Comment Period

Board Chair Munro 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.

F. Adjournment

The established agenda being completed, Board Chair Munro adjourned the meeting at 9:32 pm and thanked those who attended.

Certified Correct:

Jacqui Stewart
Secretary Treasurer

Linda Munro
Chair, Board of Education

Date

Date

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

Meeting Date: April 15, 2025 ☒ **Board** ☐ **Board, in camera**

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

Narration:

Prior to the Public Board Meeting, members of the public can provide comments on items related to the agenda by emailing publiccomments@sd44.ca or calling 604-998-5100 and leaving a voice mail by no later than 1 p.m. on the day of the meeting. All input received by the specified time will be shared with Trustees electronically. The Board Chair will read out comments during the Public Questions/Comments at the beginning of the meeting; however, this agenda item has a time limit of 10 minutes.

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

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

Meeting Date: April 15, 2024 ☒ **Board** ☐ **Board, in camera**

**Topic (as per the
Memorandum):** **Educational Presentation: Feeding Futures**

Narration:

Tine Parker, District Vice Principal, Healthy Schools, will provide an update on Feeding Futures, focusing on current efforts to enhance food access for students and families, as well as exploring new initiatives and opportunities for community collaboration.

Attachment: Feeding Futures Guiding Principles

Feeding Futures

Guiding Principles

These principles are intended to guide the development of school food programs and are not mandatory.



Ministry of
Education and
Child Care

In practice, this could look like...



Students have access to food daily in an equitable, accessible, and non-stigmatizing manner.

- Where meal payment cards are used in school stores or cafeterias, the same payment cards that are available to all students can be discretely subsidized for students in need.
- Using pay-what-you-can or sliding payment scale models for hot lunch days.
- Offering snacks or lunch top-up baskets in classrooms for any student to access.



Programs support B.C. foods* to grow local communities, economies, and food system resilience.

- Asking food suppliers, distributors, grocery stores and program delivery partners about what B.C. food options they can provide and what B.C. foods are in season.
- Assessing menus and product purchases to identify opportunities for more B.C. foods, like everyday staples.
- Checking the [Feed BC directory](#) to find B.C. food & beverage products.
- Supporting food literacy and integrated learning opportunities to strengthen knowledge, skills, and positive relationships connected to food and local food systems.

* [Feed BC](#) provides definitions and recommended targets to support B.C. food procurement in K-12 schools.



Programs are flexible, adaptable, and respectful of local contexts and needs.

- Conducting a scan of existing programs and systems to identify existing resources and program gaps.
- Adapting program models to suit the needs of student needs. For example, "Grab & Go" models may work well for older students, whereas "After the Bell" or "Second Chance" models may suit the needs of students in other environments.
- Striving for continuous improvement by collecting feedback on programs or testing out new pilot projects.



Students have access to nutritious and culturally preferred foods to support healthy development & learning.

- Incorporating more nutritious and minimally processed foods into meal and snack offerings.
- Having students and families submit requests for foods they want to see featured in programs or submitting family recipes.
- Prioritizing time and space in the school day for eating.



Programs centre and include students, families, First Nation Rightsholders, Indigenous partners, and community members in decision-making & program delivery.

- Working with the district's Indigenous Education Council (IEC) to ensure that decision-making is informed by First Nation Rightsholders and Indigenous partners.
- Involving students in school food program operations (e.g., food preparation, serving, and clean-up).
- Forming a school food committee with students, families, and/or community partners to gather feedback & share information.
- Partnering with local First Nations to support special events in school communities.
- Partnering with conservation officers to offer local and traditional meats.

Schedule B.1...
of the
Administrative Memorandum

Meeting Date: April 15, 2025

☒ **Board**

☐ **Board, in camera**

Topic (as per the Memorandum): Capital Plan Bylaw No. 2025/26-CPSD44-01

Narration:

The Ministry of Education and Child Care has provided their written response to the 2025/26 Annual Five-Year Capital Plan submission of June 2024.

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

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

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 2025/26:

MAJOR CAPITAL PROJECTS

None approved

MINOR CAPITAL PROJECTS

New projects as approved by the Ministry's response dated March 25, 2025.

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Windsor Secondary	School Enhancement Program: Exterior Wall Systems Upgrades	\$1,450,000	Phase 3 of envelope upgrade project to be completed by March 31, 2025.
Mountainside Secondary	Food Infrastructure Program: – Delivery Vehicle	\$110,000	EV Van to be procured and in service by May of 2025.
Seymour Heights Elementary	Playground Equipment Program: Universally Accessible Playground Equipment	\$200,000	Project to be designed, tendered and completed by fall of 2025.

As a reminder, in accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a Capital Bylaw for its approved 2025/26 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. 2025/2026-CPSD44-01

RECOMMENDED MOTION:

that School District No. 44 (North Vancouver) Capital Bylaw No. 2025/26-CPSD44-01 be read a first time;

that School District No. 44 (North Vancouver) Capital Bylaw No. 2025/25-CPSD44-01 be read a second time;

that School District No. 44 (North Vancouver) Capital Bylaw No. 2025/26-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. 2025/26-CPSD44-01
CAPITAL PLAN 2025/26

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 25, 2025 from the 2025/26 Capital Plan is hereby adopted.
2. This Bylaw may be cited as School District No. 44 (North Vancouver) Capital Bylaw No. 2025/26-CPSD44-01.

READ A FIRST TIME THE 15th DAY OF APRIL, 2025;

READ A SECOND TIME THE 15TH DAY OF APRIL, 2025;

READ A THIRD TIME, PASSED AND ADOPTED THE 15TH DAY OF APRIL, 2025.

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. 2025/26-CPSD44-01 adopted by the Board the 15TH day of APRIL, 2025.

Secretary-Treasurer

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

Meeting Date: April 15, 2025 ☒ **Board** ☐ **Board, in camera**

Topic (as per the Memorandum): 2025/26 Budget Consultation Update and Board Direction

Narration:

At the November 19, 2024 Public Board Meeting, the Board of Education approved the budget development consultation process for the 2025/26 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 2025/26 budget priorities at the Standing Committee meetings and provide written submissions.

At the February 4, 2025, Standing Committee Meeting, the school district presented the context for developing the budget including highlights from the current year and planning assumptions for next year. Participants at the meeting participated 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 2025/26 budget priorities by written submission or online survey. During the public input period, 365 members of the community responded to the survey with an additional 3 email comments.

The focus of the March 4, 2025 Standing Committee Meeting was gathering 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 13, 2025, the Ministry of Education and Child Care announced the 2025/26 preliminary operating grant based on the three-year enrolment forecast submitted by school districts in February 2025. On average, the funding levels for enrolments or supplement for unique students increased by 1.1 percent. The increase in funding levels provides compensation for collective agreements increases in 2024/25 and replaces the targeted funding received by school district in 2023/24.

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

Based on the input received from education partners and community members, the Executive Committee has organized this input and offered recommendations to inform the 2025/26 budget development. The recommendations were informed by the Guiding Principles that were developed to support decision making. The school district must also take a conservative approach in preparing the annual budget given many uncertainties such as enrolment projections, increased costs of sick leave, an operating surplus balance that

is below the target threshold and the 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:

- A. Annual Budget Strategic Priorities - Executive Committee Recommendations
- B. Standing Committee Input – March 4, 2025
- C. Budget Priorities – Public Input Survey Responses

RECOMMENDED MOTION:

that the Board of Education direct staff to proceed with the development of the 2025/26 Annual Budget incorporating the budget priorities recommended by the Executive Committee, as outlined in Appendix A.

2025/26 ANNUAL BUDGET RECOMMENDATIONS

PRUDENT, MEASURED, BALANCED 'Sustaining Momentum in Uncertain Times'

Budget Process Preamble

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

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

The preliminary budget for the 2025-2026 school year includes consideration of the current and future operational needs of the school district, collective agreement requirements, community and rights holder feedback, and Board priorities.

Context – 'Sustaining Momentum in Uncertain Times'

The NVSD is guided by the provincial mandate for public schooling, and the North Vancouver Board of Education's Strategic Vision. District and school 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. District momentum is enabled by creating a stable and predictable environment where annual adjustments allow for continued focus. Annual adjustments are necessary to continually support the school district's work and prevent budget and directional instability.

For the 2025-2026 preliminary budget, the impact of national, provincial, and local pressures require careful consideration. There has been tremendous change during and post-COVID-19 with regards to provincial funding and aspirations. We appear to be in a time of recalibration as the provincial government requested that all Ministries review their services and focus on their core mandate. In addition, the shifting landscape of tariffs imposed by the United States has created increased uncertainty regarding provincial funding and costs of service and supplies.

Finally, the school district is experiencing budget pressures related to significant increases in sick leave costs for teachers, educational assistants, and custodians along with rising costs of employee benefit costs. The existing collective agreements expire on June 30 and the provincial government has yet to announce the bargaining mandate for the public sector.

In addition, the school district is required to contribute \$3.0 million towards the construction of the new elementary school in the Cloverley neighborhood. The unexpected costs for new portables and demolition of the Lucas Centre have depleted the balance of the reserves which need to be built up to manage potential unknown risks that may arise

Overall, a foundational lens to the preliminary budget of 2025-2026 is that we are in a fiscally conservative and increasing uncertainty where we need to focus investments, leverage special purpose grants while attending to a longer-term strategic outlook, and remain cognizant that more money is not in the future. We are seeing the operational grant being increasingly needed singularly for staffing the core.

Process – Prudent, Measured, Balanced

Given the current context, in addition to the Board's Annual Budget Consultation, Executive undertook a review process with each school district 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 generated to help focus and ensure prudent, measured, and balanced decision making that aligned with the provincial mandate for public schooling and the aspirational goals of the North Vancouver Board of Education.

Finite resources, spend within budget,

- Prioritize the foundational needs of schools
 - The Centrality of the Classroom, Class composition, ratios, enrolment 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 ratios, ICT 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 the intent on maintaining our educational momentum. 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 our schools. We are also mindful of the increasing use of special purpose grants by the Ministry of Education and Child Care to shape school district focus, and that we are approaching provincial collective bargaining where staffing ratios and other monetary decisions are made. We hope the Board of Education 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 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.

Executive recommends:

- a budget direction that considers a balance of staffing and resource adjustments across departments that share and minimize impact on direct service to schools and classrooms
- where we have operational investments and now special purpose grants have been provided, that special purpose grants are used to offset our current investments
- those areas where staffing is determined by collective agreement that any additional staff above ratio be reconsidered
- that organizational efficiencies be maximized
- that the impact of new services like Youth Engagement Workers, and Board-Certified Behavioral Analysts on existing services be reviewed
- that roles where additional allowances are provided be reviewed and adjusted in alignment with expectations, and
- an increased focus on the use of remedy monies to enhance support for students.

Strategic Plan Budget Directions

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

Goal: Student-Centred Education

Key to student-centred education is highly qualified and coordinated educational staff who are responsive to student needs. Designing classroom instruction that supports a diversity of learners, as well as intentional supports via Learning Services Teachers (LST), English Language Learners (ELL) teachers, other specialists and Educational Assistants is the goal.

Executive recommends maintaining our level of service of LST, ELL in accordance with collective agreement ratios, and to maintain Educational Assistants levels for the 2025-2026 school year. Additional investments will be reviewed in accordance with the actual student enrolment that is reported in the September 1701 count. It is also recommended that the school district maintain its targeted and intensive support systems such as Choices programs, and Mountainside Secondary as a hub to support students that struggle in the larger secondary schools.

Executive recommends setting a budget direction that maintains a cost-effective balance of professional learning opportunities to continue to support excellence in instructional practice, inclusive education, and compassionate systems leadership. These opportunities are to consider principals, vice-principals, teachers, and educational assistants.

Goal: Innovative Instruction

Innovation stems from educators working with each other in collaborative inquiry, research and the sharing of practice. Executive recommends that resources be maintained in a cost-effective way to continue professional networks of practice.

The school district has made significant gains in Career Education, increasing the opportunities for students to learn within our community. There have been significant increases in opportunities such as trade fairs, work experience, BC Skilled Trades, Artists in Residence, French Cultural Week and Robotics competition. It is recommended that we continue to sustain this work with a focus on community partnerships to build the longer-term efficacy of this work.

School block budgets are intended to support general school and classroom resources. This noted, unspent resources need consideration to ensure student and teacher needs are met across the school district. Executive recommends consideration for greater guidance on school block budgets that align with learning priorities such as literacy, numeracy, and critical thinking.

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

In consideration of emerging technologies, it is recommended that the school district maintain a continued focus on cyber security.

Goal: Welcoming and Inclusive Culture

Central to our work is creating vibrant learning communities where students and staff have a strong sense of belonging and connection. As a diverse and changing community, the school district recognizes the importance of teaching and proactively working to ensure a sense of belonging, inclusiveness, and well-being in our school communities.

Executive recommends continued attention to providing learning opportunities that build a thoughtful and balanced understanding that diversity is our strength. This includes training and resources for staff on inclusive language, anti-racism and neurodivergent practices. In addition, the school district's [Accessibility Plan](#) be used to identify and prevent barriers and to promote inclusion for individuals within and interacting with the school district community.

Key to a student's learning is the stability and consistency of a student's experience with their teacher, and/or educational assistant. It is recommended to maintain a focus on employee wellness, belonging and safety. In addition, the development of an attendance support process inclusive of universal wellness support, targeted school/department supports, and individual supports is recommended.

Goal: Mental Health and Well Being

The NVSD has been a leader in Social Emotional Support and Mental Well Being. Universal strategies inclusive of support services and resource tools for staff, healthy foods, physical literacy and outdoor education, to targeted strategies inclusive of trauma informed and anxiety prevention are recommended.

Executive recommends a continued focus on data informed decision-making with the use of tools such as CHEQ (Childhood Experiences Questionnaire), Middle Years Development Instrument (MDI), the Youth Development Inventory, and the McCreary Survey. Data supports specific areas of focus including student sense of belonging, social media and electronic device management, substance abuse education, sexual health, consent and relationships, disordered eating, and gender specific trends.

Through COVID19, schools have been a central focus for community wellbeing. Moving forward, and in alignment with each respective Ministry mandates, we need to work more closely with local agencies responsible for mental health. Executive recommends a focus on identifying a continuum of service delivery for mental health that reflects the respective mandates of the Ministry of Health, and Ministry of Child and Family Development, and local community agencies.

Goal: Truth, Healing and Reconciliation

Implementation of Bill 40 enhances the role and influence of the Indigenous Education Council (IEC) and augments the voice of local Nations. Executive recommends that the school district continue to support the development of the IEC in concert with Bill 40, and to continue to build stronger relations with Squamish Nation and Tsleil-Waututh Nation.

Indigenous student graduation rates continue to rise in the NVSD with a noted difference for students who live on reserve. A continued focus on literacy and numeracy for on-reserve students is recommended.

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

Goal: Environmental Stewardship

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

It is recommended to create a team utilizing Tine Parker (District Vice Principal, Healthy Futures), Conor McMullan (Director, Educational Programs, Cheakamus Centre), and Luke Smeaton (Manager, Energy and Sustainability) to continue to focus school district direction on outdoor learning and environmental stewardship. Executive recommends leveraging special purpose monies for greater intentionality in this area.

Students feel strongly that the school district amplifies focus on climate change. To this end, Executive recommends increased opportunities through student leadership via a number of channels including Careers to promote increased understanding and futures of the environment and our place in it.

It is recommended that schools be supported and encouraged to make more regular use of outdoor learning spaces.

Risks and Assumptions

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

In the spirit of 'sustaining educational momentum in uncertain times' and in response to the core review process by district departments, the focus of adjustments recommended for the 2025-2026 school year is primarily directed on district level services and supports. Executive hopes that with prudent, measured and balanced decision making, we will be able to remain in a good financial position and not require future adjustments that impact the learning agenda and related supports.

We are mindful of additional risks that can impact the financial outlook of the school district. The main risks include:

- International education – Although we have a diversified and strong international program, student enrolment can be impacted due to the students' home country economics, as well as geopolitical instability. We monitor this portfolio closely. International education supports the school district financially and brings a diverse and valued student body into our schools.
- Deferred maintenance – The school district, like all school districts, has a significant amount of deferred maintenance that is not able to be addressed under the current Annual Facilities Grant from the Ministry of Education and Child Care. The Board [Policy 710: Accumulated Operating Surplus](#) asserts that the school district maintains between 2%-4% of operating budget is in case there are emergent needs such as a maintenance concern that requires resources.
- Cyber Attacks – There are a number of school districts that have experienced cyber attacks and had to pay ransoms to restore operations. The school district has an active Cyber Security plan and needs to maintain vigilance in this area.
- Sick Leave Costs – Post COVID19, school districts have been experiencing increasing sick leave costs. In the North Vancouver School District these costs have gone from \$3 million to \$6 million to \$9 million annually. This is an increasing cost pressure for a finite budget.
- Tariff impact on services and supplies – The unpredictability of the current tariff 'wars' have an uncertain impact on British Columbia. We will continue to monitor the impact on the school district and be mindful of how this may impact provincial monies and support to public schools.

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Standing Committee Feedback – March 4, 2025

MAINTAIN	Intellectual Literacy, Numeracy, Curriculum Enhancement	Human & Social Health & Well-being, Safety, Belonging	Career Expanding career pathways, Post- Secondary Transition
	- Networking – budget to support release for teacher networking	- Community partnerships – Impact North Shore – having a huge positive impact Opportunities for community building ie) Persian connection groups - Learning Rounds – schools engaging in collaborative practise -increase & maintain training for staff for responding to incidents of racism -prioritize staffing – maintain this & look for other cuts	
		- Ensure staff get adequate skill training & look for creative collaboration time within school day – maybe? - more counselling	
	- Teacher mentorship program – valued but has funding changes	- Importance of strong systems to support new families	
		- Food program & staffing	
	- Power of educators learning from colleagues through Networks and TL Team – connect to strong primary & intermediate team (starting with intermediate) <ul style="list-style-type: none">- Could be afterschool?- Could be resources are offered? Wouldn't work for it if it was an option - Less folks attending afterschool Will it impact the consistency of literacy that needs to be done related to literacy? - Elementary/Secondary SVOS currently at schools – great to bridge the gap	- Good to have a plan/process to share back at schools. This year this has been helpful with the new plan – time to co-plan, co-teach with the PIN/IIN neps	
	Networks	Connecting pathways for students of all skills/ability and careers that connect them	- Strong people in the roles that coordinate and create opportunities - supports & continue exposure to a variety of careers & all levels 5-7 fair
	- UFLI Literacy support - targeted Indigenous literacy support - secondary food program	- Squamish language classes – expand - Staff wellness – culture & connection - Youth engagement workers	- Dennis Thomas – mini entrepreneurship program for Indigenous students - Community partnerships for career planning – show achievable future goals and inspire (particularly for Indigenous secondary students)

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ADAPT	Intellectual Literacy, Numeracy, Curriculum Enhancement	Human & Social Health & Well-being, Safety, Belonging	Career Expanding career pathways, Post- Secondary Transition
	- Large numbers of newcomers in grades 10-12, what does ELL support look like for students arriving later in high school Focus on reliable information source – managing misinformation Science and reading & structured literacy considering student with dyslexia targeted	- Review caseloads for Indigenous Support Workers - Role of IEC strengthening this partnership - proactive staff wellness	
	For Indigenous Ed: - more literacy/numeracy teaching support – younger grade intervention needed at each school - space a constraint for Indigenous literacy support a challenge and Indigenous support at Secondary (ex; Carson has Indigenous support room but no other schools do)	- Indigenous support workers more funding needed Make space to create student sense of belonging in meaningful way	- CLF 10 can be hard where offered online - How to indigenize CLE courses? - Go through the motions vs meaningful learning - Reconnect value to this work
		- Reduce the stigma on “trades” roles and promote the exposure to fantastic careers in our community. - How can we support accessibility in all areas SEL & Career for pathways forward	
		- Resources for Anti-Racism to include an indigenous lens	
	- Building/enhancing generative & responsive school cultures - recognizing the value of this in supporting complex learning environments - equipping teachers with skills & tools to “keep-up” with tech in the class (ie: AI) - systems to keep up with ELL Learners & coordination of teams – direct impact on teacher/staff mental health	- Need to understand underlying issues relating to the challenges & how these impact - recognize importance of sense of connection felt by staff & how this influences attendance/engagement etc. - Importance in supporting staff with tools to maintain inclusive culture	
	- Encouragement of remedy use - consistent assessment practises across grades especially in secondary - Keep the connections growing between elementary and secondary especially literacy & numeracy from K-12	- How are we developing assessments that are accessible to all learners? - Building joy & feelings of success of all learners	

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NEW	Intellectual Literacy, Numeracy, Curriculum Enhancement	Human & Social Health & Well-being, Safety, Belonging	Career Expanding career pathways, Post- Secondary Transition
	- Technology for students who need access to speech to text, text to speech, ELL translation - Consider support & training for staff to support ELL learners with disabilities - Assessment in different languages to tease out root of a students needs	- Bridging to the community to invite students into school - Indigenous Support Workers bridging between home & school - increase IEW role in Elementary – what role can they plan in supporting the transition to high school - proactive strategies & supports for families regarding healthy communication & collaboration -targeted funding to support accessibility implementation & accessibility plan - Review SOFI report – reducing expenses-where is the money going & is there anywhere to save?	- Teaching interview skills for all students - supports to build their preparation & opportunities to practise
		- Funding for SOGI & Anti-Racism training for staff to build comfort & confidence given current climate - District supported “Queen Prom” -Anti-Racism teacher network	
		- How to continue to understand & support workplace environment - developing new structures & systems to support school teams- greater alignment with best practises - recommendation of male BSW or to support new families – particularly Persian community -what are hidden efficiencies in system that can address challenges	
	Culinary program & Carson	Youth engagement workers for elementary	VCC Professional chef 1 program @ Carson Expand career/trades programs Expand ITA courses Shared education within careers
	- Increased training in specialist staff (LSW, OG LST) - Training opportunities and utilization of EA staff (secondary) – literacy and numeracy - opportunity for EAs to have a responsibility may add a feeling of value to the role; lead to higher attendance - Literacy Intervention at secondary - discipline oriented teaching; teaching reading in other subject areas and being explicit		Culinary program Seaspan
	Transitions b/w grade 8 – grade 7, University/college – Grade 12 - Grade 10 focus point of transitions - English language learners continue to be a focus		

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	Intellectual Literacy, Numeracy, Curriculum Enhancement	Human & Social Health & Well-being, Safety, Belonging	Career Expanding career pathways, Post- Secondary Transition
	- Review of teacher leaders	- More opportunities to reconnect students with local culture & learning <ul style="list-style-type: none">- Community connections- Course credit for communication connections/cultural practises (longhouse etc.) - more staff in schools lead to less absences *demands on teachers *more complex *support teachers - EA mentorship – EA network?	
	Efficiencies: - Look at number in classes in French Immersion (small student numbers; can we make it more efficient?) - solar panels to save electricity -Custodian staff cuts Re-allocation of EAs during sick days/absences – often no need to replace (using FOS model) - Are the number “correct” regarding office, admin, CUPE etc according to school size		

