

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, December 16, 2025, at
6:30 pm

		Estimated Completion Time
A.	Call to Order	
A.1.	Acknowledgments	6:30 pm
A.2.	Approval of Agenda (that the agenda, as recommended in the Administrative Memorandum, be adopted.)	6:30 pm
A.3.	Approval of Minutes (that the minutes of the Public Meeting of November 18, 2025, be approved as circulated)	6:35 pm
A.4.	Public Questions/Comments *	6:40 pm
A.5.	Educational Presentation: Provincial School Outreach	6:50 pm
B.	Action Items	
B.1.	Cloverley Elementary School Servicing Agreement Bylaw, 2025	7:00 pm
B.2.	Corporate Banking Service: Bankers and Signing Officers	7:10 pm
C.	Information and Proposals	
C.1.	Administrative Procedure – AEDs and Naloxone in Schools	7:20 pm
C.2.	Proposed Revised Policies – Series 500 Human Resources	7:30 pm
C.3.	School Calendar Update for 2026/27	7:45 pm
C.4.	Secondary School and Academy Fees for 2026/27	8:00 pm
C.5.	Notice of Motions for BC School Trustees Association (BCSTA) Annual General Meeting (submitted by Trustee Gerlach)	8:10 pm
C.6.	Policy 104: Board of Education - Meetings – Administrative Procedure	8:20 pm
C.7.	Indigenous Education Council – Written Update	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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		Estimated Completion Time
C.8.	Committee Reports – Written Update <ul style="list-style-type: none">• Accessibility Advisory Committee• French Immersion Advisory Committee• Policy Review Committee• Safe & Healthy Schools Committee	8:30 pm
C.9.	Land Management - Written Update	8:35 pm
C.10.	Superintendent's Report	8:50 pm
C.11.	Report Out – British Columbia School Trustees Association and BC Public School Employers' Association	8:55 pm
C.12.	Trustees' Reports/Highlights	9:05 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, November 18, 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 6:30 p.m.

A.1. Acknowledgments

Board Chair Munro acknowledged the traditional territorial lands of the Skwxwú7mesh (Squamish) Nation and səliłwətaʔ (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 A. Wilson

Carried

A.3. Approval of Minutes

Moved by D. Anderson

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

Seconded by A. Wilson

Carried

A.4. Public Questions/Comments

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

A.5. Educational Presentation: Literacy Plan

Dr. Pius Ryan, Superintendent, welcomed Jeeniece Chand, District Principal Curriculum and Assessment, who provided the highlights from the North Vancouver School District's Literacy Plan. The presenter responded to Trustees' questions.

B.1. Election of a Board Chair

Secretary Treasurer Jacqui Stewart advised that the Board is required by [section 67.4 of the School Act](#) and [Policy 101: Board of Education – Role and Function](#) to elect one of its members annually to be Board Chair. Secretary Treasurer Stewart called for nominations for the position of Chair, at which time, Trustee Munro nominated Trustee Wilson and Trustee Mann nominated Trustee Anderson. Both Trustee Wilson and Trustee Anderson accepted the nominations. As there were two nominations, Secretary Treasurer Stewart appointed Assistant Superintendents Arlene Martin and Adam Baumann as scrutineers. An election by ballot was conducted, after which, Trustee Wilson was declared Board Chair for the term of December 1, 2025 and ending November 30, 2026 or until a successor has been elected.

B.2. Election of a Board Vice Chair

Board Chair Munro called for nominations for the position of Vice Chair at which time, Trustee Mann nominated Trustee Anderson. There being no other nominations, Trustee Anderson was declared Board Vice Chair for the term of December 1, 2025 and ending November 30, 2026 or until a successor has been elected.

B.3. Election to Provincial Associations

Board Chair Munro shared that the British Columbia School Trustees Association (BCSTA) requires the Board to elect annually, two Trustees to the British Columbia School Trustees Association (BCSTA) Provincial Council. One Trustee is to serve as the Board's representative, and one Trustee is required to serve as an alternate.

Board Chair Munro called for nominations for the position of Trustee Representative to the BCSTA Provincial Council for 2026. Trustee Tsiakos nominated Trustee Tumaneng. There being no other nominations, Trustee Tumaneng was declared the Board's representative to BCSTA.