What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?		Are you a	School community? Include all that apply.
1	Test response to survey		
2	Test response to survey		
3	Support for kids with neurodivergence adhd, autism and encouraging kids to advocate for themself.	Parent/Guardian	Sherwood Park
	1. Before deciding on paper where to spend money, I would encourage this team to physically visit each school and make an assessment - indoors AND outdoor. There are many things that need updating to ensure school safety and longevity.		
	2. Finding a way to spark more interest from the teachers and admin support to get involved with extra curricular activities. It seems like there's increasingly LESS engagement from the staff and more reliance on parents, or simply none at all from either side - leaving the kids as a last priority.		
4	This needs to be a more shared responsibility.	Parent/Guardian	Eastview Elementary;
	Please make a separate quiet room for kids on Autism spectrum and others who may need breaks to continue with school work. Don't make the		Westview
5	parents take them home just because they need a break.	Parent/Guardian	Elementary;
	Ensure funding so that supports/staff in place for ALL students (not just highly complex students) - EA support, SLP support, LST support, LSW		Westview
6	support, Counselling support.	Staff member	Elementary;
	With cost of living high on the North Shore and not a huge population growth, I don't see enrollment being very high. Even in current schools today, enrollment is not facing the same stress as other municipalities. With a slow growth in densities, and even many families on the North Shore shifting to more private school facilities, I don't feel operating budgets need to grow substantially compared to what we have projected today. I do realize that we are understaffed and underfunded that needs to be corrected, but that is due to cost of living on North Shore. Hopefully those can be corrected in the near term as a catch-up process. The North Shore is an attractive place to live and getting people to live here shouldn't be a concern outside the cost of living. I believe that we are still a bit behind on infrastructure and staffing, but feel that is changing slowly.		Montroyal
7 *		Parent/Guardian	Elementary;
	In terms of other operating costs, funding for more facilities that provide support for families is necessary. Whether these are after school programs, or even extra-curricular, those revenue streams can be increased and not always operating in a deficit. There is a demand and need, and families are willing to pay more. The median income of families is one of the highest in lower mainland, if not in Canada, and the families are demanding of facilities and increased programs, and even at additional costs. I find that even across community infrastructure, the costs are so low, that it surprises me that we are always operating in such a deficit. Increase the revenue streams through higher prices, as demand is there, and it will make families happier. That will increase wages and revenue streams, but provide more services to families. We're stuck in this cycle. One aspect is the construction of the Handsworth Turf field, which I saw is on the DNV budget, and needs appropriate support from SD44. It would be a high-use facility, and I would even pay additional levies as a future family of that school to get it expedited. Also, the additional revenue you could generate after-hours or weekends from it could be substantial. The lack of facilities like these that could generate revenue 7 days a week is		
7	cont mind boggling, and the premiums you could charge could help to fund future upgrades.		
	Focus on inclusion support systems. Materials needed to help students be successful (sensory equipment, sensory tools, visual etc)☆☆ increase budget for staff to be educated on AAC devices and other supports.☆☆ More training for EA's to be familiar with all types of learning students.		Windsor
8	Bring back therapy services for students (SLP, OT) and not just a consultation basis or a biweekly (Elementary schools).	Parent/Guardian	Secondary;
9	Focus on core learning objectives and preparing students for the real world. Please spend less time on social issues. Encourage merit.	Parent/Guardian	Braemar
			Dorothy
10	ensure funding for SPARKS program, teacher supply expenses, and facility maintenance and improvement at SD44 schools.	Parent/Guardian	Lynas

* 7 Full text replaces page 26 of Board package, as at April 15, 2025

ID	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? Include all that apply.
11	<p>Would like more funds to provide kids with safe ways to play outside.</p> <p>Sherwood Park Elementary- the back playground is a disaster. In the past 10 years almost everything has broken on it and nothing is being done to replace it. The kids no longer enjoy playing on it since there aren't enough places to play that aren't shut due to broken pieces. They usually love to play in the forest around the school but due to budgets cuts there are never enough supervision aids so they always close the forested areas at recess. I have had 3 kids attend this school and each year there is less fun and enjoyment for the kids as they are always taking things away from the kids. It's very sad to see how little this is prioritized for the kids. The "talk is that outdoor education is good for kids" but your actions show you really don't follow through with those ideas because you won't fund anything for these kids. It's shameful that you expect the parents at this school to fund their own playground equipment, you should be funding these items appropriately to allow kids to grow and learn at their best. The playground is used by the whole community so everyone's taxes should be used to fund these spaces.</p>	Parent/Guardian	<p>Sherwood Park Elementary;Seycove Secondary;Windsor Secondary;</p>
12	<p>We have taken too many international students at argyle secondary school. I understand that they generate revenue. But current Canadian/ local students were given courses at 730am on the mornings to accommodate the influx of international students. If international students must be part of the budget then you must give them the early morning classes. Our local community school taxes should not pay for kids outside of Canada to displace our local kids. My daughter's learning support class was canceled as it was scheduled at 730 am and other kids dropped it. She now does not have the support she needs. If we must have international kids. Local kids she be prioritized and they should have to flex into remaining spaces.</p> <p>Not the other way around. MANY local parents feel this way.</p>	Parent/Guardian	<p>Argyle Secondary;</p>
13 *	<p>The rise in administrative costs has increased disproportionately and resulted in a bureaucratic and ideological system across all levels of governance, including the school system.</p>	Parent/Guardian	<p>Argyle Secondary;Ross Road</p>
14	<p>More outdoor learning! I'd love to see North Vancouver start dedicated outdoor programs/schools and also more outdoor educating for all programs. There are so many perfect spaces on the North Shore for this - and many great examples of outdoor based elementary and secondary learning throughout the province that this could be modelled on.</p>	Parent/Guardian and Staff member	<p>Ross Road Elementary;</p>
15	<p>There needs to be increased advocacy to government for funding education. Obviously you have to work with what you have but I truly hope further advocacy is being done on how hard it is to do your jobs with such a limited budget.</p>	Parent/Guardian	<p>Seymour Heights Elementary;</p>
16	<p>Put money towards supports such as LAC</p>	Parent/Guardian	<p>Handsworth Secondary;</p>
17	<p>Please consider a reduction in the number of PD days if this is even something which may be addressed. The added childcare costs are a significant expense, and teachers, whilst busy should be prepared to find the time for additional development at times which do not conflict with the delivery of the curriculum. Failing this would it be possible to ensure PD days are in part covered by substitute teachers, or that optional additional classes on PD days are delivered. Thankyou for your consideration. From one knackered parent!</p>	Parent/Guardian	<p>Ridgeway Elementary;</p>
18	<p>Focus on subjects that will provide students with opportunities in life: math, computer classes, sciences</p>	Parent/Guardian	<p>Ridgeway Elementary;</p>

* 13 Full text replaces page 27 of Board package, as at April 15, 2025

		Which school community are you a part of? Include all that apply.
ID	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a
	Is there a robust mechanism for gathering feedback from various stakeholders, including parents, students, teachers, and community members? Engagement is crucial for ensuring the plan reflects the diverse needs and aspirations of the community it serves.	
19	How is the progress of the plan being monitored and evaluated? Clear metrics and accountability measures help ensure that goals are met and adjustments can be made as needed based on data-driven insights.	Parent/Guardian Carisbrooke Elementary;
20	Adding a music program for all grades.	Parent/Guardian Cleveland Elementary;
21	Go cards for all students, all students should have access to public transportation.	Parent/Guardian Seymour Heights Elementary; Windsor Secondary;
22	Funding more spaces for over crowding. Build a new highschool in the district to help with the increasing population. More money for resources for teachers and staff.	Staff member Argyle Secondary;
23	More capital to spend on replacing old shop class equipment and machines. Some machine stations are over 30 years old and cannot be repaired if broken again. Technology is also out of date.	Staff member Sutherland Secondary;
24	Please fund the Mentorship Program for new teachers so that it can start up again.	Staff member Montroyal Elementary;
25	More spending on push-in support. We are in desperate need of more EAs	Staff member Windsor Secondary;
26	Schools and Parking	Parent/Guardian Westview Elementary;
27	I recommend you put more money into staffing teachers and EA's. Smaller classes leads to a more productive, calm learning environment. Balancing classes to reduce remedy is a major issue at the secondary level leading to classes that are generally less conducive to providing a comfortable learning environment. School based admin should be given more time and/or reminded that they should be making determined efforts to balance classes as much as possible. Again, with more teacher staffing/lower class sizes, this would be less of an issue. Come up with a planned agreement to link unused/donated remedy to teacher hiring. Left over remedy is detrimental to student success	Staff member Sutherland Secondary;
28	Take a close look at district programming, services and process deliveries; make sure each step of the delivery creates value in one way or another. I.e., can unnecessary administration tasks be removed? Are all district services (beyond 'core') doing what they are intended to do with measurable outcomes to demonstrate success?	Staff member I am not part of a school community;

ID	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? Include all that apply.
29	I would suggest developing policies and standards of how the funding will/can be spent. For example, how many devices will each staff member be assigned and based on what criteria (e.g., the tasks they are required to perform in their role, FTE/hours of work, etc.). Once policies are developed, they should be communicated to the community by each school/department's supervisors. The policies and standards should also be written down somewhere (such as internal staff portal) so the staff members could refer to them if they have questions or need clarifications. Centralizing spending could be very beneficial (instead of each school/department making their own purchases) for better buying power with discounts or opportunities for negotiation. It would also help the school district to standardize and provide consistent experience across the school district, especially to the staff members who move around in the school district.	Staff member	I am not part of a school community;
30	Hopefully more of the budget goes toward bettering the buildings of the schools.	Parent/Guardian	Larson Elementary;
32	Allocate resources toward post-secondary planning / strategizing, and properly prepare counsellors to support students in this area. Audit and/or incentivize teachers to punctually attend their scheduled tutorial times.	Parent/Guardian	Handsworth Secondary;
33	More LST time at schools to deal with increase needs of students, reduce class sizes and composition so as not to exceed limits in the Collective Agreement, therefore no remedy time is needed	Staff member	Sherwood Park
34	Give more to schools and spend less at the board and on initiatives that don't directly benefit students. Smaller class sizes, more Counsellors, and more LSTs.	Staff member	Highlands Elementary;
35 *	Non-enrolling teachers such as ELL teachers and LST's that do not have caps on their caseloads. The needs keep growing, and the staff are overwhelmed with what is required of them.	Staff member	Cleveland Elementary;
36	School resources for Online Learning	Staff member	North
37	Class sizes continue to be an issue. Students designated with IEPs are placed in classes over the prescribed limits for composition and inclusion; thus generating copious amounts of remedy minutes. These remedy minutes accumulate and while TOC are booked, they are often assigned to other roles as there is often not enough teachers and TTOCs to support this system. Thus teachers are unable to make use of their remedy minutes. It's uncompensated work. Even when this system functions, a TOC is often unprepared to support each class's specific needs and a teacher must do additional work for catching up on this missed time due to remedy. It's increasingly difficult to create meaningful relationships with students when teachers are stretched in this way. When teachers are stretched and meaningful relationships not in place, they're unable to address subtle yet significant issues like racism. I've seen examples of students not feeling comfortable in classrooms due to racism from their peers and school communities (both in Elementary and Secondary levels). Rather than address the systemic nature of racism (giving support and space for teachers to unpack these very important situations), we're hoping that short-term consequences will be sufficient. As a result, BIPOC students feel like their feelings and concerns are not cared about, because the racism continues. They're removed from classes (which are meant to be safe spaces) and begin a degenerating relationship with their class, their school and their own learning, because trust in the system is lost. Trust is already vulnerable considering the history of trauma for Indigenous students at the hands of education in the form of Residential Schools. We look at data for Indigenous student success, but the stories behind this data reveal that it's in the every day practices and daily interactions that dictate a healthy connection with schooling. Hoping that one or two Indigenous literacy teachers (who can only see students in short-term sessions because the need is everywhere in the district) can solve the issue of systemic racism is tokenizing and an impossible task. Indigenous student success in literacy is rooted more in healthy relationship with learning than reading and writing skills. Indigenous student success in graduation is rooted in healthy relationships with learning more than with grades in grad required classes. While this work is extremely helpful, it's not going to be enough. It's not an example of Reconciliation when the work is solely placed on the Indigenous individuals rather than the whole. My budget recommendations involve more support on the whole (holistic) system. We're in need of more educational spaces, we're in need of more teachers. We're in need of more Indigenous teachers. Prior to COVID restrictions, the NVSD Indigenous Education department had Indigenous resource teachers employed to support Anti-Racist and Decolonial work. This is a worthy goal to work towards. It's also a responsibility of education. Our current political landscape is a reflection of our duties to raise an equitable and just society where human rights are valued and protected.	Staff member	Brooksbank Elementary; Carson Graham Secondary; Esliha7an; Lynnmour Xá7elcha Elementary; Ridgeway Elementary;

* 35 Full text replaces page 29 of Board package, as at April 15, 2025

		Which school community are you a part of? Include all that apply.
ID	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a
38	<p>We need more guidance, support, and community discussions around the use of screens, smart phones, and digital media for our children. We should be bringing in professional speakers to facilitate discussions on these topics. Digital literacy and mental/social/emotional health should be priorities.</p> <p>Additionally, there needs to be a greater transparency and information sharing with parents. At the elementary school level, meaningful feedback on how our children are doing is almost non-existent. The end-of-term learning summaries do not meet the needs of parents. Any assessments done in the classrooms should be fed back to parents.</p> <p>We should be striving to achieve academic excellence and to equip our children with the independence and skills they need to be active, thriving members of our society.</p>	Parent/Guardian Sherwood Park Elementary;
39	<p>Ask schools what they need. We have been trying to get new desks to replace ones that are unrepairable and apparently none exist. Our Block Budget stays the same year after year even though the cost of everything goes up and up. We use our school supply money (from parents) to purchase art supplies when the school used to supply the art room. We are asked not to use the staple feature on the copier because the staples cost so much and they come from our block budget. With inflation, the block budget doesn't supply schools sufficiently.</p>	Staff member Montroyal Elementary;
40	<p>To increase the amount of money in the budget to match the inflated costs of everything.</p>	Staff member Montroyal Elementary;
41	<p>More funds directed to supporting students and classrooms, rather than top-heavy expensive positions at the board office, teacher- leaders, assistant positions, glossy posters, expensive speakers, etc. More funding for basic learning resources, support for neuro diverse students, and basic equipment such as student desks.</p>	Staff member Montroyal Elementary;
42	<p>I strongly advocate for increasing the allocated time for Elementary Vice Principals. Providing them with more dedicated time would allow them to mentor new teachers, co-teach, lead student leadership initiatives, and better support the growing and complex needs of students in our elementary schools.</p> <p>There is a significant disparity in administrative and leadership time between secondary and elementary schools. Yet, we know that early intervention is crucial, making it essential to prioritize funding at the elementary level. The same goes for counselling. Elementary counsellors need more time in schools to proactively meet the needs of students, not just put out fires.</p> <p>Additionally, we need an elementary equivalent to Mountainside. With rising mental health and behavioral challenges, dedicated support structures at this level are critical.</p> <p>While there is a strong emphasis on literacy, we must ensure adequate funding to support it effectively. Currently, Tier 2 and Tier 3 interventions are lacking due to limited resources. Increased budget allocations in this area would help bridge the gap and provide the necessary support for student success.</p>	Staff member Ridgeway Elementary;
43	<p>*Reliable tech (student computers and iPads) provided by SD not individual schools</p> <p>*Online provincial curriculum apps (eg. IXL) and Canadian (NOT UFLI) supported by board office</p>	Staff member Ridgeway Elementary; Eastview Elementary;

		Which school community are you a part of? Include all that apply.
ID	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a
44 *	<p>As a parent invested in the development of well-rounded young minds, I urge the Board of Education and the Senior Leadership Team to allocate next year's budget toward strengthening core academic skills, financial literacy, and creative development.</p> <p>1.Academic Excellence – Prioritize improvements in math, reading, and comprehension to ensure students build strong foundational skills essential for lifelong success.</p> <p>2.Real-World Readiness – Expand financial literacy and entrepreneurship classes to equip students with practical skills, preparing them for responsible money management and future career opportunities.</p> <p>3.Specialized Instruction – Hire dedicated gym, art, and music teachers to provide expert guidance in these areas, fostering physical health, creativity, and well-being, rather than relying on generalist teachers to cover these subjects.</p> <p>4.Technology & Innovation – Consider integrating modern tools and hands-on learning, such as STEM initiatives, coding, and project-based learning, to enhance student engagement and prepare them for the evolving job market.</p> <p>5.Efficient Resource Allocation – Ensure budget decisions focus on maximizing direct student impact, reducing inefficiencies, and making investments that enhance both learning outcomes and teacher effectiveness.</p> <p>A well-balanced, forward-thinking budget will help develop not just good students but capable, creative, and financially literate individuals ready for the challenges of the future.</p>	Parent/Guardian
45	Please do not underfund learning support for children with extra learning needs. I am aware of budget cuts to EA's in the schools - reducing the support that children with learning disabilities and designations receive. Please make budget cuts to discretionary programs (Outdoor School, school uniforms, field trips) before making cuts to programs supporting children with special needs. Also, create programming for gifted children in high school.	Parent/Guardian
46	Handsworth turf and track should be a priority for Handsworth PHE, schools teams, community teams and health and rec.	Community member
47	Literacy support for Indigenous Education	Parent/Guardian
48	Property maintenance matters, don't let budget shortfalls impact students, invest in SPARKS	Parent/Guardian
49	Funding is needed towards the Learning Services department; with the number of the neurodivergent population rising in each classroom there is a need for more support in the classrooms. Moreover, there is a need for training staff to support students with a complex profile who can support with inclusion.	Staff member

Blueridge Elementary;
Windsor Secondary;
Braemar Elementary;
Handsworth Secondary;
Eslha7an Dorothy Lynas Elementary;
Carson Graham Secondary;
Larson Elementary;M
ountainside Secondary;

* 44 Full text replaces page 31 of Board package, as at April 15, 2025

		Which school community are you a part of? Include all that apply.
ID	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a
50	We need more support for our students. An EA in every classroom as Eby promised, needs to happen, especially in the Primary years. We are always in "the process" of getting behaviour and learning needs assessed and designated so our classrooms go unsupported even though the need is there. It is typical to have 3 or 4 undiagnosed children in our rooms that will be designated by the time they reach the intermediate grades but until then, we are on our own!	Staff member Dorothy Lynas Elementary;
51	We are worried. At Argyle we are a growing school. It is a great place to be and there is something wonderful about knowing that everyone is doing their best. But, our library is closed one block all year long-hurting everyone. We have students taking classes in a foyer-type area above the library. Classes are over capacity and every possible place is used for student learning and yet our enrollment still goes up. Our admin team is doing their best. But, they just can't keep up. The same can be said for our counsellors. Our support staff in the office are rockstars and they can't keep up. It's the same with the Library Assistant and our EAs. With limited hours and limited bodies a limited amount of work can be done. We are well aware that we are entering a period of austerity, but with the price of supplies and resources increasing, and our staffing and spacial problems this is a big concern. How can we continue provide a great standard of education with less? We are already struggling. We need more admin blocks, especially more blocks for our CUPE staff in support roles like supervision aides, the office, WEX, and the library. Having less at this point is actually really worrisome!	Staff member Argyle Secondary;
52	The school district has made progress towards having a base level of technology for every classroom, but many classrooms are still waiting. For each classroom that doesn't already have one, I recommend we prioritize the installation of a projector and a Wi-Fi access point. There also needs to be continued funding to replace these as they reach the end of their service life.	Staff member I am not part of a school community;
53	Be flexible.	Staff member Ridgeway Elementary;
54	Although the number of ELL students have increased substantially over the last year, there is no budget allocated to schools to be used with ELL.	Staff member Eastview Elementary; Montroyal Elementary;
55	Inclusion and more classroom support, more specialist support (i.e.psychologists, psych eds) and resources for learning support	Parent/Guardian Queensbury Elementary;
56	Fund actual PHYSICAL resources for teaching and learning. More LST and counselling.	Staff member Canyon Heights Elementary;
57	VP release time should also be based on school size not averages More support is needed for behaviour and needs (1 EA assigned to class, exclusive from one-one EAs, 1 behaviour support worker per school, more SLP time) it is hard to function at the level we have now! More money is needed to go towards resources for classrooms (textbooks, guide books for teachers: 2 per school is not enough) Money should be given depending on the size of the school not district averages I am sure they is money that can be cut at the top to help fund this	Parent/Guardian and Staff member Sutherland Secondary; Ridgeway Elementary;

ID 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? Include all that apply.
58	School staffing is critical to provide the education to our students. We are short numerous positions throughout our District. And at our school, our administration runs a school larger than one of our high schools with less administrative, clerical, counseling staffing hours as well. Supply budgets are also important as our paper budget is not what a school our size needs.	Staff member	Ridgeway Elementary;
59	I'd say that physical safety in terms of street safety and grounds is most important for next year's budget. Much work is needed in our school grounds, field drainage, playground repairs, and building repairs, including roof drainage. We get a torrential waterfall coming off the roof of our school on rainy days which is a huge hazard in the school yard, and the edge of the field turns into a giant lake. Thank you for hard work.	parent and PAC co-chair	Cleveland Elementary;
60	Hiring more Learning Support Workers (they specialize in Orton Gillingham). Early intervention is imperative, and is could help reduce the costs of LST later. Also, I'm frustrated that LSWs are in the CUPE union and underpaid for their specialty, but that is probably a provincial issue and not a NVSD one.	Staff member	Upper Lynn Elementary;
61	Get rid of district principals. Such a waste of money. Take the money and put it into resources for classrooms. There is no reason to have such a top-heavy administration. Why do we have two assistant superintendents? They have very little effect on student learning.	Staff member	Windsor Secondary;
62	District-wide literacy programming and complete resources based on evidence (e.g., UFLI for all primary classes, ONLit-type program for all intermediate grades) for consistency across the district. More funds for safety equipment (e.g. hard hats for staff in the event of an earthquake) and time for emergency training at schools. More FTE for Elementary VPs :-)	Staff member	Queensbury Elementary;
63	Our schools are drowning with complex cases, many coming from other countries. We need significant budget for Learning Support, LST, Counselling, and SLP. SLP should be divided by the needs of the schools, not by student population. SLPs should divide the time based on caseload. It is inequitable when students in small diverse communities can't access supports but students in other schools can because the cases there are less complex.	Staff member	Norgate Xwemélch'stn Community Elementary;
64	Students need more access to specialized support like counsellors, psychologists, learning support teachers, behaviour support workers, and learning support workers. Our school building requires better maintenance including updating (a larger gym, more washrooms, double paned windows, insulation, improved and consistent heating, air conditioning, etc...), beautification (inside - painting the staff room, cleaning the skylights and windows and outside - landscaping incl. planting), and pest management (getting rid of the mice).	Staff member	Argyle Secondary; Ross Road Elementary;
65	More resources and technology in the hands of students. A greater emphasis on inclusive spaces such as playground equipment a wheelchair can access or under cover play areas for our raining "wet" coast.	Staff member	Canyon Heights Elementary;

		Which school community are you a part of? Include all that apply.
ID	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a
66	To support equitable access to education, and the inclusive education that is being offered in the district the budgets in school do not reflect the needs of the Learning services departments. They need to have a budget that can meet the ongoing needs of the students. This could include resources that match the child's interest that can then be linked to the curriculum, Multiple iPads that can be used to access information within the classrooms when writing alongside their peers, and resources that can be used as manipulatives throughout the year. Learning services are unable to add a parent cost to their subject course outline. Therefore, we are reliant on block budget and there is not a line in budget to support the work that is done within these departments. Teachers are continually told that there is not the funds for those resources, and we find ourselves having the only source of money is what we fundraise ourselves. Technology allows inclusion to be far more seamless and to happen within the classroom alongside peers unfortunately where parents are unable to afford to buy the technology for the student's we find ourselves with two iPads and approximately six laptops, therefore we are having to use desktops that are not housed in the classrooms, meaning we need to withdraw children from the classroom to access the technology. True inclusion costs money and that needs to be a priority in the budget.	Staff member Sutherland Secondary;
67	Please take the time to study the numbers of our ELL population. If we want to support ELL students and families we need to be allocated more hours. At this moment, teachers are stretching their schedules , as much as they can, but they cannot do magic to provide support.	Parent/Guardian Sherwood Park Elementary;
68	Please prioritize adding additional school counselor time. Students and teachers need more help addressing mental health issues in the classroom.	Staff member Braemar Elementary;
69	Direct funding into schools to directly support students; fewer district and/or director positions	Staff member Handsworth Secondary;
70	I am both a parent and staff member, working at more than one school in the district. I would like to see Libraries well funded to continue to be able to provide EDI collections. I would additionally recommend prioritizing counselling services for students.	Staff member Cleveland Elementary;
71	There should be some planning for overcrowded schools and how they are going to address this. The new elementary school being built will most likely feed into Sutherland but the school is already bursting with no extra room for the specialty programs. Spaces are being encroached on each year and it makes it difficult to offer the standard of education that is expected.	Staff member Sutherland Secondary;
72	We need to encourage more teachers to join the profession to combat the rate of burnout that many are feeling, ensuring that teachers are given an equitable workload in class composition with appropriate prep time in keeping with the best practices of other provinces (25% prep time at the secondary, middle, and elementary levels) to provide the best education that students deserve.	Staff member Sutherland Secondary;
73	I think there should be incentives for staff to NOT use sick days. So many staff members are away these last few years that I can imagine it is affecting the SD's budget. Incentives could be 1) allowing a staff member to 'cash' in 4 sick days for a personal day. 2) allowing a staff member to 'cash' in 4 sick days for a credit towards health and wellness activities like a gym / yoga pass or ski pass.	Staff member Sutherland Secondary;

ID	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? Include all that apply.
74	Help support high school sports programs in schools. Give staff days in lieu to encourage staff members to coach school sports teams. Provide staff with a to do for attending sports competitions. Build stronger school communities through supporting extra curricular activities.	Parent/Guardian and Staff member	Boundary Elementary; Sutherland Secondary; Larson Elementary; Argyle Secondary;
75	The budget needs to encourage and support inclusion in the schools. There should be money put towards technology in learning services for students with learning differences so that students who need to type out notes and assignments have access to these supports at ANY point. Funding towards qualified EAs is just as important because we know that it can make a world of difference to students to have extra adults that can provide appropriate support and clearly follow IEP supports and strategies. Finally, funding towards release time for learning services and classroom teachers to collaborate in developing more inclusive units is one of the most proactive budgeting strategies that later reduces the need for reactive supports.	Staff member	Sutherland Secondary;
76	Adding in space in the budget to allow for planning/preparation time (release time) for departments to collaborate within their working hours. Funding added into school budgets for programs such as Learning Services and Athletics so these programs can actually run and not have out of pocket purchases made.	Staff member	Sutherland Secondary;
77	Need more support with students with extra needs - more LST time needed in highschools	Parent/Guardian	Sutherland Secondary;
78	To save paper, time and resources on copying, we should have a way to print booklets in a central location. E. g. purchasing a license for a good quality math program in early primaries (the Singapore Math program is one of the most highly rated in the world) and giving each teacher autonomy to work with the scope and sequence of the booklet. These can be printed in one location and delivered to the school. Experienced people would make booklets efficiently and without wasting paper on figuring out photocopier settings. However, this must be done quickly, within a day or two. Digital orders will be submitted via email and physical copies will be delivered to school. This can be applied to other subjects as well.	Staff member	Lynn timer Xá7elcha Elementary;
79	Prioritize SEL and counselling supports	Staff member	Ross Road Elementary;
80	Mental health should be the most important thing. More trained counsellors.	Parent/Guardian and Staff member	Upper Lynn 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? Include all that apply.
81	Learning support teachers, assistants, and EAs and resources to support students with IEPs. We also need much greater access to computers for all students.	Staff member	Sutherland Secondary;
82	I would love to have the department budget to be more transparent. And for the money paid for lost or damaged textbooks to go into a textbook replacement fund rather than just a general fund.	Staff member	Sutherland Secondary;
83	Please bring back the receptionist position - too many times people are not being served at the counter in a timely manner - it does not look good on the school district to have people waiting unserved or going unnoticed - or the phone ringing going unanswered. I believe the Central Registration staff are extremely busy with the increase of families coming to the North Shore to register their children, as well as the amount of requests for transfers due to the challenge of school spaces and then add on the kindergarten registration - all requiring in person appointments and of course the large amount of drop ins that need assistance with forms, explaining the process and helping them make an appointment. They need the Receptionist position to assist with all of that!!!	Staff member	I am not part of a school community;
84	More School trips for kids	Parent/Guardian	Larson Elementary;
85	Less money on administrative positions and more attention to advancing education in North Vancouver. Other school districts are further ahead with technology etc... Richmond	Parent/Guardian	Lynn Valley Elementary;
86	Pay attention to growing areas within school populations. ELL students are growing in numbers and more staffing/funding to support behavioural/learning needs that have not been met in former countries is very necessary—more than ever.	Staff member	Sutherland Secondary;
87	More support in classrooms	Parent/Guardian	Westview Elementary;
88	Move accessibility upgrades higher in the priority list. Schools are already lacking, and a number of areas related to accessibility, and the accessibility act is requiring Public building to improve their accessibility .	Parent/Guardian and Staff member	Argyle Secondary; Carson Graham Secondary; Upper Lynn Elementary;
89	Provide more transparency as to why there seems to be a lack of funding regarding support staff. This district has a very wealthy clean. Tell yet they're never seems to be any money for schools. For example, we have a \$1600 budget for 400 and so students if you do the math that's approximately four dollars a student.	Staff member	Sherwood Park Elementary;

			Which school community are you a part of? Include all that apply.
ID	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a	
90	I would say that the most important thing is to invest in more education assistants! There is a clear lack of EAs for so many neudivergent students and students with challenging behaviours, which end up being too much for the teacher to handle. Consequently the whole classroom starts falling behind, and all the students start getting frustrated. Also have one more than one teacher for math. There is too much diversity in terms of learning and what's been happening, is that the students who are actually on the same level as their grade, can't move forward because there is a group of students who is falling behind. This situation is far from ideal and definitely discourages the students who can't move forward.	Parent/Guardian	Queen Mary Community Elementary;
91	Expand and renovate Carson high	Parent/Guardian	Carson Graham Secondary;
92	More turf fields. Safer than gravel fields with holes and gravel. Encourages outdoor athletics, keeps the kids cleaner. Allows more fields for academy and sports organizations. Brings back team building through athletics. I am a firm believer that sports teaches more than just winning and losing. Kids development in a safe environment allows calm minds. As much as I love Ridgeway. Both fields need to be leveled and turfed and the large rocks between the gym and the upper field need to be removed.	Parent/Guardian	Ridgeway Elementary;
93	Spend on traffic safety	Parent/Guardian	Braemar Elementary;
95	Prioritize Baseball for lynn Valley Little League at Kilmer Park. More turf priorities	Parent/Guardian	Boundary Elementary;
96	Increase funding for academic enrichment programs, honours/AP programs, science fairs, STEM. Provide AP courses at Windsor Secondary.	Parent/Guardian	Seymour Heights Elementary; Windsor Secondary;
97	Score land and music can be better for children	Parent/Guardian	Lynnmour Xá7elcha Elementary;
98	To provide more funds for school libraries. The cost of mostly supplies, but also books has increased tremendously over the past few years. Teacher-Librarians are having to use their own funds to purchase supplies, etc., for their libraries.	Staff member	All elementary and secondary schools, and Eslha7an

ID	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? Include all that apply.
99	<p>In the 15 years that I have been a TL at Windsor Secondary, the budget for school libraries has stagnated or decreased while the cost of books and library resources has only steadily increased. In an era of literacy skill decline that is widely documented in the media and researched at most levels of government, SD44 MUST make it a priority to increase funds to support school libraries. Teachers struggle to have enough books for students to have a diverse choice of quality reading materials at all reading levels and as TLs, we aim to meet the varying needs of our learners but without financial support and commitment from the board to shore up library budgets, everyone suffers. If SD44 is committed to growing literate citizens with critical analysis skills and minimizing the negative impact of phones and social media's influence on young people's health, then budget resources for quality BOOKS (and audiobooks) are critical. Currently, based on school population, the library budget is \$5 per student. I challenge senior executives and others involved in the decision-making process to find a quality book for \$5. This allotment per student has not changed since 2010, and yet the cost of books, library supplies such as book tape and labels, and subscriptions to quality online resources and databases has increased tremendously since COVID. To foster a vibrant, inclusive, and innovative learning environment in our schools, we need library budgets to reflect the increasing cost of this challenge. We need to continue paying for digital resources that foster critical research skills through access to quality information. Thank you for your consideration for this important literacy goal. For further reading about the social and economic impact of funding libraries, please see the following links: https://canurb.org/wp-content/uploads/CUI_Overdue_report_10.04.23.pdf https://librarianship.ca/news/ccpa-library-funding/ https://www.researchgate.net/publication/360178519_Libraries_and_financial_literacy</p>	Staff member	Windsor Secondary;
100	<p>In my opinion children's physical and mental health should be the priority of the school's programs and activities (as it is most of the time already). Thanks for your dedication and supports.</p>	Parent/Guardian	Ridgeway Elementary;
102	<p>Please work toward more outdoor learning opportunities and the potential of an outdoor based school or at least kindergarten program.</p>	Parent/Guardian and Staff member	Ross Road Elementary;
103	<p>Support installation of a track at Handsworth Secondary</p>	Parent/Guardian	Cleveland Elementary;
104	<p>Provide more resources for children with learning disabilities, especially with regards to baseline evaluation and the ability to show response to interventions</p>	Parent/Guardian	Dorothy Lynas Elementary;
105	<p>School next year. A track would provide significant benefits to students, the school, and the broader community. A track encourages physical activity for all students, not just athletes. Running and walking improve cardiovascular health, reduce stress, and support mental well-being—critical for teenagers' development. Unlike sidewalks or parking lots, a dedicated track offers a safe, even surface for PE classes, sports teams, and general student use.</p>	Parent/Guardian	Handsworth Secondary;
106	<p>Please fix the district website. It is impossible to find anything!!!!</p>	Parent/Guardian and Staff member	Sutherland Secondary;
107	<p>Library budgets have not increased for many years, while prices of books and book supplies (tape, labels, barcodes, stamps, etc) has risen dramatically. I would like to see a specific line item for libraries so that it is clear what money is for the library, and to have that number increase to match inflation. Thank you.</p>	Staff member	Eastview Elementary;

ID	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? Include all that apply.
108	Allocate more funding to teaching and support staff positions of caring people on the front line without increasing the number of admin staff.	Staff member	Larson Elementary;
109	Teachers need access to more current books, hands-on materials, and technology to effectively teach the curriculum without having to spend their own money. Often teachers find it necessary to purchase materials themselves. Math manipulatives, consumable art resources, science materials resources, replacements for outdated text books are a priority. Additionally having more access to tech for students to use is also a must .	Staff member	Lynn Valley Elementary;
110	Please provide more budget to technology, with Windows 10 running out of support we are going to need to replace a lot of computers.	Parent/Guardian	Carson Graham Secondary;
111	Focus on supports directly benefitting students, not more senior management not in direct regular contact with students	Parent/Guardian and Staff member	Carisbrooke Elementary; Carson Graham Secondary; Sutherland Secondary;
112	The way EA time is allocated does not meet the needs on the ground at individual schools. Sometimes there is a need for a 2:1 ratio for kids who can be violent, but on paper, only 1 EA is assigned to that student. That means there is going to be a shortage when the 2nd EA is needed to assist.	Staff member	Windsor Secondary;
113	We need more support in and out of the classroom: EAs, LST, Counselor). Prioritize digital resource subscriptions and work towards getting digital resources like iPads, in every classroom (a set of 10 permanent ones for all students to use for diverse learners, quick research, translation... etc.)	Staff member	Lynn Valley Elementary;
114	Budget for the demonstrated needs of children and teachers. This includes mental health (counsellors).	Staff member	Ridgeway Elementary;
115	Smaller class sizes in grades 4-9, and in classes where the presence of dangerous equipment is a concern (like shop classes and science labs). The maximum class size of 30 should not be the target size for staffing. A class size of 24 is much more manageable and provides a better chance that teachers will be able to successfully manage and teach a class with challenging composition. Fewer district principal positions so that more enrolling staff can be provided to schools.	Parent/Guardian and Staff member	Sutherland Secondary;
116	As a parent, I would like to see substantial budget set aside for STEM related initiatives and engagement.	Parent/Guardian	Argyle Secondary;

ID	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? Include all that apply.
117	Don't cut music, sports and extracurricular programming!	Parent/Guardian	Queensbury Elementary;
118	Build a Handsworth track and field	Parent/Guardian	Handsworth Secondary;
119	Academics and facilities should become a focus again. These priorities of the school system have suffered and been forgotten in recent years. While inclusion and reconciliation are important elements of education, they should not come at a cost of academic and facility operation and focus. Resources focusing on academics and physical literacy should become a focus again.	Parent/Guardian	Blueridge Elementary; Windsor Secondary;
120	Get accurate input and consider it when making decisions	Parent/Guardian	Handsworth Secondary;
121	More turf fields for use by students	Parent/Guardian	Montroyal Elementary; Handsworth Secondary;
122	Crossing guards to increase safety. On a daily basis there are people speeding through stop signs and driving and parking at the school and even parking on the crosswalks. It's a really dangerous place and I've personally helped avert a child being hit by a car by grabbing the child and pulling him away from a moving vehicle that should not have been there. Many reports to the district, but when enforcement is visible it doesn't happen, but consistently occurs every day that it's not enforced. I think crossing guards would help.	Parent/Guardian	Braemar Elementary;
123	Eliminate any "woke" expenses related to Pride/DEI/Every Child Matters	Parent/Guardian	Handsworth Secondary;
124	This is a challenging job and future ahead. You're not going to make everyone happy and I applaud you all for your hard work and dedication. Thank you for looking out for all the kids best interest! We were all children once and it's important to remember that.	Parent/Guardian	Westview Elementary;
125	Use your best judgement.	Parent/Guardian	Canyon Heights Elementary;
126	Make employees feel valued	Staff member	Lynn Valley Elementary;

ID	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? Include all that apply.
127	North Vancouver, and Handsworth specifically, need to invest in having more artificial turf fields and track & field resources.	Parent/Guardian	Handsworth Secondary; Cleveland Elementary;
129	Please prioritize the completion of a sports field for Handsworth. The recently constructed school has less athletic facilities than all other schools in SD44, and less than the school it replaces. This is not acceptable.	Parent/Guardian	Handsworth Secondary;
130	I think we will need more French speaking teachers for students (French immersion) , more learning app/book for students for their self practicing at home and more sports/club activities at school (we can get registration after school hours). I also think each class need at least 2 teachers for primary teaching and assistant teaching from K- 3	Parent/Guardian	Sherwood Park Elementary;
131	Continue to support initiatives that foster diversity, equity and inclusion - please do not retreat from efforts to ensure that children are educated on and exposed to the diversity in their community. Gender awareness and inclusion, First Nations education and the multicultural nature of our community (to list a few areas) are all themes I believe need to be supported through programming and the allocation of funds.	Parent/Guardian	Eastview Elementary;
132	Traffic people please	Parent/Guardian and Staff member	Highlands Elementary;
133	More funding needs to be applied to teacher and staff training around ADHD. ADHD is not just a matter of too much energy or daydreaming. There is a significant ADHD iceberg that affects every aspect of one's lif, particularly the difficulty with executive function skills. Teachers and aides simply do not understand this. Funding also needs to increase for Educational Assistants in dealing with children with disruptive behaviours. Entire classes should not have to be evacuated simply because one child is acting out. The child that is acting out should be removed from the classroom.	Parent/Guardian	Capilano Elementary;
134	Focus on the classroom	Parent/Guardian	Handsworth Secondary;
135	More focus on arts & culture; less on athletics. More use of North Vancouver's natural assets for athletics (hiking, trail running are cheap, life-long and accessible sports).	Parent/Guardian	Handsworth Secondary;
136	More money needs to be spent on educating teachers etc. on learning disabilities - specifically Fetal Alcohol Disorder. Also more money needs to be allocated to services for this group of people.	Parent/Guardian	Mountainside Secondary;
137	I think it would be better if you use extracurriculars more or ask successful personalities to meet the children.	Parent/Guardian	Queensbury Elementary;

		Which school community are you a part of? Include all that apply.
ID	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a
138	Re-install a running track at Handsworth. This is by far the simplest, least expensive, and most inclusive sport that a child can participate in. Its criminal for children (all levels) to have to leave the north shore to have a school track meet. And no, Sutherland doesn't count because you paved it and now its a glorified walking space. It was a classic half-job. do things RIGHT for once. Replacing a track at Handsworth to accommodate more parking is so backwards its absurd. I'm all for parking, but MORE parking? come on.....	Parent/Guardian Handsworth Secondary;
139	Your school board operates in the shared traditional territories of Musqueam, Squamish and Tsleil-Waututh. Your decision to exclude Musqueam flies in the face of your commitment to reconciliation, and the principles of self-determination. The presence of reserves - colonially-imposed racist systems designed to control Indigenous peoples through the Indian Act - are not an indicator of traditional territory. This decision is actively causing harm to Musqueam students in your school district who are excluded, which also contradicts your stated commitment to fostering a sense of belonging for Indigenous students.	Parent/Guardian Upper Lynn Elementary; Argyle Secondary;
140	Teachers need an increase in salary as it is no longer affordable to work as a new teacher and afford basic living costs in Vancouver. As well, a focus on increasing incentive to continue teaching by increasing the wage beyond the 10 year mark - without the opportunity for a pay increase, there is not much incentive for teachers to continue teaching beyond the 10 year mark with such a low wage. As well, there is lack of paid personal days - a few paid days for staff is a must. Those who are new to teaching incur a greater cost in comparison to their salary when taking personal days. More priorities towards fair EA wages so that every classroom can be supported is essential. In terms of remedy, the primary teachers put in a lot of work and never receive remedy as diagnoses take a long time to uncover and families take time to get on board. As such, primary teachers put in a great deal of leg work without any compensation in time or monetary.	Staff member Sherwood Park Elementary;
141	As students get more and more complex we need to pay teachers and EAs more.	Parent/Guardian Carson Graham Secondary;
142	Focus on the classroom.	Parent/Guardian and Staff member Handsworth Secondary;
144	Less focus on virtue signaling/DEI. More focus on education in the core areas of math, writing and reading. Stop indigenous education and indoctrination. Stop land acknowledgements. Cancel pro-d days and early dismissal days. Do parent teacher conferences in the evening.	Parent/Guardian Braemar Elementary;
145	Being an Employee I would be able to give feedback from within the Employment of school district	Staff member Capilano Elementary;
146	I would like to see a renewed focus on core curriculum (Lang. Arts, Social Studies, Math, Science), with less emphasis on special interests. I understand that there is a place for these topics in the curriculum, but it seems that they have a disproportionate emphasis within the classroom and the wider School District Community.	Parent/Guardian Ridgeway Elementary;

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147	The students are the end user and we need to spend for there educational needs	Parent/Guardian	Seymour Heights Elementary; Windsor Secondary;
148	Larger EA budget, more support needed in classrooms. Teachers need extra support.	Staff member	Highlands Elementary;
149	Drop DEI and gender ideology initiatives	Parent/Guardian	Capilano Elementary; Carson Graham Secondary;
150	Strategic Priorities & Educational Outcomes •Align budget decisions with the district’s strategic plan and student achievement goals. •Prioritize equity and inclusion, ensuring resources are allocated to support diverse student needs. •Invest in teacher recruitment, professional development, and student support services.	Parent/Guardian	Blueridge Elementary;
151	I volunteer my time to coach High School Volleyball. It seems that we are always short gym space. I’m not quite sure how you would fix that but it would be helpful.	Parent/Guardian	Seycove Secondary;
152	1 - cross walking professionals hired, too many close calls 2 - continue opposing personal device, screens, phones, watches in schools 3 - have a better system to discipline poor teachers who have overwhelming evidence against them.	Parent/Guardian	Upper Lynn Elementary;
153	greatly increase resources to secure psych-ed assessments for the many families who cannot afford to get them done privately (and therefore increase timely diagnosis and support) and greatly increase resources to provide educational assistants to students whose diagnoses and IEPs clearly indicate they should be provided with in class supports	Parent/Guardian	Seycove Secondary;
154	Prioritize staff salaries first, enabling the district to uphold a higher standard of quality.	Parent/Guardian	Sherwood Park Elementary;
155	Education for our future leaders should not be cut. We should doubling down on education for local community students. Local students will stay. Foreign students will not stay after their education.	Parent/Guardian	Argyle Secondary;
156	Back to basics. A focus on math, literacy, science, sports, and arts. Mental health and wellness, reconciliation, environmental stewardship etc. should all take a backseat to the fundamentals. If salary costs can be reduced to reflect this refocusing on fundamentals, that could be a pathway to fiscal conservatism.	Parent/Guardian	Montroyal Elementary;