Board Chair Munro called for nominations for the alternate representative to the BCSTA Provincial Council for 2026. Board Chair Munro nominated Trustee Tsiakos. There being no other nominations, Trustee Tsiakos was declared the Board's alternate representative to the BCSTA.

Board Chair Munro called for nominations for the position of the Board's representative to the British Columbia Public Sector Employers' Association (BCPSEA) for 2026. Trustee Tsiakos nominated Trustee Mann. There being no other nominations, Trustee Mann was declared the Board's representative to BCPSEA.

Board Chair Munro called for nominations for the alternate representative to the BCPSEA for 2026. Trustee Tsiakos nominated Trustee Gerlach. There being no other nominations, Trustee Gerlach was declared the Board's alternate representative to the BCPSEA.

B.4. 2026/27 Budget Development Consultation Process

Secretary Treasurer Stewart introduced this item noting that the budget consultation framework is developed in preparation of the Annual Budget. As required by the *School Act*, the Annual Budget Bylaw must be developed and adopted on, or before, June 30 of the current fiscal year. The proposed process involves the Board inviting education partners and the local community to attend budget information and discussion sessions that will provide opportunities for their input as well as opportunities for written input. Consultation with the local First Nations will also occur through the Indigenous Education Council.

Trustee Anderson, Chair of the Audit Committee confirmed that timelines and the plan were affirmed by the Committee at their last meeting.

Secretary Treasurer Stewart responded to Trustees' questions.

Moved by C. Gerlach

that the Board of Education approve the proposed consultation process and timelines identified within Schedule B.4. for development of the 2026/27 annual budget.

Seconded by K. Mann

Carried

C.1. North Vancouver Parent Advisory Council Annual Report 2024/25

Board Chair Munro introduced George Dusenberry, representing the North Vancouver Parent Advisory Council to present the Annual Report for 2024/25. The presenter responded to Trustees' questions.

C.2. Board/Authority Authorized (BAA) Courses

Dr. Pius Ryan, Superintendent, welcomed Vice Principal, Jennifer MacDonald and Assistant Superintendent Bauman, to provide an update on the Board/Authority Authorized Courses. The presenters took questions from the Trustees.

C.3 Tuesday, November 4, 2025 Standing Committee Meeting

Trustee Mann reported on highlights of the Truth, Healing and Reconciliation Standing Committee Meeting of Tuesday, November 4, 2024. A written update on the Standing Committee Meeting was included in the Board package for information. No questions were asked.

C.4. Committee Reports – Written Update

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

C.5. Land Management – Written Update

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

C.6. Superintendent's Report

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

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

Trustee Anderson provided an update regarding the BC School Trustees Association and Trustee Mann provided an update on British Columbia Public School Employers' Association.

C.8. Trustees' Reports/Highlights

Trustees shared their recent highlights, for activities from October 22, 2025 to November 18, 2025, with an emphasis on their roles as school liaisons.

Meetings attended by Trustees included:

- Public Board Meeting
- Trustee In Camera Board Meeting
- Standing Committee Meeting
- Audit Committee
- Inclusion Committee Meeting
- School Calendar Meeting
- North Shore Table Matters Network
- BCSTA Provincial Council, Board Chairs' Meeting, Legislative Committee Meeting
- BCPSEA Symposium
- District Student Leadership Council Meeting
- Screening and Selection of Principals Committee
- Vancouver Coastal Health North Shore Local Governance Liaison Meeting
- Student Leadership Council Meetings at Handsworth Secondary and Seycove Secondary

Events attended by Trustees included:

- Squamish Nation Oath Signing Ceremony
- Elementary Cross Country Meet at Loutet Park
- Parent Advisory Committee Meetings at Cove Cliff Elementary and Handsworth Secondary

- Various school visits or events including Remembrance Day ceremonies: Argyle Secondary, Boundary Elementary, Braemar Elementary, Capilano Elementary, Carson Graham Secondary, Cleveland Elementary, Cove Cliff Elementary, Dorothy Lynas Elementary, Eslha7an Learning Centre, Handsworth Secondary, Lynn Valley, Montroyal Elementary, Mountainside Secondary, Norgate Elementary, Queensbury Elementary, Ross Road Elementary, Seycove Secondary, Sherwood Park Elementary, Sutherland Secondary, Upper Lynn Elementary, Westview Elementary, Windsor Secondary

D. Future Meetings

The next Standing Committee and Public Board Meetings were included in the Board Package.