ID 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? Include all that apply.
157	Please continue to prioritize teacher and administrator salaries so we can continue to attract quality people to provide excellent education for our children.	Parent/Guardian	Argyle Secondary;
158	Unsure at this time	Parent/Guardian	Dorothy Lynas Elementary;
159	Stop with SOGI, pronouns and critical race theory. Teach kindness and tolerance. Prepare the kids for the real world, please.	Parent/Guardian	Seycove Secondary; Cove Cliff Elementary;
160	More funds to for text books that meet the new curriculum. For example, I have been struggling to teach math as the text books we currently have do not meet the new curriculum. We have finally found some options to purchase, but have to wait one grade at a time to buy them. Therefore trying to teach math properly has been very challenging to teach and challenging for students and families to know what to refer to for help. Also, we continue to need a lot more time for Counsellors and LSTs.	Staff member	Carisbrooke Elementary;
161	Yeah I agree with the proposed budget. Would be great if we can consider some full scholarships for the students who are not able to pay the fee. This will help and support those families who are lower in income in the community. Thanks	Parent/Guardian	Brooksbank Elementary;
162	Classroom composition!!! Too many students with complex needs and not enough staff. Teachers are overworked and under supported. Where is David Ebys promise of an EA in every classroom?	Parent/Guardian	Larson Elementary;
163	Please try to keep arts funding. These departments are already stretched and tasked with doing a lot of their own fundraising to keep programs. As the School District is currently encouraging a strong focus on SEL, I advocate for keeping funding for arts programming which has been show in many studies to have great and measurable benefits to the social and emotional development of students.	Parent/Guardian and Staff member	Argyle Secondary; Upper Lynn Elementary;
164	Be responsible. These are public funds which should be used to benefit the broadest group possible.	Parent/Guardian	Seymour Heights Elementary;
165	Provide funds for school fields, introduce more French classes at elementary schools, create afterschool activity clubs at the schools	Parent/Guardian	Ridgeway Elementary;
166	We would like to see a substantial increase in funding for arts, theatre and music education. We'd like to see a full-time gifted education program in the NVSD at both the elementary and secondary levels.	Parent/Guardian	Carson Graham Secondary;

ID	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? Include all that apply.
168	Focus on the core school subjects-Math, Spelling, vs other areas like sexuality. the kids are coming out of school with no idea how to spell and very little math skills. It's time to go back to the basics and focus on areas that schools should be focused on. Parents can handle the rest.	Parent/Guardian	Blueridge Elementary; Windsor Secondary;
169	Why is the school district dealing with increased costs and expenditures, compared to the revenue it generates? Property taxes have gone up accordingly so would be helpful to understand the cause of the short-fall and the affected areas where there's lesser capacity for investment. Also, what are the pillars of the budget and what initiatives are being discussed? Do you have a quick review guide on the decision points?	Parent/Guardian	Cleveland Elementary;
170	Top priority in the strategic plan in my opinion is innovation in teaching methods. Other 5 are also good but this one is the most important to me for my childrens education.	Parent/Guardian	Dorothy Lynas Elementary;
171	More training and/or better recruitment of administration. They are inexperienced and unable to articulate processes and policies, nevermind implement anything or help parents and students. Too many district principals. What do they do for my kids? Whatever they are doing, I suspect the board and the superintendents could also do. Waste of much-needed funds. Do you track what district principals are actually doing? I had a conversation with one and I don't see how "meetings" and making policy documents (that are readily available to be tweaked in 2 minutes from any agency, university, business...) actually helps the students in our community. I suggest you find out what DPs are actually doing with their full-time jobs. There is absolutely no way that many of them are worth 8 hours/day for years on end. I just counted 20 of them including Vice District Principal positions. Maybe get competent school principals who could do some of the district principal work. What does the 'Healthy Futures 'personal do full-time?	Parent/Guardian	Argyle Secondary;
172	Focus on early diagnosis and intervention of learning difficulties. The sooner the easier to get help!	Parent/Guardian	Cleveland Elementary;
173	As a parent of children in a North Vancouver elementary school, eventually heading to a local high school, I would like to advocate for funding for: 1. Paying Teachers Paying teachers well is not just about compensating them fairly—to me, it's an investment in the quality of education, the success of students, and the health of our community. We want to make sure the best teachers are incentivized to come to our school district and stay here. 2. More Support One of my children requires a full-time aide to be a successful participant at school. In order to get him the support he needs, we had to spend an immense amount of energy and money getting him professionally assessed and coordinating the results of these assessments with the School District. We are noticing there are MANY families in the community that are unwilling or unable to manage these professional assessments so there are kids in the system who need help they're simply not getting and the schools are maxed. PLEASE consider extra staffing to support teachers, aides, and students who needs the help. 3. Fields Access to good fields is vital to the school and the community, as these fields are used for several school programs. Please allocate adequate funds to the fields so that our kids can use them.	Parent/Guardian	Cove Cliff Elementary; Seycove Secondary;

		Which school community are you a part of? Include all that apply.
ID	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a
	<p>Please support neurodivergent learners and the EAs who nurture them.</p> <p>Training for EA's from: 1) SelfReg.ca 2) inTune for PDA</p> <p>Both organizations provide incredible teaching. We need to give tools to our EA's, the unsung heroes!!!</p> <p>So many EA's are minority newcomer women, who are remarkably brave to start a new life in a new country... but they're vulnerable people... taking care of vulnerable children.</p>	Capilano Elementary;
174	They need all the support we can give them. And teachers too need this training as well, of course, but my heart is with the EA's.	Parent/Guardian
175	2 children currently in the education system	Parent/Guardian and Staff member
176	Continuing the strategic planning of having a "welcoming and inclusive culture" and considering world politics, resources focused on Canadian values and EDI should take priority. Also included in this I see the partnerships with community organisations a benefit for community, cost effectiveness and accessibility (for example, community fitness center use, music therapy in schools and partnerships with the MONOVA).	Staff member
177	Focus more on meeting the needs of the community it's through efficient design and get away from the opulent architectural master pieces that are eating up our limited funds.	Parent/Guardian
178	A greater emphasis should be placed on developing our natural resources in Canada. In particular, a focus on promoting Earth Sciences in school would be a great a sensible shift. Given our need for a strong, independent economy, we need a new generation of children embracing the sustainable and responsible development of our natural resources. In particular, we should be educating children on the importance and value of developing our Critical Minerals in Canada.	Parent/Guardian
179	Please focus the budget on improving students' math and other STEM skills. We are very concerned about the substandard math instruction our Grade 6 daughter is receiving.	Parent/Guardian
180	Consideration for support staff to receive salary, better wages and full time hours. There is no incentive to stay in the job as the wages and hours can not sustain basic living costs.	Staff member
181	Do not make cuts to student support services. This is usually the first place cuts are made, however, students with extra needs, mental health challenges, learning disabilities need support now more than ever.	Parent/Guardian
182	focus on investing in fundamental life skills: mathematics, reading and writing comprehension, physical education, and teamwork	Parent/Guardian and Staff member

ID	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? Include all that apply.
183	More parent funded after school programs at school	Parent/Guardian	Eastview Elementary;
184	More EAs for designated kids and smaller clas size to accommodate class composition	Staff member	Queen Mary Community Elementary;
185	Ensuring that all High Schools in North Vancouver have state of the art facilities for learning and growing. This includes fitness facilities (both indoor and out). Handsworth Secondary needs an outdoor track and turf field.	Parent/Guardian	Handsworth Secondary;
186	Lynn timer Elementary really needs financial support. Please provide some air conditioning or fans as there is currently nothing and it's difficult in the summer months. My daughter has autism and can't stand the heat--she has tantrums due to the hot school and has to be sent home early. Lynn timer could also use extra funding so that students in need could have a weekly hot lunch.	Parent/Guardian	Lynn timer Xá7elcha Elementary;
187	Please provide more EA and teaching support for classrooms, where communities would benefit from smaller kids to adult ratio. Also, more adult supervision during recess - there were numerous safety incidents happening to my kids this year and the school hasn't been able to change the situation due to lack of resources.	Parent/Guardian	Capilano Elementary;
188	Prioritize investments benefiting students and educators. • Encourage smaller class sizes and teacher support for better learning outcomes. • Increase funding for counselors, special education programs, and student wellness initiatives.	Parent/Guardian	Sutherland Secondary;
189	more funding of STEM, less funding of politically driven social re-education.	Parent/Guardian	Handsworth Secondary;
190	Must fund for more resources and increase staffing for classrooms with complex needs. Cut down on the number of directors and senior admins. We are far too top heavy.	Staff member	Queensbury Elementary;
191	Plan for prices to increase due to tarrifs	Staff member	Argyle Secondary;
192	Cut the waste	Parent/Guardian	Blueridge Elementary; Windsor Secondary;
193	Prioritize classes for community members. Abandon linear and return to semester.	Parent/Guardian	Argyle Secondary;

		Which school community are you a part of? Include all that apply.
ID	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a
194	Transparency	Parent/Guardian Ross Road Elementary;
195	Consider the children with learning disabilities and their families. We spend thousands of dollars supporting our son with dyslexia. It shouldn't be this way. There are many children who have learning differences, few are getting the support they need. It impacts their entire family paying for it.	Parent/Guardian Ridgeway Elementary;
196	Focus on supporting teachers so they are able to provide the best learning environments for the kids - this could include hiring more EAs and ensuring there are enough skilled substitutes available, especially those fluent in French for the immersion schools.	Parent/Guardian Sherwood Park Elementary;
197	Increased Mental Health specialist assistants for students. Increased trained education specialists for students with Behavioural needs Increased educational aides for students with IEPs. Increased ELL support teachers/aides/team with the ever increasing amount of ELL students.	Parent/Guardian and Staff member Queensbury Elementary; Seycove Secondary;
198	Looking at the strategic plan being presented, it covers a whole wide range of areas and being able to tackle that from a budget standpoint is concerning. I believe the operating budget will need to be looked at so that resolving some of these solutions are not flashes in the pan, and have long term sustainability benefits. Things that I believe have developed well are Strings program in NVSD, and the sports program that is integrated as part of the school system. Also, some of the capital improvements like school upgrades for Argyle and Handsworth have created a better learning environment. I do think one area that might be lacking is the educational growth for students. I believe that would fall under the innovative instruction, but ensuring that varying students have the ability to maximize their potential, and not just focusing on one's that are falling behind. North Vancouver is not necessarily a district that lacks in median income, and that struggling students is not typically lack of economic support, but more lack of support or focus from households. We need to ensure that students willing to drive and strive and achieve in all aspects are provided the opportunities to be succeed, while students who are just at school are provided equal support by parents. I think sometimes that with teachers, they spend so much energy trying to pull a few struggling students along, and that they lose the energy to really help the gently lead the greater mass of high performers hungry for more. Not an easy solution, but something that should be a focus. Also, I believe international student registration is a nice revenue stream, and with so many students in North Vancouver that elect for private educations, it opens up more opportunities for international registration as a revenue stream. We aren't bursting at the seams like other municipalities with respect to enrollment.	Parent/Guardian Montroyal Elementary;
199	Maintaining staff and special needs children.	Parent/Guardian Ross Road Elementary;
200	focus on education basics, stop putting the minority wants ahead of the needs of the masses and stop pandering mindless narratives	Parent/Guardian Blueridge Elementary; Windsor Secondary;

ID	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? Include all that apply.
201	Do not mix grades in one classroom please.	Parent/Guardian	Larson Elementary;
202	It is important that you are spending your budgets on priority populations as identified in the Framework for Enhancing Student Learning (FESL)(Indigenous students, diverse ability students and children and youth in care). It is also important to spend down budgets like Feeding Futures. Last year, there was a significant surplus and this is a targeted program that many students can benefit from.	Parent/Guardian	Argyle Secondary;
203	We need more schools and staff to support our increasing population. Our school is already over maximum capacity. Knowing that there are many more condo/apartment complexes being built we don't have the capacity to place all the potential children in a school within their catchment.	Parent/Guardian	Ridgeway Elementary;
204	Do not cut budgets that will impact support staff or teacher to student ratios	Parent/Guardian	Cove Cliff Elementary;
205	No DEI. No woke nonsense.	Parent/Guardian	Canyon Heights Elementary;
206	Class composition and more supports to facilitate inclusive education.	Staff member	Westview Elementary;
207	We will focus on aligning our school plan goals with new resources (Math Textbooks), and looking at updated furniture and resources for students to support with executive functioning (wobble stools, standing desks). We will also be updating our Library resources and furniture to be more current with a learning hub. We have a good selection of technology, but this continues to be a focus to support students with translation and written output.	Staff member	Boundary Elementary;
208	First of all, the strategic priorities, values and goals are a foundational element to establishing a budget. Your values and goals are stated but who decided those? I disagree with at least three of the goals as they fall outside of what the core of education should be and they violate my culture's values. Simplify to delivering quality, innovative education in an environment that respects everyone. All of the current goals appear to be influenced by the destructive yet enduring regime of political initiatives instead of focusing on the fundamentals of education. I don't see anywhere where it states, "deliver best in class education" or something of that nature. Cut the fat, focus on the fundamentals of education. Secondly, the survey is also an empty offer without being able to see a detailed budget, and is unfortunately a very poor attempt at public input. Also, providing benchmarking information against other provinces and states or education systems could also provide valuable insights for public input. Two items for thought: Remove pro d days and early dismissal days, and, Hold teachers accountable to performance metrics like best in class organizations do and apply such results to bargain with the union to show how the weak performers continue to destroy union, child education, and public value. Imagine, motivating and rewarding the good teachers! Lastly, encourage your government to invest in and support its economic drivers like our resources, tourism, economic infrastructure etc so that we can generate more revenue as a province and nation and pay good teachers more.	Parent/Guardian	Cleveland Elementary;
209	Support early literacy in K-3. Continue screening for early reading strategies and add more small group or one-on-one support for students not meeting grade-level expectations. Even though my children are in high school, I believe early literacy support will increase the quality of instruction at all grades by ensuring all students can read fluently by the end of grade 3.	Parent/Guardian	Carson Graham Secondary;

		Which school community are you a part of? Include all that apply.
ID	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a
211	As a teacher-librarian and parent of elementary and highschool students in the district, I strongly urge the Senior Leadership Team and Board of Education to make the protection and bolstering of our district's dwindling library budgets a priority. The last couple years saw the library block budget line become "locked in" for library resource use only--this is a hugely positive step, allowing equity across the district and safeguarding the library resources budget from being appropriated for other uses. Not all PACs and Administrators are willing or able to supplement the library block budgets. However, at a time when kids need cool and current books and library collections to boost literacy, a time when book costs are soaring, our library resource budgets are dwindling. Our school's pre-covid library resource block budget (in 2019 and 2020) was \$2095. This year, our budget is \$1370. Library learning commons are being asked to do more with much less. It is an exciting time in publishing, with previously marginalized voices (including indigenous, differently-abled, LGBTQ+, BIPOC, and neurodiverse voices) being published and heard... Students deserve see themselves reflected in the books they check-out from their school library! More than ever they need to be inspired by and excited about books. Thank you for your consideration.	Staff and Parent
212	Ensure that salaries, benefits, and professional development opportunities for teachers and staff are competitive to attract and retain top talent.	Blueridge Elementary; Cove Cliff Elementary; Seycove Secondary;
213	More lunch time, less dogs on premise (including weekend monitoring) and better preservation of school grounds	Capilano Elementary;
214	Reduce your staff and increase your remaining staff productivity.	Blueridge Elementary;
216	More focus on academic excellence rather than cultural diversity.	Handsworth Secondary;
217	We would love to see a Homework club after school at Braemar. Our friends at Ridgeway Elementary have this, and it is so valuable. If there is not staff to support this initiative, I am sure we could coordinate parents to supervise (just like we do with Walking School Bus), but it would be advantageous to have a staff sponsor and to be the central organizer. It would also be lovely to have older students help the younger students, giving the older ones a chance to develop their leadership skills. Again, this requires a staff sponsor. Creating a supportive environment, where the intellectual momentum can carry forward from the school day would be amazing. We are lucky that we speak French, but there are families of children in the French program who do not speak French, so the added benefit of having peer support for the French Immersion students would be a big plus.	Norgate Xwemélch'stn Community Elementary;
218	Sports facilities are severely lacking in the District. This needs be addressed.	Braemar Elementary;
		Blueridge Elementary;

ID	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? Include all that apply.
219	Please allocate some of the budget to education for educators and staff on supporting neurodiverse students	Parent/Guardian	Braemar Elementary;
220	Spend the budget wisely. Continue the work with Truth and Reconciliation. Continue creating safe and inclusive spaces for everyone.	Parent/Guardian	Eastview Elementary;
221	Holding an exhibition with the help of parents and students	Parent/Guardian	Carson Graham Secondary;
222	More counseling and proactive mental health supports for students	Parent/Guardian	Argyle Secondary;
223	Finding the correct balance between helping special needs students and special needs situations, vs the larger student population. For example : you have a class of 28 students of which 2 are special needs which require almost constant attention and a dedicated FTE each. Do you a) assign an FTE each to these students which means 3 FTEs for this class. b) assign 1 FTE for both students. c) assign 1/2 or less FTE per student as resources need to be allocated elsewhere. My point is, in a perfect whole of unlimited resources we can choose a) and everyone wins. But reality is, every time we allocated a disproportionate amount of resources to a small number of students we are inherently under-investing in the rest of the student body. Today I feel the pendulum has swung too far towards prioritizing special needs students, which has meant de-prioritizing the majority "other" student population as special needs students inherently have a more vocal and active voice (parents, educators etc) as its the more obvious symptom.	Parent/Guardian	Sherwood Park Elementary;
224	Support for learners with special needs. Continue to support music programs at the elementary and secondary levels	Parent/Guardian	Argyle Secondary;
225	Given fiscal constraints, focus on the district planning priority of modernizing curriculum and innovative instruction. This will make for a well educated population to the vast majority of young people within the school district and has strong potential for future job placement and career development. Consider reviewing and reducing expenses related to all of the other district planning priorities, most especially the following 3: complex learners, indigenous education and social emotional learning.	Parent/Guardian	Argyle Secondary;

ID	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? Include all that apply.
226	More counselling support and youth outreach worker support for our kids at school.	Parent/Guardian and Staff member	Upper Lynn Elementary; Montroyal Elementary; Handsworth Secondary; Carisbrooke Elementary; Argyle Secondary; Carson Graham Secondary;
227	The biggest concern our schools are facing right now is social emotional support for our students and staff. More Counseling and Ea time is a must!	Staff member	Montroyal Elementary;
228	As a new teacher it was very disappointing to see that the mentorship program hours of release time to meet with mentors had been defunded. Mentorship has been an invaluable learning tool and those hours with my mentor provided very important guidance.	Staff member	Highlands Elementary;
229	To make sure the most robust course offerings are available to students with qualified teachers to deliver them. To ensure kids with disabilities are well supported with the right number of EAs to ensure their maximum learning	Parent/Guardian	Eastview Elementary; Sutherland Secondary;
230	More focus on supporting students and sports	Parent/Guardian	Brooksbank Elementary; Sutherland Secondary;
231	Focus on the basics of providing foundational education in a safe environment.	Parent/Guardian	Brooksbank Elementary; Seymour Heights Elementary;
232	Food for all, not for some. More promoting of health food options. Education for students on food recovery and waste reduction. More education in schools on cooking!	Staff member	Mountainside Secondary; Ridgeway Elementary;

ID	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? Include all that apply.
233	We need to find a better way to support our schools. Having a student who's neurodivergent with three full time aids, and not having thr budget for an additional teacher leaving thr class sizes big is not fair.	Parent/Guardian	Capilano Elementary;
234	Switch back to semester.	Parent/Guardian	Argyle Secondary;
235	I would love to see an increase to vice principal time throughout the schools. Their time is so minimal as an administrator, they are unable to meet all the needs of that role. We are seeing a higher turnover of young teachers in the profession. It would be very beneficial to have VP's support young teachers with curriculum and other aspects of the job. I understand that the budget is tight, but I have seen a massive decrease in vice principal administration time since I started teaching and see the trickle affects through all aspects of the schools. It is important to hire new VP's who not only have strong curriculum knowledge but are supportive towards staff (strong social emotional intelligence). This isn't possible when you are constantly having to teach and manage your own classroom. I realize that I would be in the minority and that teachers are constantly wanting resources, however I see this as amazing resource and have seen it done in ways that are beneficial on so many levels.	Staff member	Queensbury Elementary;
236	Please focus on the basics - reading, writing, math, science ...	Parent/Guardian	Seycove Secondary;
237	<p>1. Ensure that all identified/designated students that require additional supports; have the required and necessary supports in place and available to them. (Meeting each students unique needs)</p> <p>a. LAC and LST departments should have Block Budgets assigned to them to ensure a fair, equitable and inclusive education is available to the enrolled students. Teachers running these courses should not be using their own money to build, design and support learning; but rather be give the autonomy to sue funds to deliver quality education.</p> <p>a.i as an FYI - when teachers do use their own money and are reimbursed, these reimbursed funds should not be added to tax slips box 40 - as additional taxable income - which is the current practice.</p> <p>b. ALL classes should be staffed with the necessary EAs as per the class composition requires</p> <p>2. REMEDY - NVSD and Board of Education explore all opportunities to reduce, avoid, limit REMEDY being "earned" by any teacher. This will require all parties invest in balancing school and student composition, scheduling and staffing to address the learning needs of students.</p> <p>a. The NVSD collaborates with the NVTa to offer suggestions and solutions that provide meaningful opportunities and options for converting REMEDY. These solutions aim to be practical and beneficial, ensuring they do not result in additional work and allow teachers to maintain their autonomy.</p> <p>3. Recruitment of specialty teachers should be prioritized (meeting student needs, continuous improvement of instruction and assessment, organizational effectiveness and accountability to support student learning)</p> <p>4. Prioritize Budget and allocate funding to reduce class sizes - particularly where student safety is a concern (meeting student needs, continuous improvement of instruction and assessment, organizational effectiveness and accountability to support student learning, health and safety...)</p> <p>a. build more schools</p> <p>b. consider year-round schooling</p> <p>5. Limit On-Line class sizes to a maximum of 30. On-Line class sizes are viewed as a way to reduce staffing, but ultimately will increase the need for TTOCs as enrolling teacher burnout will increase as their workload is overburdened.</p> <p>a. also noted that new teachers, keen on getting contracts will likely take on on-line courses to secure contracts. While their salary will be lower than that of an experience teacher, it is likely they will not endure.</p> <p>b. course consistency and valuable learning may be lost with mass enrollment.</p> <p>6. It is a challenging time to be a student / learner as our "high density threshold" has broken free from the dam. Overall success rates (student and district performance), well being, etc are in decline due to underfunding, and negative repercussions are emerging; such as increased competition for resources, overcrowding, strained infrastructure, higher pollution levels/traffic concerns, potential social issues, and reduced access to amenities, all stemming from the sheer number of individuals concentrated in a limited space.</p> <p>7. Find new "cafeteria" third party where nutrition is prioritized.</p> <p>8. Consider funding to address earthquake prone classroom storage/tools facilities</p>	Staff member	Sutherland Secondary;
238	Ensure all teachers are innovating. Better performance reviews based in deliverable outcomes and test results. If that means more training or more money to review teacher competence, then put the money there and in teaching children and youth how to effectively use up to date technology. (Provide adequate technology).	Parent/Guardian	Upper Lynn Elementary;

ID	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? Include all that apply.
239	- our textbooks are very outdated - we need new Math textbooks, Social Studies textbooks and Science textbooks that are in line with current curriculum and indigenous content. While there are many ways to supplement the material with alternate / online sources, many of us still rely on outdated Math Makes Sense / Ancient Worlds / BC Science to form the basis of our lessons. After more than 20 years, it is time for them to be replaced.	Staff member	Brooksbank Elementary;
240	More thought should be put in to before and after school programs that are accessible to more families.	Parent/Guardian	Queen Mary Community Elementary;
241	We would like to see the gifted district program continue- or even expand. Our son says it's "school heaven "	Parent/Guardian	Lynnmour Xá7elcha Elementary;
242	ensure student's well-being and mental health above all; ensure EDI; promote active learning that builds student creativity, confidence and resilience.	Parent/Guardian	Mountainside Secondary;
244	With the rise of violence that is so prevalent in the school system now. I feel that there needs to be more training and higher wages for those individuals that have to deal with the onslaught of violence on a daily basis. I understand that there are different positions in the school system but it doesn't seem that the wage shows the different levels that are needed. Too many workers are taking stress leave or having to go out on extended medical leaves due to the violence they have endured. Wage increase for those workers having to deal with the day to day struggles of working with violent behaviours.	Staff member	Capilano Elementary;
245	Please allocate fair salaries to the teachers (covering prep time) and sufficient budget for instruction materials and excursions. Build/open more schools for the growing populations in North Vancouver.	Parent/Guardian	Argyle Secondary; Larson Elementary;
246	answers and opinions in this survey	Parent/Guardian	Windsor Secondary;
247	Ensure that spending is aligned with student learning outcomes, focusing on classroom instruction, special education, and mental health support. Prioritize funding for core academic programs over administrative expansion, identify areas where administrative costs can be reduced Explore partnerships with community organizations to share facility costs or maximize rental opportunity Consider phased retirements, job-sharing, or cross-school roles for specialist teachers, leverage collective agreement to meet education requirements Publish clear, understandable financial reports and justifications for budget decisions.	Parent/Guardian	Argyle Secondary;
248	Explore services that can be achieved through volunteering or look for fundraising opportunities	Parent/Guardian	Windsor Secondary;

ID	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? Include all that apply.
249	School traffic should be a big priority	Parent/Guardian	Braemar Elementary;
250	Prioritize special needs students and fight for every provincial dollar to ensure they get the maximum available. Remember that their expenses could go up in the middle of a school year and plan for a financial cushion to absorb it, so as not to disrupt their education.	Parent/Guardian	Carson Graham Secondary;
251	All EAs should get 7 hour days unless they ask for shorter hours. We need a livable wage.	Staff member	All elementary and secondary schools, Eslha7an ; and North Vancouver Online Learning
252	Far more time is needed focusing on Canadian history, recognizing our veterans and depth in our history. Seems to be alot of focus on lgbtq and indigenous acknowledgement but none on our history.	Parent/Guardian	Seymour Heights Elementary;
253	More lunch time supervision	Parent/Guardian	Seymour Heights Elementary;
254	Maintain arts options -- music, art, drama, library. This is crucial. I suspect many parents would be willing to contribute to a book drive (ask for 50 bucks?) -- if we knew that other arts things were being kept.	Parent/Guardian	Braemar Elementary;
255	More funds spent on the students directly to improve their in class experience rather than on bureaucracy and constant pandering to the loud minority. Also, build the Handsworth artificial turf.	Parent/Guardian	Handsworth Secondary;
256	Allocate sufficient resources for Learning support teams. There is an increased need for learning support in all schools and districts are struggling to meet those needs.	Parent/Guardian	Handsworth Secondary;
257	More time and money spent on supporting marginalized communities. Including training and education on history of violence and interventions. Restorative justice training for district staff would be incredible.	Staff member	Mountainside 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? Include all that apply.
258	EAs are not offered a reasonable amount of contracted hours. Everyone knows they do countless hours of unpaid overtime and the paltry amount of LIF time available is insulting. We need to go back to 32.5 hour contracts to address this issue; compensate EAs appropriately before we lose the ability to attract and retain Educational Assistants.	Staff member	Queen Mary Community Elementary;
259	Focused spending to maximize ROI. Give teachers the supplies they need to do their jobs benefitting the entire classroom. This is your survey???	Parent/Guardian	Canyon Heights Elementary;
260	Need more support in classes	Staff member	Windsor Secondary;
261	Please consider upgrading the computers provided for student use. Also there must be more EA's hired to handle all the diverse needs.	Staff member	Carson Graham Secondary;
262	Offering after school programs that families can actually afford. In the school district I work in, they partner with the district rec association and provide affordable programs. Our school only ever has programs that cost min. \$300 per kid... this is outrageous especially when you have multiple kids.	Parent/Guardian	Blueridge Elementary;
263	Focus on Knowledge (Math, Sciences, Language, STEM). Indigenous, racial, and sexual orientation education should be considered but not be a priority.	Parent/Guardian	Argyle Secondary;
264	Put money and resources into providing more staff support in classes. Every year there are more and more students being diagnosed with Dyslexia, ADHD hyper and inattentive etc. As a result kids need instruction in small groups where they can ask questions and be prompted by staff to stay on task. One teacher to 26 kids is not sustainable. classes need to be restructured so that kids are able to learn. too many kids are seeking alternative education streams such as oxford, OG, private schools. We should not have to do this. Education for our kids needs to become a priority and thinking out of the box is desperately needed.	Parent/Guardian	Larson Elementary;
265	Consider sharing the performance metrics of your strategic plan and how the annual budget allocation is helping to achieve (or falling short).	Parent/Guardian	Seycove Secondary; Sherwood Park Elementary;
266	Please be very mindful about any potential cuts, as to not affect the education standards of current and future students in the city. If any funds need to be redirected, they should be looking into the potential different future of the world with the changes that technology and AI may bring, and give them enough tools for them to have **critical thinking** and **self-knowledge** and ability to have **self-reflection** as well as to protect their mental health.	Parent/Guardian	Handsworth Secondary; Braemar Elementary;
267	School leadership/teacher accountability, school cultures influenced by the leaders/teachers = safe, supportive, inclusive, and inspiring for teachers and students. Learning support in the classrooms, counselling services holistic and consistent in each school, teacher development targeted at developing skills to relate and teach current demographic and neurodiverse needs	Parent/Guardian	Montroyal Elementary;

ID	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? Include all that apply.
268	Elementary school facilities need upgrades - gymnasiums (ie increase size to full size basketball court including height), outdoor play equipment, covered play spaces, classroom storage, library desks etc.	Parent/Guardian	Argyle Secondary;
269	Cut costs in order to keep property taxes low.	Parent/Guardian	Sherwood Park Elementary;
270	I would say to spend more funding on libraries. Also, please put dividers between the urinals. It's really weird to stand less than a foot away from another guy in the urinal next to me.	Student	Seycove Secondary;
271	Get teacher benefits under control. Why are part time teachers pulling full benefits? Many hang on to a few classes just to retain these benefits. Not all boards do this. Inclusion is costing a lot with diminishing returns. And why are teachers banking remedy hours so that they can buy extra planning time in subsequent years when they no longer have the same students that gave them the remedy hours in the first place? What exactly do district principals do?	Staff member	Windsor Secondary;
272	Please, NO more budget for topics related to "First nations truth and reconciliation" and IDE (Inclusion, Diversity, and Equity). There are plenty of resources on these subjects already. Although they are important, they are not a priority. More budget into STEM (science, technology, engineering, and math), especially Math. Teens are falling behind and they don't understand basic concepts. More budget into Geography. It's hard to believe we live in a global world and yet students don't know where cities are located. More budget into History: Students need to understand the past in order to understand the present. More budget into Reading comprehension/writing: Both are essential skills. Take the SAT as an example. Good communication is KEY in all areas of our lives. Introduce literary classics and authors like Homer's Odyssey. Teach students how to write properly and with elegance. This will help them avoid being misled by ignorant "influencers" and "tik-tokers". Lastly, consider adding certifications. There are many options available, many of which are free or offered at a low cost. They are very valuable at the job market. Bonus: Finance courses 101 such as savings, what's a credit card, student loans, what's a debit card, taxes.	Parent/Guardian	Argyle Secondary;
273	Please don't cut music classes. There is not enough music education as it is. Music is tremendously important for children's development for so many reasons and it would be a big blow if North Vancouver did as Surrey is doing and decided that music education wasn't a high priority.	Parent/Guardian	Dorothy Lynas Elementary;
274	Encourage student volunteer programs to support school activities at a lower cost. Initiatives like peer tutoring, event assistance, and environmental projects provide hands-on learning while fostering leadership and community involvement. This approach helps maximize resources while giving students valuable real-world experience.	Parent/Guardian	Windsor Secondary;
276	None, I don't know what kind of budget pressures there are.	Parent/Guardian	Eastview Elementary;

ID	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? Include all that apply.
277	Please invest more money into more counseling and supervision aides. Also students at every level at the beginning of the year should get counselled on group behaviour during breaks and how perception is as important as facts.	Parent/Guardian	Argyle Secondary;
278	More funding needs to be placed into our students with Ministry identified special learning needs. We are falling very short of meeting the learning needs of these children, especially those with a Q or P identification, as all our time and resources are being spent on those with more complex needs. We must continue to place more focus and funding into our children who require additional support.	Parent/Guardian and Staff member	I am not part of a school community;
279	Capital infrastructure type investments and focus on indigenous reconciliation	Parent/Guardian	Lynn timer Xá7elcha Elementary;
280	Please consider the new Cloverley Elementary as a single-track French Immersion school. It is so centrally-located when considering a unique opportunity for parents to select this option in a growing neighborhood. A single-track French Immersion school allows the staff and students to focus on one program, helps to concentrate resources and create unity. Dual-track schools often see some division with English and French Immersion students not always connecting as well.	Staff member	Cleveland Elementary;
281	Mindfulness of those who can't afford the extra costs	Parent/Guardian	Seymour Heights Elementary;
282	Keep a focus on supporting children who have diverse or different learning needs.	Parent/Guardian	Larson Elementary;
283	For the purpose of facing multicultural situations, improving social skills is essential!	Community member	I am not part of a school community;
284	It's important to give enough budget for Handsworth Secondary School to have a decent field for sport and activities.	Parent/Guardian	Capilano Elementary;
285	My highest priority suggestion is for funding to support incoming Kindergarten students. We have struggled for years over how to support students with undiagnosed special needs. Having a larger proportion of students with complex needs in Kindergarten seems to be the norm now and it makes it difficult to provide meaningful instructions in foundational Social Emotional, Literacy, and Numeracy skills.	Staff member	Boundary Elementary;
286	Prioritize students over managers and boards.	Parent/Guardian	Montroyal Elementary;
287	Special needs students- inclusive Ed.	Staff member	Handsworth 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? Include all that apply.
288	The district strategic plan doesn't have tangible success criteria and solely rely on survey and interview (that are not provided with the strategic plan). My guidance for the board is to: 1) make the objectives in the plan quantifiable and measurable (ex: Change "Promoting learning in, with and about nature" to "Expand nature-based learning programs by implementing a minimum X hours of new outdoor education initiatives and increasing school and participant engagement."). 2) combine survey results with actual objective/tangible data.	Parent/Guardian	Westview Elementary;
289	More outdoor activities	Parent/Guardian	Eastview Elementary;
290	Encourage data-driven budget decisions, focusing on evidence-based programs that show strong academic and social benefits. With technology there are a lot of cost effective ways to help support children to read, do math as well as mental well being programs. Look at what is currently being done and implement affordable programs that get results. If budget is tightening explore partnerships with local businesses, community organizations, and government grants to supplement school funding. We should be more creative in how funding is achieved and should think outside the box.	Parent/Guardian and Staff member	Cleveland Elementary;
291	Spend on teaching the basics - reading writing math. Focus on learning only Keep it simple.	Parent/Guardian	Montroyal Elementary;
292	The Handsworth turf/track is a critical piece needed for both the Physical Health and Education classes but also the educational athletic teams. Will be a much needed community piece as well for both school and community sport.	Staff member	Handsworth Secondary;
293	prioritize student learning	Parent/Guardian	Sutherland Secondary;
294	Focusing on and prioritizing inclusive and diverse learners with multiple barriers to accessing, engaging with and excelling in traditional, mainstream education.	Staff member	Carson Graham Secondary;
295	All good	Parent/Guardian	Upper Lynn Elementary;
296	I would like the SLT and Board either to develop the budget honestly, without consultation, or if they are going to engage in consultation, to do it in a meaningful way. Sending a survey with minimal context and a single open question, giving no information to the respondent, serves only to check a box but not to provide meaningful input. I am very disappointed in this tokenistic approach to consultation. It is not designed to result in useful feedback, and as such is worse than the Board going ahead without feedback.	Parent/Guardian	Cleveland Elementary;
297	Do not cut more instruction days to meet budget.	Parent/Guardian	Cleveland Elementary; Handsworth Secondary;

ID	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? Include all that apply.
298	Please ensure that appropriate funding is allocated to SOGI or LGBTQ+ programming in light of an uptick in hateful rhetoric and legislation in Canada.	Parent/Guardian	Capilano Elementary;
299	Continued focus on mental health and social emotional learning and well being for staff and students.	Parent/Guardian	Eastview Elementary; Sutherland Secondary;
300	Add more school counsellors in elementary schools (full time).	Parent/Guardian	Dorothy Lynas Elementary; Seycove Secondary;
301	I would like a priority put on providing more & keeping counselors available to students and staff. There are many current affairs that is causing anxiety, stress. and depression. This is ongoing and will most likely increase with the current situation across the boarder. This will only increase the need for mental health support. I would like more focus on delivery of education to students and staff around diversity and racism. Providing a system that works. Educational programs around schools, more posters frequently being rotated so they are always noticed and reinforced. It takes money so we need to keep working towards reducing incidents of racism. TA and EA supports. Providing equity as much as possible. Please ensure all children in our district are provided enough support to thrive. If we pull back on this type of support, this is ongoing and needs to be maintained and we need to not follow a minimum requirement as our School District has the capacity to be a leader and the one of the best for students to excel.	Parent/Guardian	Sutherland Secondary;
302	Provide more advanced lessons for high achiever	Parent/Guardian	Argyle Secondary; Lynn Valley Elementary;
303	Please make sure you keep up with regular maintenance in each building.	Parent/Guardian	Mountainside Secondary;
304	Provide more resources for students with disabilities (eg; Children with Autism, ASD, ADHD) provide funding for Speech language Therapy, Occupational Therapy, Music Therapy, and additional support accommodations	Parent/Guardian	Upper Lynn Elementary;
305	Rather than order more paper for photocopying, more textbooks would be much appreciated for students. Photocopying textbooks seems lifeless. Textbooks provide students with the whole picture of a topic.	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? Include all that apply.
306	No comment	Parent/Guardian	Carson Graham Secondary;
307	Once the extent of next year's budget restrictions are known, engage in a solution exploration process using design thinking (so rapid prototyping and other approaches designed to move quickly within complexity can be utilized with as diverse a range of school stakeholder voices as possible). In my experience as a service designer who has designed essential service responses quickly, across large government constituencies in unexpected urgent situations, challenges like this have the potential to generate effective, innovative solutions and support useful paradigm shifts that may not have otherwise emerged. I expect there are numerous other school community stakeholders like myself who would happily volunteer time to help design and support implementation and feeding back the results of an activity like this.	Parent/Guardian	Carson Graham Secondary;
309	Continually invest in your staff to encourage and equip them to invest in their students.	Parent/Guardian	Windsor Secondary;
310	More money allocated to ELL and LST case managers. Hire more EAs. Replace old textbooks	Staff member	Sutherland Secondary;
311	Some of NVSD's six strategic goals —while well-intentioned—fail to address students' most pressing challenges. In a world of finite resources, education budgets must prioritize preparing students for an uncertain, technology-driven future. The current system often holds back the most capable students rather than equipping them to thrive. Priorities set in 2020 may no longer be relevant, and a focus on forced equity over real-world preparedness does not serve students well. The district must revise its goals to reflect the evolving demands of education and the workforce. Key Recommendations: Future-Proof Skills, Prioritize project-based and interdisciplinary learning. Integrate financial literacy and entrepreneurship education. AI & Digital Literacy. Expand computer science and AI education. Train teachers in AI tools for personalized learning. Mental Resilience & Well-Being. Strengthen social-emotional learning (SEL). Incorporate growth mindset principles. Experiential Learning. Expand internships, apprenticeships, and co-op programs. Support service learning and civic engagement. Teacher Readiness. Fund professional development in AI-driven and competency-based learning. Enable administrators to address underperforming teachers. Lifelong Learning Culture. Foster adaptability, continuous learning, and future workforce readiness. The 2025/26 budget must reflect emerging research and workforce trends to ensure students succeed in a rapidly evolving world.	Parent/Guardian	Handsworth Secondary;
312	more educational assistants for classrooms please due to more students with more complex needs	Staff member	Mountainside Secondary;
313	Limited resources should be as focussed as possible on making meaningful learning experiences for the students of North Van, not providing an opulent office environment for administrators who have little to no contact with students.	Parent/Guardian	Argyle Secondary;

ID	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? Include all that apply.
314	Prioritize education!	Parent/Guardian	Seycove Secondary; Sherwood Park Elementary;
315	Prioritize outdoor learning, kids are spending too much time in front of screens. Sports remain one of the few activities that build social skills and draw kids away from phones, gaming and social media. We are lucky to have new schools in the district, let's ensure we have facilities that continue to support sports and interplay across the school district.	Parent/Guardian	Handsworth Secondary;
316	Please take a balanced approach. Retaining and supporting teachers, EAs and other staff would be my first priority. Most staff likely have great ideas of what their different school environments need most. Refraining from inflating upper management or administrative position salaries while creating greater equity among staff. Consider any "low hanging fruit" type strategies and spend on larger budget items with care, as I'm sure you're already doing. In addition, continue to find creative ways to support students with special needs, learning disabilities and neurodivergence.	Parent/Guardian	Lynnmour Xá7elcha Elementary;
317	Need more focus on STEM. I have seen students are struggling in careers by doing babysitter or restaurant jobs. They should be well informed of impact Science and Tech brings if they wanna do job in future. When you visit any school only the pink papers with art and social science is displayed on notice board. You will hardly see any focus on Coding, Math or Science projects.	Parent/Guardian	Ridgeway Elementary;
318	Full time counsellors at every elementary school- this is so crucial to building relationships and supporting the mental, emotional and behavioural needs of the students (and teachers!).	Staff member	Carisbrooke Elementary;
319	We need to prioritize capital expenditures for expansion of current schools (e.g. a modular expansion at Argyle to add classrooms and capacity) and the building of new schools (e.g. possibly utilizing the former Lucas Centre property). It feels like the district is bursting at the seams in the Lonsdale and Lynn Valley areas.	Parent/Guardian and Staff member	Argyle Secondary;
320	As much as I, a parent who likes the out-of-school activities the school organizes, I'd rather have them cut rather than core elements to the schools function.	Parent/Guardian	Brooksbank Elementary;
321	Hiring extra Math Teacher or giving extra hours to EAs who are willing to do math club in the early morning/after school. Academic goal is: One-hour Mathematics period guaranteed every day, every class for every child.	Staff member	Larson Elementary;
322	Upgrading Windsor secondary school to prepare earthquake safely concerns. Thanks.	Parent/Guardian	Windsor Secondary;
323	To remember the dis-advantaged children and those with special needs, who are on the autistic spectrum.	Parent/Guardian	Sutherland Secondary;
324	Finding affordable housing is a key issue for younger teachers, especially those working in an expensive community like North Vancouver.	Staff member	Capilano Elementary;

ID	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? Include all that apply.
325	Lynn timer is bursting at the seams and there is no line of sight of addressing the capacity or earthquake upgrades. It's frightening.	Parent/Guardian	Lynn timer Xá7elcha Elementary;
326	Students need space and healthy student/teacher ratios.	Parent/Guardian	Argyle Secondary;
327	Things don't stay the same. Prices keep going up.	Parent/Guardian	Cove Cliff Elementary;S eycove Secondary;
328	My top priorities are sufficient supports (teachers aides) for students with special needs. Libraries and teacher librarians, and arts programs.	Parent/Guardian	Dorothy Lynas Elementary;
329	prioritize extra curriculars	Parent/Guardian	Cleveland Elementary;
330	Allocate more money to expand maintenance department and hire more staff. We are concern with the condition of the school grounds as the majority of the schools are built in the 50sand with global warning and extreme weather, more frequent land slide, flooding and failing trees are occurring. Major drainage upgrade will be required to alleviate problems in the future.	Staff member	All elementary and secondary schools, and Eslha7an
331	Allocate more into maintenance to improve the condition of the school grounds and address safety concerns	Staff member	All elementary and secondary schools, and Eslha7an
332	Look at the effectiveness and productivity of teams. In my opinion performance evaluations must be prioritized and corrective action taken accordingly. My understanding is that performance reviews haven't been done in years.	Staff member	All elementary and secondary schools, and Eslha7an

ID	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? Include all that apply.
334	Giving more attention to meet their concerns	Staff member;	All elementary and secondary schools; Eslha7an; I am not part of a school community;
335	As a mother of two daughters in North Vancouver's elementary and secondary school system—and a graduate of SD44 myself—I have witnessed both the evolution and, in some areas, the decline of resources, curriculum content, and class structure. I want to share my personal experience on how the rapid influx of foreign students has impacted our schools, highlighting the urgent need for additional resources such as ELL and EA support to ensure all students receive the education they deserve.	Parent/Guardian	Carson Graham Secondary; Larson Elementary;
336	Give more attention to to their concerns	Staff member	All elementary; Eslha7an; Argyle Secondary; Carson Graham Secondary; Handsworth Secondary; Seycove Secondary; Sutherland Secondary; Windsor Secondary; I am not part of a school community
337	restoration of department heads, not teacher leaders; higher photocopy budget; textbook replacement	Staff member	Sutherland Secondary;

ID	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? Include all that apply.
338	Kindly Allocate more funds for maintenance Department	Staff member	All elementary and secondary schools, Esplanade; North Vancouver Online Learning; I am not part of a school community;
339	Think long term	Parent/Guardian	Canyon Heights Elementary; Handsworth Secondary;
340	More support for students struggling in classes who have a diagnoses such as ADHD.	Parent/Guardian	Argyle Secondary; Ross Road Elementary;
342	Better training for the teachers and smaller class more aids for kids that have different needs	Parent/Guardian	Eastview Elementary;
344	Support staff need more funding. Having people work bell to bell does not allow the school I work at to operate to the same degree as having staff with longer hours.	Staff member	Sherwood Park Elementary;
345	Do not target cuts so that underserved groups are the main groups impacted	Parent/Guardian	Argyle Secondary;
346	Field trips for students to learn what life and work places are really about. Visit farms, factories, manufacturing plants, mills, laboratories, studios, workshops, etc.	Parent/Guardian	Seymour Heights Elementary; Windsor Secondary;
347	The budget should prioritize replacing asbestos/vinyl composite floor tiles and insulation with non-carcinogenic alternatives in older schools. Abrasion of the floors by normal use and possible disturbance from earthquakes has the possibility to release asbestos fibers which are known to cause cancer.	Staff member	Seycove Secondary;