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.

No questions or comments were brought forward.

F. Adjournment

Board Chair Munro thanked her fellow trustees for their support over the last two years and for electing her as Board Chair. She stated that it has been a great honour to serve the Board, the school district, and the community. She extended her very best wishes to Trustee Wilson and Trustee Anderson as they on the leadership role for the next term.

The established agenda being completed, Board Chair Munro adjourned the meeting at 7:53 pm

Certified Correct:

Jacqui Stewart
Secretary Treasurer

Date

Linda Munro
Chair, Board of Education

Date

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

Meeting Date: December 16, 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 completing the [Public Board Meeting Questions/Comments Form](#) online or calling 604-998-5100 and leaving a voice mail by no later than 1 p.m. on the day of the meeting. All input received by the specified time will be shared with Trustees electronically. The Board Chair will read out comments during the Public Questions/Comments at the beginning of the meeting; however, this agenda item has a time limit of 10 minutes.

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

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

Meeting Date: December 16, 2025

☒ **Board**

☐ **Board, in camera**

**Topic (as per the
Memorandum):** **Educational Presentation: Provincial School Outreach**

Narration:

In September 2023, the North Vancouver School District became host to Provincial School Outreach, a program co-funded by the Ministry of Education and Child Care and the Ministry of Children and Family Development to provide in-person and virtual services to individual students, classrooms, schools, and school districts across British Columbia, especially in rural and remote communities.

The program director, Dr. Vince White, and Vice Principal, Sydney Harrison, will provide an update on the work of Provincial School Outreach as it reaches the mid-point of its third year in operation. The presentation will include key developments that have occurred with the initiative as well as areas of anticipated growth in relation to its efforts to support inclusion in school communities across British Columbia.



Provincial School Outreach

2024-2025 Year End Outcomes Report

NAME	Dr. Vince White, Program Director		
EMAIL	vwhite@sd44.ca	PHONE	604 345 3642

PROVIDE PROGRAM INFORMATION BELOW AS WELL AS DATA ON EXCEL DOCUMENT.

A. Identify specific goals of the program for 2024-2025 and the outcomes achieved.

- In its second year of operation, Provincial School Outreach's 17 specialists carried out 152 in-person outreaches to 67 schools across 21 school districts supporting 177 students and 44 class-wide referrals. Additionally, the program provided virtual-only support to 57 students and 10 classrooms. (See Appendix A.)
- PSO provided eight school districts with ongoing inclusion related district level support. This included attending meetings with senior leadership and/or providing in-service to principals and vice principals to support the development of inclusion related infrastructure. Areas of focus included ensuring compliance with statutory obligations, establishing / enhancing school-based resource teams and referral processes, and optimizing the allocation and utilization of inclusion specialists and support staff.
- The program successfully staffed 10.3 full time equivalent specialist positions, including three learning services teachers, four speech language pathologists, one school psychologist, four behaviour analysts, one school counsellor, one English language learner teacher, and one occupational therapist. (See Appendix B.)
- PSO's administration was expanded to include a vice-principal to assist the director with all aspects of the program's daily operations. In addition to administrative responsibilities, both the director and vice-principal serve as specialist consultants for school and district administration offering both virtual and in-person support through outreach.
- A new remote work agreement was implemented in consultation with the Ministry of Education and Child Care and NVSD Human Resources. Five employees who reside outside the Lower Mainland work exclusively from home when not on outreach. 13 employees who reside within the Lower Mainland divide the time they are not on outreach between office hours at Mountainside Secondary and working from home.