		Which school community are you a part of? Include all that apply.
ID	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a
348	support for teachers - if we want inclusion we MUST provide resources to support teachers in that. students need to be in safe, violence free classrooms.	Parent/Guardian
349	Technology for intermediate classrooms. Sports programs for elementary schools.	Staff member
350	More funding for LST (esp in French Immersion), counselling & SLPs	Parent/Guardian and Staff member
351	The district ought to fund TTOCs for teachers who are off campus for coaching and field trips.	Staff member
352	Mandated, ongoing antiracism education for staff.	Parent/Guardian
353	Don't have added fees for different courses. They should all be part of your overall budget.	Parent/Guardian
354	Increased budget for paper and resources that replace the physical textbooks	Staff member
355	More support for students with challenging behaviour/learning needs; so often these two are in tandem, even when undiagnosed and undesignated, so teacher/EA ratios could be much better at our school	Staff member
356	programs for kids	Parent/Guardian
357	Please invest in the Roots of Empathy program for the entire district. This program has significant and long term, positive impact on prosocial behaviours in students and school staff that is backed up by peer reviewed academic research- https://link.springer.com/article/10.1007/s12310-011-9064-7 It can be funded under mental health support programs.	Parent/Guardian
358	Better outdoor play grounds and better soccer fields with natural grass. Bring more and better professional shows and contests related to music arts and sports.	Parent/Guardian
359	Learning is about so much more than just the standard government mandated classes (math, socials, science, english). Those "extra programs" like music, careers, work experiences, outdoor learning, etc, are what motivate, inspire and teach students . They are also the programs that provide equitable education to students who struggle in the traditional school environments. Please do not cut those programs.	Parent/Guardian

ID	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? Include all that apply.
360	<p>There are a number of items I would like to see:</p> <ul style="list-style-type: none"> - Technology updates around the district (includes upgrades and extra) - IB funding (would like to see the IB coordinators have more time) - More funding for counseling at the elementary level - there should be a full time counselor at every school - This may be a controversial take, but I believe that there should be a separate building in the district for our growing Level 4 students who are a safety concern in our schools. I believe a model where they have a "home school" (catchment school) where they visit but the bulk of their time would be spent at another facility with trained staff and specially outfitted for them. There they can learn the skills they need to thrive in society. 	Staff member	Capilano Elementary;
361	<p>I urge you to prioritize funding for the LSC department to ensure that all the students receive the support they need to thrive. Adequate resources are essential for creating an inclusive learning environment where students with diverse needs can succeed academically and socially. Increased investments in specialized tools - such as assistive technology, sensory supports, and individualized learning materials will enhance student engagement and accessibility. Additionally, funding for more educational assistants with specialized training will ensure that students receive the personalized support they require. Adaptive PE equipment is essential to allow students with diverse needs to participate in class. At this time there is nothing to offer students other than modifying what the school has. We were told there is no budget for this.</p>	Staff member	Sutherland Secondary;
362	<p>I think more money should be put towards supporting ELL students in our district. Supporting ELL students fits with many components of the strategic plan: welcoming and inclusive, student centred learning and mental health/well being. I also know inclusion starts with supporting our most at risk students: ELL students with complex learning issues are very much students at risk.</p> <p>I also think Mega schools such as Ridgeway should not be assigned the same amount of resources as smaller schools (eg. 2 UFLI manuals for 29 divisions).</p>	Staff member	Ridgeway Elementary;
363	<p>Increase the pay for EAs. The quality has gone down considerably over the past few years, and there is literally a shortage. Pay increase is needed to attract high quality applicants. The students with special needs are suffering, and will continue to suffer, in case we don't do anything to remedy this situation. Because there is more demand than supply, low quality applicants with low quality credentials from un reputable institutes are being hired. Moreover, the teachers just let the kid with special needs "pass time" in school with the EA rather than focusing on the academic needs of the child. The system is broken.</p>	Parent/Guardian	Eastview Elementary;
364	<p>As an EA working in school, I hope we could have more budget on EA working hours to pay extra working and prep time for the students. Hopefully we could have more 32 hours positions open for support staff in elementary schools.</p>	Staff member	Seymour Heights Elementary;
365	<p>Please return to educating our students instead of indoctrinating them!</p>	Parent/Guardian	Argyle Secondary;
366	<p>Sports and other after school activities for kids is so helpful to their bodies & mind. Unfortunately due to the high cost of living & house prices in the district, this puts a lot of pressure on parents who cant afford to send their kids. I would like to use the schools properties & bring in local sports & creative clubs at reduced rates to parents.</p>	Parent/Guardian	Lynn timer Xá7elcha Elementary;
367	<p>Ensuring teachers and staff are well paid is a top priority - the work they do is incredibly important. EAs are vital!</p>	Parent/Guardian	Braemar Elementary;

		Which school community are you a part of? Include all that apply.
ID	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a
	The board of education should do everything it can to generate additional revenues to subsidize financial deficits. There is an intense demand for gym rentals and the school board should find more opportunities with community partners to maximize rentals. One way to do this is not charge additional custodial fees beyond the rental. There are so many positives to having the schools utilized during the summer/Christmas break, off-peak hours and evenings in the Spring when it does not conflict with school programs.	
368	Right now, if you were to rent the gym on a weekend for 4 hours, you have to pay 4 hours for rental PLUS 5.5 hours of custodial fees on top of the 4 hour booking. As stated in the contract (30 mins before to open, and 1 hour after the rental). I'm saying, charge more for the booking, but having to pay essentially 9.5 hours for a 4 hour rental is exorbitant - Surrey, Langley and other communities have a much better set-up and the result is more revenue, and numerous benefits for the community.	Parent/Guardian
369	Focus on maximizing student potential at every level. Would love to see the children challenged to achieve their personal best.	Parent/Guardian
370	Staffing is always an incredibly important priority. The very real pressures faced in schools when teachers and CUPE staff members, particularly EAs, are not replaced add significantly to the already busy work load we collectively have.	Staff member
371	Special education needs to be a priority as well as ELL	Staff member
372	Hire a Receptionist at the ESC	Staff member
373	A small stable amount of funding going toward Emergency Preparedness would help ensure all schools have the necessary supplies in the event of emergency or disaster.	Staff member
374	Hold the teachers and principles to account for violations of the code of ethics	Parent/Guardian
375	Get the wokeness out of the school and teach in a secular fashion as you have been mandated to do .	Parent/Guardian

		Which school community are you a part of? Include all that apply.
ID	What guidance would you provide the Senior Leadership Team and the Board of Education concerning next year's budget?	Are you a
376	Invest in long term solutions, get back to teaching History not just focusing on ever changing modern day Fads. Focus on project based learning, social Interaction sand communication. Promote healthy discussions. More money on sports, outings, trips	Parent/Guardian
377	Maintain 100% of EA, LST, counsellor and psychologist funding to support inclusive education.	Parent/Guardian
378	Increase library budgets.	Staff member
379	Spend a little more on the theatre group activities in the high schools and a little less on the sports -ie football- programmes	Parent/Guardian
Written Comments Submitted by Email		
I received your email regarding budget input for Budget Priorities 2025/26 at 3:21pm on March 3rd for a feedback period that closes at midnight on March 4th. The link on the email directed me to https://www.sd44.ca/Board/BudgetFinancialInformation/BudgetInput which indicates that the period for feedback was Feb 4th to March 4th.Can you please explain why, when the feedback period was a month, the notification email for feedback was sent less than 48 hours before the deadline? This smacks of a disingenuous public consultation process aimed at minimizing public stakeholder participation.		
Thanks for taking the time to respond. The item is mentioned within the January Superintendent's Report, but not in the email announcement of that report. Granted, it is mentioned in the email announcement of the February report, but to leave the email that is actually titled "Budget Priorities 2025/26 - Provide Feedback" until the very last minute, when this could have been sent much, much earlier, is perhaps something you could take on board for future communications.		Information not received
This is great to get parents involved in the investment focuses which will shape the future of our next generation. I have educated myself on the strategic priorities showcased in the video, yet i'd like to know: - what projects will be considered as part of the strategic priorities and get funded in the span till 2031? - what are the investment focuses in year 2025 and 2026? - have we learnt anything from the pandemic and intend to invest more in enhancing ventilation systems, which will be beneficial during all the flu seasons? - AI has drastically change the society and how we think, work, study, operate as a society. Is there any investment in modern technology and AI application that is age appropriate?		Parent/Guardian
I am a parent of 2 Dorothy Lynas students. My feedback on the budget is as follows: Please continue to fund SPARKS program and related opportunities to support gifted students.		Parent/Guardian

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

Meeting Date: April 15, 2025 ☒ **Board** ☐ **Board, in camera**

Topic (as per the Memorandum): **Proposed Revised Policy 207: Field Trips**

Narration:

The North Vancouver Board of Education is committed to creating a safe, inclusive, and enriching learning environment that promotes learner well-being and diverse educational experiences. In this spirit, the Board recognizes that student field trips enhance educational programs and foster meaningful learning experiences.

Policy 207: Field Trips was last updated on June 21, 2011. The school district engaged expertise from educators to update the policy. The proposed revised policy has been shared with the Policy Review Committee and further revised based on comments.

New policy language has been integrated into the revised draft, subject to Board approval. The administrative procedures will be updated and provided to the Board at a future meeting for information.

Arlene Martin, Assistant Superintendent, will introduce the Proposed Revised Policy 207: Field Trips.

Attachment:

- Proposed Revised Policy 207: Field Trips

RECOMMENDED MOTION:

that the Board of Education approve Proposed Revised Policy 207: Field Trips as attached to this Administrative Memorandum of April 15, 2025.

207 Field Trips

Adopted: September 25, 2001

Revised: November 26, 2003

Reviewed: March 6, 2006

Revised: May 28, 2008

Revised: June 21, 2011

Revised: Month XX, 2025 (Subject to approval by the Board)

Policy Statement

The North Vancouver Board of Education ("The Board") recognizes that student field trips enhance educational programs and foster meaningful learning experiences.

Effective learning often results from firsthand observation or active participation in events and activities beyond the classroom. The Board believes it is essential that field trips are selected, planned, organized, and conducted with careful attention to:

- Clear educational benefit to learner;
- Safety and well-being of all participants;
- Risk assessment and management of off-site activities; and
- Equity and inclusivity, ensuring all learners can participate fully and meaningfully.

Field trip planning must align with the School District's commitment to ensure equity, accessibility, and fostering a welcoming, inclusive environment for all.

Definitions

"Field Trip" refers to any structured, school-approved educational activity that takes place outside the regular classroom environment, designed to enhance learning through firsthand experiences.

Scope

This policy applies to all learners within the North Vancouver School District.

Administrative Procedures

The Administrative Procedures to support this policy are available to school administrators and educational staff upon request through the Assistant Superintendent's Office.

Resources

- [Motor Vehicle Act Regulations - Division 36 - Child Seating and Restraint Systems](#)
- [Child Passenger Safety - BCAA Traffic Safety Foundation](#)
- [Booster Seat Legislation - BC Field Trips](#)
- [Foreign Affairs and International Trade Canada](#)

DRAFT

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

Meeting Date: April 15, 2025 ☒ **Board** ☐ **Board, in camera**

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

Narration:

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

Assistant Superintendent Arlene Martin will provide an overview of the Ministry 2024 Annual Review Feedback on the School District's Enhancing Student Learning Report.

Attachment
Framework for Enhancing Student Learning, 2024 Annual Review Feedback

REF: 304100

Framework for Enhancing Student Learning

2024 Annual Review Feedback

School District 44 – North Vancouver

The Enhancing Student Learning Report (ESLR) is intended to fit within each district's continuous improvement cycle. It acts as an annual touchpoint for districts to reflect and report on the progress made toward the district strategic plan priorities. This allows districts to adapt strategies to focus on areas for growth on an ongoing basis, and to communicate progress with the public.

The ministry reviews ESLRs annually to monitor sector-wide progress and identify potential areas requiring support.

During the Annual Review, a team comprised of ministry and sector representatives read every district's ESLR and built consensus on strengths, considerations, and proficiency levels within five focus areas:

1. District's approach to continuous improvement
2. Ongoing data and evidence review (qualitative and quantitative data)
3. Ongoing strategic engagement focussed on student learning
4. Alignment
5. Improving equity of learning outcomes for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities

For additional context during the review process, the team referred to additional district documents, including but not limited to the district strategic plan, the Aboriginal How are We Doing Report, previous feedback reports, and samples of available school plans and operational plans.

This feedback report is intended to support SD44 North Vancouver's continuous improvement efforts by providing constructive feedback on the September 2024 Enhancing Student Learning Report.

Focus Area 1 – District’s Overall Approach to Continuous Improvement

To demonstrate proficiency, districts are expected to provide evidence of a comprehensive, annual continuous improvement approach in place within the district, including:

Approach Overview

- Clear descriptions, illustrations (e.g., [Continuous improvement cycles](#)), and/or other indications of the district’s annual reflective processes, including:
 - Evidence of how the continuous improvement approach connects to school-level work
 - An explanation of how the district monitors the effectiveness of implemented strategies (i.e., [Monitoring Strategy Effectiveness Worksheet](#)).
 - Artefact/template for alignment
- Evidence that feedback from the previous year’s review has been considered during district planning.

Ongoing Data and Evidence Review (Qualitative Evidence and Quantitative Data)

- An explicit connection between the outcome of the data analysis and interpretation and the selection of targeted strategies and/or explicit interventions (i.e., what is being continued, adjusted, or added and why?)

Ongoing Strategic Engagement

- An explicit description of how feedback from ongoing strategic engagement informs the selection or adjustment of strategies (i.e., what actions were taken based on the received feedback?).

Adaptations

- An explicit description of how the district has monitored and adjusted strategies based on:
 - Data analysis and interpretation
 - Feedback from ongoing strategic engagement
 - The effectiveness of implemented strategies
- Evidence that feedback from the previous year’s review has been considered during district planning.

Alignment

- An explicit description of how district departments and schools are working in tandem to achieve strategic plan priorities (i.e., how is the district building system coherence?).

2024 Feedback

The district's report shows evidence of employing selected components of continuous improvement processes, while working to build upon their application.

Strength

The report demonstrates a commitment to a continuous improvement approach with the 'Next Steps' chart.

Consideration

Future reports will benefit from an explicit description of the district's application of continuous improvement processes to address the identified gaps for priority populations.

2023 Feedback

The district's report shows evidence of employing selected components of continuous improvement processes, while working to build upon their application.

Strength

The report demonstrates components of a continuous improvement cycle, including monitoring and adaptations.

Consideration

Future reports would benefit from clear articulation of how the adapted strategies listed are prioritized and connected to the results of the data analysis and interpretation.

Focus Area 2 – Ongoing Data and Evidence Review (Qualitative and Quantitative Data)

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- Clear evidence that the district has reviewed, analyzed, and interpreted both qualitative and quantitative sources of data and, where applicable, triangulated multiple sources of data to inform planning.

Required Data Template

- As provided in the "Section A: Pre-Populated Data Template," visual representations of all the student performance data required by the [Enhancing Student Learning Reporting Order](#), masked where necessary and disaggregated to show results for Indigenous learners on and off reserve, children and youth in care, and students

with disabilities or diverse abilities. To reflect the [Educated Citizen](#), data is organized into three pillars:

- Intellectual Development
 - Human and Social Development
 - Career Development
- Concise, reflective analyses and interpretations of all presented data, including:
 - Analyses and interpretations of disaggregated student performance data for **each** priority population.
 - Explicit acknowledgement of masked or missing data points, especially for priority populations, with an explanation of how these data points have been considered in the data review.
 - An overview of key trends, learnings, and existing or emerging areas for growth (“So what?”) that the data review illustrates.
- Clear identification of any inequities illuminated by the disaggregated student performance data sets.

Additional Data Sets

- Representations of supplemental relevant local and contextual sources of information that the district is using to triangulate with provincial data. Where districts are faced with low FSA participation rates, triangulation is especially important to better gauge student performance and identify achievement gaps. Additional measures may include:
 - Additional student performance data (both qualitative and quantitative data, including How Are We Doing Reports, attendance data, report card data, results from local assessments, student voice).
 - Qualitative data, for example:
 - MDI/YDI
 - Student voice
 - BC Adolescent Health Survey (from McCreary Centre Society)
 - “Tell Them from Me” survey
 - Contextual information (i.e., Equity Action Plans, Local Education Agreements, Enhancement Agreements).
 - Data and evidence collected regarding the impact of implemented strategies (both qualitative and quantitative data).
- Clear acknowledgement of trends (minimum 3 years) and inequities that emerged from the analysis and interpretation of data sets focussed on the priority populations, including qualitative evidence where applicable.

2024 Feedback

The district’s report shows clear evidence that the district has embedded comprehensive data and evidence review processes.

Strength
The report provides analysis and interpretation of required data sets.
Considerations
Future reports will benefit from further disaggregation/triangulation of data sets to enhance analysis and further interpretation of results.

2023 Feedback
The district's report shows evidence that the district engages in several components of comprehensive data and evidence review processes.
Strength
The report analyzes and interprets multiple sources of data and connects this analysis to areas for growth.
Consideration
Future reports would benefit from ensuring that data are accurate and current (e.g., Indigenous grade 4/7 numeracy and 5-year completion rate).

Focus Area 3 – Ongoing Strategic Engagement Focussed on Student Learning

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

Report Body (10 pages)

- A brief description of the district's strategic and deliberate processes for inclusive, ongoing, and meaningful engagement specific to the continuous improvement of student learning outcomes. This includes specific details on:
 - The Rightsholders and stakeholders involved (i.e. **who**), including:
 - Local First Nation(s) on whose territory the district operates schools;
 - District Indigenous Education Council;
 - First Nations, Métis, and Inuit parents/caregivers and students;
 - Existing district committees and structures (i.e., employee groups, DPAC);
 - Student groups; parents/caregivers and
 - The local community.
 - The format of the engagement process (i.e. **how**). This includes timing/frequency of engagement, level of engagement, and specific methods used to demonstrate an ongoing process.
- An explicit explanation of how the feedback gathered from engagement processes helped shape any adjustments and adaptations to strategies.

2024 Feedback

The district's report shows evidence that the district has components of broad, meaningful, and ongoing engagement processes in place.
Strength
The report shows evidence of some planned engagement structures.
Considerations
Future reports will benefit from additional evidence demonstrating how ongoing strategic engagement feedback informs the district's actions to address the areas for growth identified in the data and evidence review.

2023 Feedback
The district's report shows evidence that the district has components of broad and meaningful engagement processes in place.
Strength
The report shows evidence of engagement with multiple rights holders and stakeholders.
Considerations
Future reports would benefit from a clear outline of how the feedback received informed the district's next steps.

Focus Area 4 – Alignment

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

Report Body (10 pages)

- A description of the district's implementation plan and its alignment to the strategic plan.
- A description of how current school plans are aligned with the educational objectives from the district Strategic Plan. **(Vertical alignment.)**
- A description of the district's mechanism to monitor ongoing effectiveness and alignment of school plans.
- A description of how the district leveraged and/or re-allocated existing resources (i.e. finances, FTEs and staff time) to support successful implementation of new, adapted, or continued strategies.
- A description of how district operational plans/district departments (financial, human resources, information technology, engagement, communications, and long-range facilities) are aligned to support the implementation of new, adapted, or continued strategies. **(Horizontal alignment.)**

2024 Feedback
The district's report shows evidence that the district has several components of vertical and horizontal alignment processes in place.

Strength
The report provides evidence of structures in place within the district to support overall alignment.
Consideration
Future reports will benefit from articulating the district's approach to annually reviewing the alignment and progress of school plans for coherence.

2023 Feedback
The district's report shows evidence that the district has several components of vertical and horizontal alignment and adaptation processes in place.
Strength
The report demonstrates several structures in place within the district to support the alignment of priorities, including the "family of schools approach".
Consideration
Future reports would benefit from an explicit description of how district departments, including budgets, support implemented strategies.

Focus Area 5 – Improving Equity of Learning Outcomes for Indigenous Learners, Children and Youth in Care, and Students with Disabilities or Diverse Abilities

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

Report Body (10 pages)

- Descriptions of how the district uses data to track and support cohorts of priority learners, including those represented in masked data sets.
- A description of the district's approach to address inequities in learning outcomes for identified priority populations, including:
 - District structures to address inequities identified through the data analysis and interpretation
 - Targeted, evidence-informed strategies implemented to address inequities for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities.
- Descriptions of how the district monitors the effectiveness and/or impact of currently implemented strategies.

Focus Area 5.1 – Focus on Indigenous Learners

2024 Feedback
The district's report shows some evidence that the district focusses on cohorts of Indigenous learners and is working to further improve equity of learning outcomes.
Strength

The report demonstrates a focus on Indigenous learners through increasing targeted staffing.

Consideration

Future reports will benefit from showing how the district monitors the effectiveness of strategies implemented to support cohorts of Indigenous learners.

2023 Feedback

The district's report shows some evidence that the district focusses on Indigenous students and is working to further improve equity of learning outcomes.

Strength

The report shows evidence of some focus on Indigenous students.

Considerations

Future reports would benefit from explicit connections of targeted strategies to the identified gaps in the data analysis that they are intended to address.

Focus Area 5.2 – Focus on Children and Youth in Care

2024 Feedback

The district's report shows limited evidence that the district focusses on children and youth in care.

Consideration

Future reports will benefit from explicitly identifying achievement gaps and articulating targeted strategies to support children and youth in care.

2023 Feedback

The district's report shows limited evidence that the district focusses on children and youth in care.

Consideration

Future reports would benefit from explicit connections of targeted strategies to the identified gaps in the data analysis that they are intended to address.

Focus Area 5.3 – Focus on Students with Disabilities or Diverse Abilities

2024 Feedback

The district's report shows limited evidence that the district focusses on students with disabilities or diverse abilities.

Consideration

Future reports will benefit from clearly articulating the district's approach for tracking and planning targeted interventions for cohorts of students with disabilities or diverse abilities.

2023 Feedback

The district's report shows some evidence that the district focusses on students with disabilities or diverse abilities and is working to further improve equity of learning outcomes.

Strength

The district shows evidence of a focus students with disabilities or diverse abilities with universal strategies.

Consideration

Future reports would benefit from a greater focus on students with disabilities or diverse abilities, with specific targeted strategies.

Accessibility and Readability

In addition to demonstrating proficiency in the above focus areas, reports are expected to:

- Be readable and accessible (i.e., written in plain language with elements such as graphics, bullet points, and a table of contents).

Based on the evidence provided in the Enhancing Student Learning Report, the following areas for growth have been identified for SD44 North Vancouver:

- Strategies to improve equity of learning outcomes for children and youth in care and students with disabilities or diverse abilities.

The Ministry will contact the district to discuss capacity building supports available in these areas.



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

Meeting Date: April 15, 2025 ☒ **Board** ☐ **Board, in camera**

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

Narration:

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

Attachment:

Indigenous Education Council Update – April 2025

Indigenous Education Council Update – April 2025

The Indigenous Education Council (IEC) advises the Board of Education on matters related to Indigenous student success, and provides insight into priorities, programs, services, and strategies that support the strengths, needs, and diverse identities of Indigenous learners in the district.

The North Vancouver School District has had an IEC for many years, providing a vital space for dialogue and collaboration in support of Indigenous learners and community relationships. With the passing of BC Bill 40, all Boards of Education are required to formalize and maintain Indigenous Education Councils. As such, the structure, membership, and terms of reference for the school district's IEC are currently in the process of being refreshed in alignment with Ministry guidelines and expectations for implementation. These guidelines emphasize distinctions-based representation—acknowledging the unique rights, histories, and voices of First Nations, Métis, and Inuit learners—and center the leadership of local First Nations.

To date, the forming IEC has met three times during the 2024–2025 school year, with the most recent meeting on April 7, 2025. Representatives from the Tsleil-Waututh Nation and Squamish Nation were in attendance. The tone of the gatherings has been collegial and collaborative, reflecting a shared commitment to Indigenous student success and respectful engagement. The April 7 meeting focused on the IEC's role in budget development and review, particularly in relation to Indigenous Education targeted funding. A presentation was shared on the school district's annual planning and budget cycle, the current and projected enrolment of self-identified Indigenous students, and the allocation of supplemental funding. For the 2025/06 school year, the school district anticipates preliminary targeted funding of approximately \$1,038,200 based on a projection of 580 Indigenous learners, each generating \$1,790 in supplemental funding.

In support of Bill 40 implementation, the Ministry has provided an Implementation Grant of \$68,500 for 2024/25, with confirmed funding of \$76,700 for the 2025/26 school year. These funds are designated to support honorariums, administrative coordination, and capacity building for the IEC as outlined in the Ministry's guidelines. This funding also supports secretariat responsibilities, travel and meeting costs, and engagement activities as determined by the IEC.

In addition to its budget-related work, the IEC has received a copy of the school district's Framework for Enhancing Student Learning (FESL) document and is offering feedback and guidance to support the identification of next year's district priorities. Their insight is essential to ensuring Indigenous student outcomes and voices are meaningfully reflected in our strategic direction.

The NVSD IEC remains in a formative stage, with membership still under active consideration. In accordance with Ministry guidelines, IECs must reflect the distinctions-based diversity of the Indigenous student population and prioritize representation from the local First Nations on whose territories the district operates. While the district continues to hold space for broader representation, including Métis and urban Indigenous voices, the Tsleil-Waututh and Squamish Nations—whose representatives currently comprise the core of the Council—have expressed a desire to continue focusing on discussions with their respective Nation Councils regarding future membership. The Terms of Reference will be finalized once the full composition of the Council is confirmed. The school district remains committed to walking alongside local Nations in a respectful, Nation-led process as the Indigenous Education Council takes its next steps toward becoming fully established.

The next meeting is scheduled on May 6, 2025.

**Schedule ..Ç3...
of the
Administrative Memorandum**

Meeting Date: April 15, 2025 ☒ **Board** ☐ **Board, in camera**

Topic (as per the Memorandum): **Policy 605: Admission of Students to Schools - Administrative Procedures**

Narration:

The North Vancouver Board of Education is responsible for the governance of the school district and executes this responsibility through the establishment and maintenance of Board-approved policies. Administrative Procedures provide the operational details of specific policies, where appropriate.

The Administrative Procedures for Policy 605: Admission of Students to School have been reviewed and revised by school district staff to best align with current practices and are being presented to the Board for information.

Attachment:
Policy 605: Admission of Students to Schools - Administrative Procedures



North Vancouver School District

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Admission of Students to School

Administrative Procedures

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Introduction

The North Vancouver School District began registering students centrally after a change in Provincial legislation in 2002. The staff at the Central Registration Office manages all students registering for the North Vancouver School District or applying for a transfer from one North Vancouver school to another due to a change in residence. Person(s) registering for the North Vancouver School District or applying for a transfer must visit the office in person.

Central Registration Office

2121 Lonsdale Avenue
North Vancouver, B.C.
V7M 2K6
Tel: 604-903-3368
Fax: 604-903-3369
Email: registration@sd44.ca

Hours of Operation

The Central Registration office is open throughout the school year and in the summer.

Hours of operation are:

8:30 a.m. – 4:30 p.m. (Monday to Friday)

Summer Hours during July & August: 8:00 a.m. – 4:00 p.m. (Monday to Friday)

The office is closed during all statutory holidays.

Policy

[Policy 605: Admission of Students to Schools](#) describes the responsibilities of the Board of Education and the Superintendent in the provision of an educational program and the guiding principles for student admissions.

Definitions

“Alternative Programs” means those programs as described in Policy 204: Alternative Education.

“Catchment area child” means a person of school age, and resident in the catchment area of the school.

“Continuing school district student” means a student in attendance at the school or a designated feeder school during the previous school year, and resident in the North Vancouver School District.

“District Program” means those programs (e.g. French Immersion K – 12, Late French Immersion) established by the Board of Education that have the entire North Vancouver School District as the catchment area. Upon leaving a district program to enter the regular program, the regular program catchment area will apply to the student for placement purposes.

“Feeder schools” and their associated “receiving schools” are described by the Board of Education’s established catchment areas, where the class from the highest grade offered by the feeder school would be enrolled the next year in a designated receiving school, unless an application for enrollment elsewhere is accepted.

“International Students/Fee Paying Students” are defined as students who have moved from outside the province of British Columbia to British Columbia and do not meet the residency requirements of Section 82(2) of the School Act.

“Legal guardian of a child” is defined within the meaning established in the Family Relations Act and is the person who has legal control of the child as designated by a government ministry or a Canadian court order issued by a judge.

"Non-catchment area child" means a person of school age, resident in the North Vancouver School District, and not resident in the catchment area of the school.

"Non-school district child" means a person of school age, resident in British Columbia, and not resident in the North Vancouver School District.

"Parent" means the guardian of the student or child, the person legally entitled to guardianship of the student or child, or the person who usually has the care and control of the student or child in the absence of a parent.

"Previous school year" means the school year previous to the school year for which the person is applying to enroll in an educational program.

“Priority Placement Period” means the period of time when registrations and transfers for the following year are accepted. All registrations and transfers accepted in this time period will be treated equally, and will be assigned a priority according to the Priority Assignment Criteria (see

Priority Assignment Criteria section). There are two Priority Placement Periods: Kindergarten Registration (generally late October to early December), and Grade 1 to 12 Registrations and Transfers (generally late January to early March). Check the North Vancouver School District website for published dates.

“Resident”, in accordance with the School Act, a student is resident in British Columbia if the student and the student's guardian are ordinarily resident in British Columbia. See the Ministry of Education’s [Eligibility of Students for Operating Grant Funding](#) document for more information.

“School age” is defined in the School Act as a person who has or will have attained the age of 5 years on or before December 31 of that school year and who has not attained the age of 19 years before July 1 in the year of application.

"School district child" means a catchment area child or a non-catchment area child.

Admissions Process - General Principles

The objective of the Admissions Process is to allow for the maximum number of students to attend their catchment area school, and to admit siblings to the same school whenever possible.

The Superintendent establishes start and end dates for applications for registration and transfers (Priority Placement Period). These dates are published on the North Vancouver School District website.

Applications for registration and transfers are assigned a Priority according to the Priority Assignment Criteria.

In some circumstances, the catchment area school, or the requested school, will not have space, facilities, adequate resources, or appropriate educational programs required to meet the student's needs. The school district will arrange an alternative placement.

Due to limits on available spaces, it may be necessary to conduct a lottery and/or establish a waitlist (see Lottery and Waitlist section).

Once placed, it is the responsibility of the school principal to arrange for a school intake meeting for any student and parent for the purpose of confirming the educational needs of the student and informing their registration in a school program at that school.

Age-Appropriate Placement in an Educational Program

A child of school age who applies for the first time in the North Vancouver School District for admission, and who has previously attended a public school outside the province of British Columbia, or any private/independent school, shall be placed according to the child's age (age-appropriate placement). If, in the professional judgment of the school principal, a placement other than an age-appropriate placement is suitable, then the principal, in arriving at such a decision, shall consider all available records and assessments.

Catchment Areas

The location of the student's place of residence will determine their catchment area school. Resources are available on the North Vancouver School District website as a reference for identification of the school to which a student new to the North Vancouver School District should first apply for admission.

Communication

Kindergarten - the staff at Central Registration is responsible for communicating with parents about Kindergarten school assignments. Assignment letters for priority Kindergarten registrations should be mailed to parents once assignments are determined. At that time Central

Registration will also send a listing of all the Kindergarten students assigned to that school. The school is responsible for informing parents of their child's Kindergarten placement in a class.

Grades 1-12 – the staff at the school is responsible for communicating with parents about Grade 1-12 placements.

Continuing Students

Students currently attending North Vancouver School District schools are not required to re-apply annually to continue at their current school.

Determination of Available Space and Facilities

The Board of Education delegates to the Superintendent, or designate, the decisions whether space and facilities are available in individual schools and educational programs in the North Vancouver School District for purposes of section 74.1 of the *School Act*. Section 74.1 of the *School Act* establishes priorities for enrolment to apply if the Board of Education determines that space and facilities are available in a school.

Space and facilities are available in a school for purposes of student choice if there is excess capacity, taking into account:

- Physical and instructional resources
- Enrolment projections that have been made to allow for the accommodation of catchment and non-catchment area students returning from the previous school year
- Students enrolling in District Programs
- Students incoming from designated feeder schools
- Children enrolling in Kindergarten who live in the catchment area for the school.

Decisions are to be made in consultation with the principal of the school and will be based on program capacity, including consideration of the following factors:

- Operating capacity of the school as defined by the Ministry of Education
- Level of staff assigned to a school by the school district
- Physical space in which instructional programs operate in the school
- Ability of the school to provide the appropriate educational programs for the applicant and other students.

French Immersion Programs

A list of enhanced program opportunities available for registration, including Early French Immersion (Kindergarten and Grade 1 entry) and Late French Immersion (Grade 6 entry), is published on the North Vancouver School District website.

International Students

All registrations for International students are managed by the International Education Department.

Kindergarten Registration

A parent can register their child for Kindergarten if, on or before December 31st of that school year the student will have reached the age of 5 years.

English Full Day Kindergarten Program is a full-day program with limited space at all schools.

French Immersion Full Day Kindergarten Program is a District Program with limited space at selected sites. As a District Program there are no specific “school” catchment areas - the catchment area for French Immersion has been established as the entire “school district”.

French Immersion is offered at the following schools:

- Braemar;
- Cleveland;
- Dorothy Lynas;
- Larson;
- Ross Road; and,
- Sherwood Park

Kindergarten students not placed in the French Immersion Program are placed in the English Program at their catchment area school or at a school of their choice (as per the registration form), subject to space availability.

The Kindergarten placement information should be mailed to the parents once determined.

Requests for a different school

After receiving notification of their Kindergarten assignment, a parent that is requesting a different school may submit a Transfer Request Form to Central Registration.

If there are changes to the placement of a Kindergarten student, the staff at Central Registration is responsible for communicating (via e-mail) the placement changes to the schools.

Registration

New Registrations

The staff at Central Registration processes all new registrations to the North Vancouver School District.

A student new to the North Vancouver School District must be registered in person by a parent or legal guardian. A legal guardian of a child is defined within the meaning established in the Family Law Act and is the person who has legal control of the child as designated by a Provincial Government Ministry or a Canadian court order issued by a judge.

The North Vancouver School District will not accept a parent designating a third person as the child's guardian using a notarized or lawyer's document.

Original documents must be provided at the time of registration (copies will be made as needed).

Ordinarily Resident is

Documents Required for All New Registrations

1. Student Registration form
2. Child's birth certificate, ideally showing parent's names, translated into English if necessary, or Certificate of Indian Status Identification Card, or Passport.
3. **Proof of residence.**
Accepted documents for home owners:
 - Purchase agreement – new home purchase with subjects removed *and*
 - Current utility bill (BC Hydro, gas, landline telephone or internet/cable statement)
Accepted documents for renters:
 - Formal rental or lease agreement and a current utility bill (BC Hydro, gas, landline telephone or internet/cable statement) in either the landlord(s)'*/homeowner(s)' or the tenant(s)' name (as per lease/tenancy agreement)

**If the utility bill is in the landlord's name, a third document will be required. Acceptable documents include a banking statement, BC vehicle registration, renter's insurance, or a BC ID card.*

If you do not have a formal tenancy agreement (living with family or friends) we require:

 - A notarized letter from the tenant/homeowner verifying this living arrangement including the names of all your family members who are living in their residence

<p><u>and</u> Proof of the residence of the tenant/homeowner (as per accepted documents for renters above)</p> <p>4. All relevant original legal documentation involving guardianship – separation, divorce, adoption or guardianship court orders (if applicable)</p> <p>5. School report cards, with certified translation in English (if applicable).</p> <ul style="list-style-type: none"> • Elementary School Registration: Report cards from the most recent school year • Secondary School Registration: Most recent report card (for Grades 8 and 9) or, for older students, all report cards from Grade 10 to current year <p>6. Any Individual Education Plan (IEP), Psycho-educational assessment or medical reports that pertain to the child (if applicable)</p>
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Categories of Application:

Citizens and Permanent Residents:

Canadian Citizens – living in BC	
Requirements	At least one parent is a Canadian Citizen and ordinarily resident in British Columbia
Required Documents	See above Documents Required for all New Registrations

Permanent Residents/Landed Immigrants	
Requirements	At least one parent is a Permanent Resident and ordinarily resident in British Columbia
Required Documents	See above Documents Required for all New Registrations
<i>And</i> (above and beyond required documents for all new registrations)	<ul style="list-style-type: none"> • Student's passport and Permanent Resident card or landing paper (if the student is a permanent resident) • Student's proof of Canadian citizenship if applicable (Canadian passport or citizenship certificate) • Proof of status in Canada for both parents (passport and Permanent Resident card)

Refugees	
Requirements	Parent has been lawfully admitted to Canada as a Refugee
Required Documents	See above Documents Required for all New Registrations
<i>And</i> (above and beyond required documents)	<ul style="list-style-type: none"> Refugee Claimant Document and Passport for parents and child

Temporary Residents:

Parent with a Work Permit	
Requirements	<ul style="list-style-type: none"> Parent has been lawfully admitted to Canada for temporary residence and is authorized to work for a period of one (1) year or more - parent's Work Permit is valid for one (1) year or more Parent is working 25 hours or more per week Student study/visitor record for one (1) year or more (same time period as parents) Immigration documents for the spouse of the parent who will be working
Required Documents	See above Documents Required for all New Registrations
<i>And</i> (above and beyond required documents)	<ul style="list-style-type: none"> Student's passport Parents' passports Parent's Work Permit Valid for 1 year or greater Student study/visitor record for 1 year or greater (same time period as parents) Immigration documents for the spouse of the parent who will be working in Canada Proof of employment meeting requirements (will include pay stubs and other relevant documents as determined by the District Principal – Administrative Services) <p>All documentation will be reviewed annually, at minimum, to ensure continued compliance.</p>

Parent with a Study Permit	
Requirements	<ul style="list-style-type: none"> • Parent has been accepted to a degree or diploma program at a public post-secondary institution in British Columbia or in a degree program at a private post-secondary institution
Required Documents	See above Documents Required for all New Registrations
<i>And</i> (above and beyond required documents)	<ul style="list-style-type: none"> • Student's passport • Parents' passports • Letter of enrolment • Proof of payment of fees – receipts for fee payment must be submitted each semester the parent is attending school • Timetable of studies • Student study/visitor record for 1 year or greater (same time period as parents) <p>All documentation will be reviewed annually, at minimum, to ensure continued compliance.</p>

If you do not fit within one of these categories please contact the International Education Program at:

International Education Program
North Vancouver School District
2121 Lonsdale Avenue
North Vancouver BC V7M 2K6
Canada

604-903-3444

international@sd44.ca

Admissions

Admission of Non-Residents of British Columbia

Students who are non-residents of British Columbia do not qualify for funding from the Ministry of Education. Fees may be charged.

Admission of Non-Canadian Citizens

The admission of non-Canadian citizens to Canada, and the specification of privileges associated with such admission, is essentially a Federal responsibility. Admission into a North Vancouver School District school of non-Canadian students who are living in the North Vancouver School District shall, therefore, be governed by the following provisions:

- Landed immigrants/permanent residents shall be granted the same educational privileges as a Canadian citizen
- Admission, for a limited period of time, shall be granted to students of parents who are holding work permits, providing the parent has been lawfully admitted to Canada for temporary residence and is authorized to work for a period of one year or more, and employed for at least 25 hours per week
- Admission, for a limited period of time, shall be granted to students of parents who are holding study permits, providing the parent has been lawfully admitted to Canada and is authorized to study for a period of one year or more, and is enrolled in a degree or diploma program at a public post-secondary institution in British Columbia.
- Admission shall not be granted to other categories of students except in exceptional circumstances. As an example of exceptional circumstances, school principals may grant permission to non-Canadian students participating in a recognized international student exchange program to attend for a specified period of time. The Superintendent, or designate, may also provide for temporary admission to non-Canadian students pending a legal determination of the [guardianship](#) of a student
- No written permission shall be provided which would enable a student to obtain a study permit except as required for the exceptional circumstances determined by the Superintendent or for fee-paying students described in the “Fee-Paying Students” section below
- These provisions are not intended to enable a person whose primary purpose for coming to British Columbia is to attend a public school and who would normally be charged tuition fees to avoid paying those fees.

Fee-Paying Students

The Superintendent may, consistent with this policy, grant permission to students to apply to the North Vancouver School District as a fee-paying student. There shall be a fee charged to students who are accepted in this capacity.

The following requirements shall govern the admission of fee-paying students:

- Students must be able to demonstrate that they are able to achieve at a high level in studies taught in the English language
- Elementary age students (Kindergarten to Grade 7) must reside with their own parent(s) while participating in the North Vancouver School District as a fee-paying student
- Secondary-age students agree to reside in a residence approved by the North Vancouver School District Program Administrator and the parent(s)
- Secondary-age students must be able to function effectively in a Canadian cultural environment without the direct supervision of their parents. Responsibility for assessing such abilities rests with a person or screening committee appointed by the Superintendent
- Prior to enrolment, students must provide evidence that the Government of Canada has issued a Study Permit approving study at a school in Canada
- The annual fee payable by students shall be determined by the Board of Education and is not refundable
- The full amount of the annual fee must be received by the North Vancouver School District prior to the Superintendent, or designate, granting final admission approval
- The Superintendent, or designate, may engage the services of an agency or agencies to assist in the identification of applicants for admission under this regulation and to coordinate arrangements for an approved residence during the student's enrolment
- Students and their parent(s) are responsible for transportation between the student's approved residence and the school
- Students and their parent(s) must provide proof of adequate medical insurance in advance of the Superintendent granting final admission
- Students and their parent(s) may be responsible for the cost of any additional fees normally charged by the school in which the student is enrolled
- Students shall abide by the rules of the *Participation Agreement* contained in their application and with the rules and behavioral expectations of the school in which they are enrolled. Infractions of these rules shall result in a review of the student's eligibility to continue in this program
- The Superintendent, or designate, will determine each student's age-appropriate placement in a North Vancouver School District school and an educational program
- The North Vancouver School District will provide an orientation program for fee-paying students
- Students enrolled as Fee-Paying Students will remain fee-paying students until such time that their citizenship status changes to Permanent Resident, or Canadian citizen and a parent is ordinarily resident in BC.

Important Dates for Priority Placement

Registration and Transfer Application Dates

Before the 1st of December of each school year, the Superintendent, or designate, will establish and publish registration dates for the subsequent school year: These registration dates will be in effect for the following groups of students:

Priority Placement Period for Kindergarten Registration (generally late October to early December, check the North Vancouver School District website for published dates) will be in effect for the following:

- Students registering for first-time entry to Kindergarten (English Program and French Immersion Program)

Priority Placement Period for New Registrations and Transfers (generally late January to early March, for Grades 1-12, check the North Vancouver School District website for published dates) will be in effect for the following:

- Students registering for Grades 1-12 who are not currently attending a school in the North Vancouver School District
- Students currently attending a school in the North Vancouver School District who are requesting a transfer to a different school in the North Vancouver School District; e.g., Grade 7 students who would like to attend a secondary school other than their designated feeder school
- Students applying for a District Program for the first time.

Effective date of registration is entered when all required documentation has been received. A registration with incomplete documentation will not be processed until all of the required documents have been received.

Applications for the next school year received **within** the Priority Placement Period will be placed according to Priority (see Priority Assignment Criteria below), subject to approval, provided that the requested school has space, facilities, adequate resources, or appropriate educational programs required to meet the student's needs.

Applications for the next school year received **after** the Priority Placement Period will be processed with every effort made to place the child in the catchment area school. In some circumstances, the catchment area school, or the requested school, will not have space, facilities, adequate resources, or appropriate educational programs required to meet the student's needs. The school district will arrange an alternative placement.

The Board of Education may establish different enrolment dates for different grades, educational programs, schools, or categories of applicants. An alternate process will be used for the enrolment of continuing students in the North Vancouver School District.

Priority Assignment Criteria

Priority for Placement of Students in English Program:

Priority 1	In Catchment area with sibling already attending same school (English Program)
Priority 2	In Catchment area
Priority 3	Out of Catchment area with sibling already attending same school (English Program)
Priority 4	Out of Catchment
Priority 5	Out of District.

Priority for Placement of Students in French Immersion (Kindergarten or Grade 1 entry), District Program:

Priority 1	Siblings of French Immersion students already attending same school (French Immersion Program)
Priority 2	All remaining North Vancouver School District students.
Priority 3	Out of District – placed at the end of the process.

Priority for Placement of Students in Late French Immersion (Grade 6 entry), District Program:

Priority 1	Siblings enrolled in a North Vancouver School District French Immersion program, either in an elementary or secondary school.
Priority 2	All remaining North Vancouver School District students
Priority 3	Out of District – placed at the end of the process.

All placements are subject to school or program capacity. In the event that demand exceeds capacity, a lottery will be conducted. See page 21 for further details.