- Further upgrades were made to the program space at Mountainside Secondary in North Vancouver School District to accommodate the increase in program personnel.
- For this school year, the frequency of in-person outreach was adjusted so that full-time specialists were required to provide thirteen full weeks, and part-time specialists were required to provide eight. Outreach was purposefully scheduled throughout the year in alignment with the school calendar to avoid wherever possible weeks shortened due to statutory holidays or professional development days. Continued efforts were made to ensure each outreach included a minimum of three days onsite in schools with the remainder of the week spent travelling to and from the remote location. Travel was scheduled to minimize instances in which an employee would be away from home on a weekend or holiday. The program's professional development days were provided in accordance with the local collective agreement.
- When not on outreach, program specialists continue to provide virtual educational services. This year, this work expanded to include where appropriate direct online support for students both individually and in small groups. Tier 2 and Tier 3 literacy interventions were provided to students at the primary level as well as several secondary students who were on significantly adapted or modified programs. Virtual ELL support included bringing together students from various remote communities across BC to meet regularly online as a cohort. PSO's speech language pathologists began offering teletherapy and the team's school counsellor and behaviour specialists provided online sessions with individual students to support their social-emotional needs.
- The program's specialists continued to provide virtual indirect services to build capacity in rural and remote communities across the province. This year, this included establishing several virtual networks that connected PSO specialists with school and district personnel across BC to share resources and provide professional development related to their respective area of specialization.
- In 2024 / 2025, five PSO specialists received certification in Safety Care™ qualifying them to provide crisis prevention / intervention training to school and district personnel. The program provided this training in eight school districts that either did not have training available or could not offer it in a timely manner to staff in a situation where there were significant safety related concerns.
- Provincial School Outreach supported the Ministry of Education's Literacy Initiative by participating in the provincial technical table and working alongside several school districts that are reviewing and updating their district-wide processes for early screening and intervention. The program is also collaborating with North Vancouver School District as they update two widely used literacy resources that will be made available to schools across BC by the end of 2026.

B. How do school districts apply for access to supports / services?

- Ongoing consultation with school districts and partner groups continue to inform all aspects of the program's design and service delivery. This includes how the supports and services offered by the program are accessed.
- In April 2025, the program introduced a new online form that can be filled out by school or district personnel to access supports / services. The form typically takes less than ten minutes to complete, and services can be requested for an individual student or classroom. For student referrals the school must confirm that a parent / caregiver has consented to the school requesting support from Provincial School Outreach.
- PSO accepts referrals on an ongoing basis rather than having a seasonal intake. The program does not require the referral source to submit a package of documents for review to determine whether certain criteria or eligibility requirements are met. Every referral results in a follow-up online meeting with a program consultant to further discuss the request and determine what level of support is needed. Written consent is attained from the parent / caregiver once it is determined what type of service will be provided. If in-person support is needed, program administration schedules this into the next available outreach.
- Provincial School Outreach does not require that a student be formally identified in a special needs category or have a certain medical diagnosis to access services. It also does not deny service to school districts due to them not having a specialist available with whom to coordinate support. PSO specialists place particular emphasis on working alongside classroom teachers and support staff. Recommendations that result from assessment or consultation are purposefully designed to reflect what can be reasonably provided in terms of support at the classroom level.
- Individual students are not discharged from PSO's caseload until school personnel and the PSO specialist agree that no further support or services are needed. Any student who has been discharged can be re-referred using the online form.
- Provincial School Outreach continues its efforts to find the most efficient and secure way of exchanging confidential information between school and program personnel. Beginning in April, the team began piloting the use of MS Teams as an alternate to the shared secure SharePoint folders that had previously served this purpose. In 2025 / 2026, the program will create a customized MS Teams site for every school district. Within these teams, secure channels will be created for each school, and within each school secure folders will be created for individual students and classrooms. Access to confidential student information will be strictly managed and restricted to only those individuals who are actively involved in supporting the student.

C. How is outreach success measured and how is the information used to improved services?

- Extensive tracking of all virtual and in-person services provided by program personnel was implemented in September 2024 using the practice management software Jane™. In the spring of 2025, the program began analysing this data to better inform all aspects of its services. A more in-depth and ongoing analysis of the data collected will be a key feature of the program's operation in 2025 / 2026.
- Qualitative data was collected from the field through a survey that school and district personnel were invited to complete following every in-person outreach. The program received 76 written submissions providing feedback to the program in relation to its services. (See Appendix C.) This feedback was made available to program personnel to help inform how future services are provided.

D. What challenges impact delivery of service and how are these challenges being addressed?

- The program continues its efforts to overcome some of the inherent limitations related to providing specialist services through outreach. Living outside the community limits program personnel from building ongoing, in-person connections with students, parents, and school staff. However, this year with an increase in program personnel, it made it possible in many instances to schedule multiple visits to a school over the course of the year, and this noticeably strengthened the sense of connection between staff and program personnel.
- Rural and remote school districts continue to face significant challenges with recruitment and retention including classroom teachers, school and district administrators, specialists, and educational assistants. This often results in many school and district personnel being stretched thin in terms of the time they have available to meet either in-person or virtually. The program specialists have become highly attuned to this and have put concerted effort into customizing their approach to take into consideration the unique context of each school community.
- Provincial School Outreach continues its efforts to coordinate the services it provides with other provincial programs. This includes working through the challenges that come with each program having its own unique referral process and distinct eligibility requirements to access service. The feedback the program has received from the field suggests that some of these systems are not sufficiently attuned to the unique nature and challenges that exist within rural and remote communities.

Appendix A - Provincial School Outreach Staffing (2024 / 2025)

Position	Point Time
Learning Services Teacher	1.0
Learning Services Teacher / Classroom Specialist	1.0
Learning Services Teacher	0.5
Speech Language Pathologist	1.0
Speech Language Pathologist	0.5
Speech Language Pathologist	0.5
Speech Language Pathologist	0.5
School Psychologist	0.8
Occupational Therapist (Contract with BCCFA for FTE equivalent)	1.0
Behaviour Analyst	1.0
Behaviour Analyst	0.5
Behaviour Analyst	0.5
Behaviour Analyst	0.5
School Counsellor	0.5
English Language Learner Teacher	0.5
Total Consultatant Staffing*	10.3

Executive Administrative Assistant	1.0
Vice Principal	1.0
Director	1.0
Total Administration Staffing*	3.0

*In addition to the **10.3 FTE**, the director and vice principal each provide the equivalent of **0.5** outreach consultant services for school and district administration as well as school counselling.

Appendix B - Provincial School Outreach Outcomes Reporting - September 2024 to June 2025

Nature of Support			Individual Students			Classrooms and Cohorts				School-wide Support		District-wide Support	
SD#	School Districts	Schools	# of Students	Virtual-only	In-person	# of Classrooms	# of ELL Cohorts	Virtual-only	In-person	Virtual-only	In-person	Virtual-only	In-person
005	Southeast Kootenay												✓
006	Rocky Mountain												✓
006		David Thompson Secondary	2		2						✓		
006		McKim Middle School	1		1								
019	Revelstoke												
019		Arrow Heights Elementary Secondary School									✓		
019		Begbie View Elementary School									✓		
019		Columbia Park Elementary school									✓		
019		Revelstoke Secondary School									✓		
020	Kootenay-Columbia												
020		Twin Rivers Elementary	1	1									
027	Cariboo-Chilcotin												✓
027		100 Mile Elementary									✓		
027		Columnetza Junior Secondary									✓		
027		Lake City Secondary									✓		
027		Peter Skene Ogden Secondary									✓		
028	Quesnel												✓
044	North Vancouver												✓
046	Sunshine Coast												✓
046		West Sechelt Elementary	6		6						✓		
049	Central Coast											✓	
049		Shearwater Elementary	4		4	2			2		✓		
050	Haida Gwaii												✓
050		Agnes L. Mathers Elementary Secondary	3	3						✓			
050		Daaxiigan Sk'adaa Née	10	2	8	1			1		✓		
050		Gidgalang Kuuyas Naay Secondary	8	4	4		1	1		✓			
050		Port Clements Elementary	1	1						✓			
050		Sk'aadgaa Naay Elementary	12	4	8	1			1		✓		
050		Tahayghen Elementary										✓	
051	Boundary											✓	
052	Prince Rupert												✓
052		Charles Hays Secondary	1		1	1		1			✓		
052		Conrad Elementary	1		1						✓		
052		Ecole Roosevelt Park Community School				1	1	1	1		✓		
052		Hartley Bay School								✓			
052		Lax Kxeen Elementary School	1	1			1		1		✓		
052		Pacific Coast School								✓			
052		Pineridge Elementary								✓			
052		Prince Rupert Middle School	1		1						✓		
052		Wap Sigatgyet								✓			
054	Bulkley Valley												✓
054		Houston Secondary									✓		
054		Muheim Elementary School					1		1	✓			
054		Silverthorne Elementary									✓		
054		Smithers Secondary	1		1						✓		
054		Telkwa Elementary									✓		
054		Twain Sullivan Elementary									✓		
054		Walnut Park Elementary					1		1	✓			
058	Nicola-Similkameen											✓	
058		Nicola Canford Elementary	1		1						✓		
058		Princeton Secondary	1		1					✓			
058		South Central Interior Distance Education School	1	1							✓		
059	Peace River South											✓	
060	Peace River North											✓	
064	Gulf Islands												✓
064		Fernwood Elementary	2		2					✓			
064		Fulford Community School	1		1					✓			
064		Saltspring Elementary	1		1								
064		Saturna Island Elementary	2		2	1			1		✓		
070	Pacific Rim												✓
070		Bamfield Community School	11	1	10	3			3		✓		
070		Ucluelet Elementary	12		12						✓		
070		Wickaninnish Community School	6		6	2			2		✓		
071	Comox Valley											✓	
072	Campbell River												✓
072		Courtes Island Elementary	2	2						✓			
072		Ecole Phoenix Middle School				1			1		✓		
072		Sayward School	2		2	1		1			✓		
074	Gold Trail												✓
074		Desert Sands Community School	11	5	6	4		1	3		✓		