Feeder Schools

Designated Elementary to Secondary Feeder and Receiving Schools

English Feeder Schools

Elementary School

Boundary
Lynn Valley
Ross Road
Upper Lynn

Elementary School

Braemar
Capilano
Carisbrooke
Larson
Norgate
Queen Mary
Westview

Elementary School

Canyon Heights
Cleveland
Highlands
Montroyal

Elementary School

Cove Cliff
Dorothy Lynas
Sherwood Park

Elementary School

Brooksbank
Eastview
Ridgeway
Queensbury

Elementary School

Blueridge
Lynnmour
Seymour Heights

English Receiving Schools

Secondary School

Argyle Secondary School

Secondary School

Carson Graham Secondary

Secondary School

Handsworth Secondary School

Secondary School

Seycove Secondary School

Secondary School

Sutherland Secondary School

Secondary School

Windsor Secondary School

French Immersion Feeder Schools

Elementary School

Boundary (LFI)

Larson (EFI)

Ross Road (EFI)

Elementary School

Braemar (EFI & LFI)

Cleveland (EFI)

Elementary School

Dorothy Lynas (EFI)

Sherwood Park (EFI)

Boundary (LFI)

Braemar (EFI & LFI)

French Immersion Receiving Schools

Secondary School

Argyle Secondary School

Secondary School

Handsworth Secondary School

Secondary School

Windsor Secondary School

Lottery and Waitlist

Lottery and Waitlist – English Program

Every effort will be made to place students registering for the English Program in their catchment area school.

If there is not sufficient space in a school to accommodate all Priority 1, Priority 2 and Priority 3 students who applied for the English Program within the Priority Placement Period, an electronic lottery will be conducted.

All lotteries will be conducted in the presence of a 3rd party neutral observer (e.g., a member from the District Parent Advisory Council).

English Program waitlists are maintained by the staff at Central Registration for Priority 1, Priority 2 and Priority 3 students who are unable to get into their catchment school. Priority 4 and Priority 5 students will not be included on a waitlist.

Waitlists for the English Program are maintained for the school year.

Lottery and Waitlist – French Immersion Programs

Early French Immersion and Late French Immersion are District Programs and do not use catchment areas for Priority Placement.

If there is not sufficient space in a school to accommodate all Priority 1 students who applied for the French Immersion Programs, including Early French Immersion (Kindergarten and Grade 1 entry) and Late French Immersion (Grade 6 entry) within the Priority Placement Period, an electronic lottery will be conducted.

Available spaces are assigned by electronic lottery respecting the 1st and 2nd choices.

All lotteries will be conducted in the presence of a 3rd party neutral observer (e.g., a member from the District Parent Advisory Council).

Students not assigned to a French Immersion Program will be placed on a waitlist according to their position in the lottery, respecting their 1st and 2nd choices. Families will be contacted if their child's name comes up on the waitlist. Once offered a spot in a French Immersion Program, the family has one (1) business day in which to respond or the spot will be offered to the next person on the waitlist.

French Immersion Program waitlists are maintained by the staff at Central Registration as follows:

- Early French Immersion (Kindergarten entry) - for the Kindergarten school year

- Early French Immersion (Grade 1 entry) - until the last Friday in October; for students coming from a French Immersion K Program, their waitlist status will be maintained until the end of February of the Grade 1 school year
- Late French Immersion (Grade 6 entry) - until the last Friday in September

Transfer Requests

General Principles

A parent may submit a request for their child currently attending a school in the North Vancouver School District to transfer to a different school in the North Vancouver School District.

Transfers are effective the following school year, in September (some exceptions apply).

Transfer requests should be submitted during the **Priority Placement Period for New Registrations and Transfers** (generally late January to early March, for Grades 1-12, check the North Vancouver School District website for published dates).

The parent must submit the completed *Transfer Request Form* and provide the following required documents to Central Registration:

- Proof of residence. For home owners – property tax statement *or* purchase agreement – new home purchase with subjects removed *or* utility bill (BC Hydro, gas, landline telephone or internet/cable statement). For renters – formal rental or lease agreement and utility bill (BC Hydro, gas, landline telephone or internet/cable statement) in either the landlord's/homeowner's or tenant's name (as per the lease/tenancy agreement)
- Consent of both parents if they do not reside together or the court order that specifies which parent is responsible for the educational decisions for the child

By completing a *Transfer Request Form*, the parent is committed, if the transfer is approved, to accepting any of the proposed receiving schools as indicated on the form.

Transfer requests for the next school year received within the Priority Placement Period will be placed according to Priority, provided that the requested school has space, facilities, adequate resources, or appropriate educational programs required to meet the student's needs.

After the Priority Placement deadline, Central Registration will only accept applications for students who are requesting to transfer to their catchment school. The request will be granted provided that the requested school has space, facilities, adequate resources, or appropriate educational programs required to meet the student's needs.

The staff at the school will contact the parent once they have received the approved placement information from Central Registration.

The North Vancouver School District will make no provision for student transportation between the home and school.

Transfers - Physical Move (current school year):

A parent may submit a request for a transfer when the family has made a physical move to a different catchment area in the North Vancouver School District.

A transfer request in the current school year (mid-school year) due to the family's physical move to a different catchment area shall be granted, provided that the requested school has space, facilities, adequate resources, or appropriate educational programs required to meet the student's needs.

Transfers - Physical Move (next school year):

A parent may wish to delay a transfer due to the family's physical move until after the current school year ends. A transfer request for the next school year should be submitted during the **Priority Placement Period for New Registrations and Transfers** (generally late January to early March, for Grades 1-12, check the North Vancouver School District website for published dates).

Transfers – Choice (current school year):

A transfer request in the current school year (mid-year) based on choice is referred to as a **“Principal Initiated Transfer”** or **“Principal-to-Principal Transfer”** because of the involvement of the school principals (see section below).

Transfers – Choice (next school year):

A parent requesting a transfer request for the next school year based on choice will be asked to state the reason(s) for the requested transfer. The school principal may request an interview with the parent and/or the student in order to discuss the requested transfer.

Depending on the reason(s) for the transfer request, school or District staff may be consulted prior to approval. A transfer request for a Complex Learner requires the involvement of the School-Based or District Resource Team.

A transfer request for the next school year should be submitted during the **Priority Placement Period for New Registrations and Transfers** (generally late January to early March, for Grades 1-12, check the North Vancouver School District website for published dates).

Transfers – Principal Initiated Transfer (Principal-to-Principal Transfer):

After a process of consultation with the parent and/or the student, a principal may initiate the transfer of a student from one school to another school based upon the principal's assessment of the best interests of that student and other students in the school. A Principal Initiated Transfer (Principal-to-Principal Transfer) will only be considered if the requested school has space,

facilities, adequate resources, or appropriate educational programs required to meet the student's needs.

Depending on the reason(s) for the transfer request, school or District staff may be consulted prior to approval. A transfer request for a Complex Learner requires the involvement of the School-Based or District Resource Team.

The staff at Central Registration, in consultation with the District Principal of Administrative Services, will assist with the placement of a Principal Initiated Transfer (Principal-to-Principal Transfer) should the need arise.

The Process

- Current school principal (or designate) is contacted by the parent to discuss the possibility of a transfer to another school within the North Vancouver School District. Consent of both parents is required if they do not reside together and if no court order that specifies which parent is responsible for the educational decisions for the child is in place.
- Current school principal (or designate) contacts the requested school's principal (or designate) to discuss the potential transfer. The decision should be based upon the availability of a suitable program, resources, space and facilities in the other school.
- If the transfer is agreed to by both administrators, a *Transfer Request Form* is completed and signed by the parents and both school principals.

After March 31st, all Principal Initiated Transfers (Principal-to-Principal Transfers) will be placed on hold until after the Labour Day weekend as changes in numbers will affect staffing and school organizations for the following school year.

Communication regarding Approved Transfer Requests (Physical Move & Choice)

The staff at Central Registration forwards a listing to each elementary and secondary school of all transferred students assigned to their school.

Schools are responsible for advising the families of all students newly assigned to their school that their transfer request has been approved. This will be done by letter, email or by a phone call to the family.

The staff at Central Registration is responsible for communicating (via e-mail) any placement changes to schools.

Transfers – Other:

Grade 7 to 8 Transfer Requests

A parent may submit a request for a transfer for their Grade 7 student to attend a secondary school in the next school year other than the student's designated feeder school in the North Vancouver School District (see below).

For example, if a student attends the Grade 7 French Immersion Program at Larson Elementary School they would automatically feed into the Grade 8 French Immersion Program at Argyle Secondary School. If the student wanted to attend Carson Graham Secondary School because it is their catchment secondary school (English Program) they would request a Transfer.

French Immersion Program to English Program

A parent may submit a request for a transfer for their student in the French Immersion Program to change to the English Program in the next school year. In accordance with the Administrative Procedures for North Vancouver School District Policy 605: Admission of Students to School, students who wish to leave the French Immersion Program are required to return to their catchment area school.

A parent can apply for a transfer to a school other than their catchment area school, but will be subject to the process as outlined for student transfers.

Grade 1 entry into French Immersion from English Program

A parent may submit a request for a transfer for their Kindergarten student in the English Program to change to the French Immersion Program in the next school year (Grade 1).

Late French Immersion

A parent may submit an application for their student in the English Program to Late French Immersion in the next school year (Grade 6). must follow the process for New Registrations (see below).

Withdrawals

Withdrawing a student

If a student will not be returning to the school they are currently attending and will not be attending another North Vancouver School District school, the parent must complete a withdrawal form at the school. Consent of both parents is required if they do not reside together or the court order that specifies which parent is responsible for the educational decisions for the child.

Resource Links

[School Act](#) – Province of British Columbia

- [Access to educational program \(2\)](#)
- [Entry to educational program \(3\)](#)
- [Home education \(12\)](#)
- [Registration \(13\)](#)
- [Enrollment in an educational program \(74.1\)](#)
- [Provision of educational program \(75\)](#)
- [Catchment areas \(75.1\)](#)
- [Fees and deposits \(82\)](#)

School Regulations 265/89

- [Home Education \(3\)](#)
- [Deemed Resident \(16\)](#)

[Funding Policy: Eligibility of Students for Operating Grant Funding](#) – BC Ministry of Education

[Catchment Areas and School Sites Map](#) – District of North Vancouver GIS Department, in cooperation with School District No. 44 (North Vancouver)

[Families of Schools \(feeder schools\)](#) – School District No. 44 (North Vancouver)

[Programs & Services](#) – School District No. 44 (North Vancouver)

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

Meeting Date: April 15, 2025 ☒ **Board** ☐ **Board, in camera**

Topic (as per the Memorandum): **Administrative Procedures: Travel and Business Expenses**

Narration:

The Board of Education recognizes the need for employees and trustees to be reimbursed for all reasonable travel and business expenses incurred while performing their duties and responsibilities on behalf of the school district. The Administrative Procedures formalizes the current guidelines and provides greater detail regarding eligible expenses.

The proposed draft Administrative Procedures were reviewed and with Trustees at the April 1, 2025 Trustee Seminar.

Attachment:
Administrative Procedures: Travel and Business Expenses

Travel and Business Expenses

Effective Date: XXXX 2025

Administrative Procedures

Background

The Board recognizes the need for employees and trustees to be reimbursed for all reasonable expenses incurred while performing their duties and responsibilities on behalf of the school district. When incurring expenses, employees and trustees will be cognizant of their accountability for public funds and always use optimum discretion in ensuring appropriateness and reasonableness of expenditures. The procedures align with the essence and purpose outlined in the Province of BC's Core Policy and Procedure Manual.

Authority

The Board authorizes the Superintendent and Secretary Treasurer to develop and implement all procedures related to travel and business expenses. Exceptions must receive prior approval from the Superintendent.

Guiding Principles

- Expenses incurred on behalf of the school district will recognize the fundamental principles that spending from public funds must be prudent, appropriate and reasonable.
- Travel is to be arranged by the most economical and practical mode giving recognition to the effective use of the employee or trustee's time.
- Travel for business-purposes must conclude as soon as possible after the business objectives have been achieved.
- Accommodation will be limited to reasonable amounts, and whenever possible be in establishments offering government rates.
- Approval of the immediate supervisor is required prior to arranging travel.

Reimbursement of Travel Expenses

A school district issued credit card may be used to pay for airfare, hotel accommodation, parking, taxi, ferry, tolls, registration fees and vehicle rental. Meals must be claimed using the prescribed travel reimbursement form and cannot be charged to a school district issued credit card, unless:

- When accompanying students on a fieldtrip where the cost of the meal was not? paid by the students in advance, or
- the purpose for the travel is for marketing and promotion of the International Program.

All expense claims must be submitted in the format prescribed immediately following the trip or no later than monthly. Refer to [Forms - North Vancouver School District \(sd44.ca\)](https://www.sd44.ca/forms)

Travel advances may be requested using the prescribed form [Forms - North Vancouver School District \(sd44.ca\)](https://www.sd44.ca/forms)

Original expense receipts are required except for mileage reimbursements and allowances when staying in private accommodations.

Travel outside of Canada will be reimbursed in Canadian dollars using current exchange rates.

Automobile travel

Employees and trustees required to travel using a personal vehicle will be reimbursed based on rates outlined in the employee's Collective Agreement (if applicable) or the at the current Canada Revenue Agency rates. [Automobile allowance rates - Canada.ca](http://Automobile%20allowance%20rates%20-%20Canada.ca) .

Reimbursement will be provided using the prescribed form [Forms - North Vancouver School District \(sd44.ca\)](http://Forms%20-%20North%20Vancouver%20School%20District%20(sd44.ca))

Employees and trustees who require the use of a rental vehicle for the purposes of conducting school district business should acquire the vehicle most fitting the need at the lowest cost.

Mileage will be calculated from the employee's assigned work site or first work location. For trustees, their home address will be the normal base place for travel measurement.

Mileage reimbursement will not be paid where specifically excluded from employment contract or where a vehicle allowance is received.

Where a vehicle allowance is provided, only eligible parking expenses will be reimbursed.

Meals/Per Diems

Reimbursement for meals when traveling on school district business is limited to the per diem amounts (including gratuities and taxes) as per Schedule A. Employees and trustees can choose to claim actual amounts paid for meals (supported by a receipt) or the per diem amount, whichever is less. The method chosen will apply for the duration of the trip and cannot be changed from per diems for one day/meal and actual expenses paid on another day/meal.

Claims for meals for part of the day will be based upon the time away from the school district. Meals covered by the conference registration or provided in flight must be deducted from the meal claim. Any exception requires the advance approval of the Superintendent or Secretary-Treasurer. Costs for meals, may not be charged to a school district issued credit card.

Accommodation

Accommodation will not exceed reasonable costs for the circumstances (i.e. the rate of a single standard room). Consideration will be given to travel times and proximity to scheduled events and securing lodging at government rates where applicable.

Hotel accommodation should be limited to the time necessary to conduct business. Extended stays for personal reasons are not eligible expenses paid by the school district.

Overnight accommodation when travelling within Metro Vancouver and Fraser Valley will not normally be approved as employees and trustees are expected to travel home each day. Exceptions require the advance approval of the Superintendent or Secretary-Treasurer.

When attending an event or conference, it is acceptable to stay at the hotel where the event is being hosted. Where there is no host venue, accommodation expenses are limited to reasonable amounts which normally will not exceed the single standard room rate.

The Board will pay an allowance as per Schedule A where an employee or trustee stays with family or friends, consistent with the provincial government rate.

Business Meetings and Events

Business expenses incurred in support of the school district's mandate will be reimbursed provided the expenses are authorized, reasonable and appropriately documented.

Meals may be provided during meetings that occur over a mealtime. Prior written approval is requirement from a member of senior management and total costs cannot be exceed the applicable per diem rate for the total number of attendees.

The selection of a meeting or event location must consider the total costs of the meeting or event, including participant accommodation and transportation, room rentals, meals and other costs.

Where suitable school district owned venues or other available public sector-owned meeting rooms must be utilized, prior to seeking private meeting facilities.

Alcohol beverages or alcohol purchases are not an allowable business expense. The exception is purchasing alcohol for the purpose of promoting and marketing the International Program.

Expenses must not include any associated costs for spouses or guests of the participants

Where two or more employees are in attendance at the same event or meeting and it is not reasonable to make individual purchases, the employee in the most senior role will submit the detailed receipt for reimbursement and including employee names on the bill.

Providing meals at business meetings where only employees are present should be an exception and not a regular occurrence. Where justified, meals may be provided during meetings where it is essential that business discussions not be interrupted or where it is essential to meet over a meal period, as the issue is important, needs early resolution and no other time is available. Total costs cannot exceed the applicable meal per diem rate per the number of attendees.

Recognition and Hosting

The Board recognizes that appropriate provision of awards, recognition functions and hosting can make an important contribution to productive and relationships within the school district and community.

Events involving school district expenditures must have the prior approval of the Board or the Superintendent.

Alcoholic beverages at any hosted event shall be done in moderation as appropriate to the event.

Related Resources

[Travel expenses - Province of British Columbia \(gov.bc.ca\)](http://gov.bc.ca)

Appendix A

Meals/Per Diems

Breakfast	\$15 – claim if travel starts before 7am or ends after 7 am
Lunch	\$20– claim if travel starts before 12 noon or ends after 12 noon
Dinner	\$35 – claim if travel starts before 6 pm or ends after 6 pm

Private Accommodation

\$30 per night

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

Meeting Date: April 15, 2025 ☒ **Board** ☐ **Board, in camera**

Topic (as per the Memorandum): **Tuesday, March 4, 2025 Standing Committee Meeting**

Narration:

The Board of Education will find attached the meeting summary from the March 4, 2025 Finance and Facilities Standing Committee Meeting.

Trustee Cyndi Gerlach will report on highlights of the meeting.

Attachment:

Meeting Summary – Board of Education Standing Committee, March 4, 2025

BOARD OF EDUCATION STANDING COMMITTEE
Finance and Facilities

NORTH VANCOUVER SCHOOL DISTRICT

Meeting Summary of March 4, 2025

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 4, 2025.

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 2025/26 Operating Budget

The March 4 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 2025/26. The primary objective was to see input that would inform the 2025/26 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: [2024/25 Public Meetings](#)

Next Meeting:

May 6, 2025

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

Meeting Date: April 15, 2025 ☒ **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 2025

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;
- Carol Nordby, Receptionist, 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;
- Alternate Representatives for CUPE currently to be determined.

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 2025

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

The Committee primarily focuses on making joint recommendations regarding implementation of new educational programs. This includes recommendations on the time required, in-service and training and other supports needed to implement new curriculum and ministry initiatives at a district level. This year, the Committee's focus is implementation of the new K–12 Student Reporting Policy.

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

Committee members include:

- Committee Co-chair, Jeeniece Chand, District Principal, Curriculum and Assessment (Elementary);
- Committee Co-chair Angelee Bulsara, Professional Development Chair for the North Vancouver Teachers' Association;
- Greg Hockley, District Principal, Curriculum and Assessment (Secondary);
- Kammi Clark, Principal, Representative for the North Vancouver Administrators' Association;
- David Andrews, Vice-Principal, Representative for the North Vancouver Administrators' Association;
- Owen Howell, Secondary teacher, Representative for the North Vancouver Teachers' Association;
- Christopher Zytaruk, Secondary teacher, Representative for the North Vancouver Teachers' Association;
- Kyle Brown, Elementary teacher, Representative for the North Vancouver Teachers' Association;
- Jennifer Aragon, Elementary teacher, Representative for the North Vancouver Teachers' Association;

The JEPIC steering portion of the Committee initially met in December to formally identify supporting the implementation of the Ministry Reporting Order as the primary focus of the Committee.

In February, the Committee met to plan for the upcoming General Meetings in April and May. We also created a survey to gather more information from the field to inform our upcoming presentations.

On April 29 and May 27, the Committee will hold all representatives JEPIC General Meeting at Carson Graham Secondary. This will include one Administrator and one NVTa 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 include Proficiency Scales and Inclusive Assessment Practices.

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

Meeting Date: April 15, 2025 ☒ **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 2025

Land Management Update – April 2025

Carson Graham Secondary School – Heat Pump Renewal

- Project substantial completion achieved on March 27th. Final system commissioning underway.

Cheakamus Centre's Environmental Learning Centre – Envelope Rehabilitation

- Roof deficiency – leak being addressed under new roof warranty.

Cloverley Elementary School

- City of North Vancouver (CNV) issued a conditional building permit on November 28, 2024. Conditions include finalizing a Development Services Agreement and finalizing the City's engineering requirements for off-site civil infrastructure, landscaping and lighting.
- CNV comments on off-site requirements were received on February 3, 2025 followed by a stakeholder meeting on February 11, 2025 to clarify scope.
- Consultants are revising off-site drawings to address CNV's comments. Design revisions informed by these comments will be forwarded to CNV by April 11, 2025.
- Approximately 35% of the total project concrete has been poured. Foundation excavation, forming, reinforcement installation and concrete pours are progressing as per schedule.
- The first shipment of structural steel is scheduled to arrive at the site by the end of April.

Handsworth Secondary School – Artificial Turf Field

- The District of North Vancouver is working to complete the project tender documentation for the new artificial turf field. DNV is targeting the end of May to tender the project.

Lucas Centre Partial Demolition

- The building permit was issued on November 27, 2024.
- The building area in the project scope has been demolished and removed from the site.
- Work continues on the removal of the concrete slab and footings with on site concrete crushing beginning the week of April 14th.
- Envelope close-in of separation points continues with school district trades staff.
- Substantial project completion is expected by the end of April 2025.

Lynn Valley Elementary School - Expansion Project

- Construction of the addition is in progress, with completion anticipated in the spring of 2026.

Portables

- New portables at Westview Elementary and Queensbury Elementary Schools are complete. Building permit closure underway.

Westview Elementary School – Modular Classroom Addition

- The Construction Document Phase is 75% complete and an application for a Building Permit has been submitted to the City of North Vancouver.
- Project construction is anticipated to commence in the late spring of 2025.

School Enhancement Projects - Windsor Secondary School – Envelope Project

- The window and wall cladding replacement work to select areas of the school is nearing completion, and the current phase is anticipated to be complete within the next few weeks.
- Additional funding has been awarded to complete the remaining areas of the building, at the west side of the school, which will extend the duration of the project into the summer months.

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

Meeting Date: April 15, 2025 ☒ **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.9.
of the
Administrative Memorandum

Meeting Date: April 15, 2025 ☒ **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.10.
of the
Administrative Memorandum**

Meeting Date: April 15, 2025 ☒ **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 15, 2025 ☒ **Board** ☐ **Board, in camera**

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

Narration:

Date and Time	Event	Location
Tuesday, May 6, 2025 at 7:00 p.m	Standing Committee Meeting: Artificial Intelligence in Education, Educational Support for Students and Educators, Cyber Security	Education Services Centre 2121 Lonsdale Avenue North Vancouver
Tuesday, May 20, 2025 at 6:30 pm	Public Board Meeting	Education Services Centre 2121 Lonsdale Avenue North Vancouver
Tuesday, June17, 2025 at 6:30 pm	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 15, 2025 ☒ **Board** ☐ **Board, in camera**

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

Narration:

At the end of the Public Board Meeting, members of the public attending the meeting have an opportunity to obtain clarification concerning the meeting's proceedings. Those who are attending virtually can email publiccomments@sd44.ca 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 by email or phone will be circulated to the Board of Education.

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

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

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