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SD#	School Districts	Schools	# of Students	Virtual-only	In-person	# of Classrooms	# of ELL Cohorts	Virtual-only	In-person	Virtual-only	In-person	Virtual-only	In-person
074		George M. Murray Elementary	3		3	2			2		✓		
081	Fort Nelson												✓
081		Fort Nelson Secondary	4	1	3	1	1		2		✓		
081		G.W. Carlson Elementary	7	1	6	3	1		4		✓		
081		J.S. Clark Elementary	4	4		2	1		3		✓		
081		R. L. Angus Elementary	2	1	1	3	1	1	3	✓			
082	Coast Mountain												✓
082		Cassie Hall Elementary	1		1								
082		Kildala Elementary	1		1	1		1					
082		Suwilaawks Community School	9	3	6						✓		
084	Vancouver Island West											✓	
084		Captain Meares Elementary Secondary	3	2	1						✓		
084		Kyuquot Elementary Secondary	6	3	3	1		1			✓		
084		Zeballos Elementary Secondary									✓		
085	Vancouver Island North												✓
085		A. J. Elliott Elementary	7		7	2			2				
085		Alert Bay Elementary	2		2						✓		
085		Cheslakees Elementary	2		2						✓		
085		Eagle View Elementary	7	1	6						✓		
085		Fort Rupert Elementary	7		7						✓		
085		North Island Secondary School	1		1								
085		Sea View Elementary	4	1	3					✓			
085		Sunset Elementary	5		5						✓		
087	Stikine												✓
087		Atlin School	5	2	3	1			1		✓		
087		Dease Lake School	5	3	2	3		1	2		✓		
087		Denetia School	7	2	5	1			1		✓		
087		Tahitan School	2		2						✓		
091	Nechako Lakes											✓	
092	Nisga'a												✓
092		Alvin A. Mackay Elementary	11	1	10	2			2		✓		
092		Gitwinksihkw Elementary	6	3	3	1		1			✓		
092		Nathan Barton Elementary	3		3	1			1		✓		
092		Nisga'a Elementary Secondary	12	2	10	2			2		✓		
093	Conseil scolaire francophone												
093		École Gabrielle Roy	1	1									
IND	Independent												
IND		Chief Matthews School								✓			
IND		Maaqtusiis Elementary School	1	1									
Totals	29	82	234	57	177	44	9	10	43	17	54	14	18

Appendix C - Feedback for Provincial School Outreach (Survey responses from the field)

What is the name of the school or school district where you are located? (*Please use "anonymous" if you prefer to not be identified.)	What is your position / title?	Based on your experience(s) receiving support from Provincial School Outreach, is there anything you can highlight that you found particularly helpful or useful in terms of the approach taken by the program? Please consider one or more of the following and/or anything else that you feel is important to mention: i) service delivery / primary contact model ii) timeliness of service iii) referral process iv) in person support onsite in the classroom or at the school v) virtual-educational support vi) recommendations provided vii) availability or accessibility for continued follow-up viii) efforts to meaningfully partner with your school / school district.	Is there anything you would like to see Provincial School Outreach do additionally, differently, or better in terms of the services it provides? Consider one or more of the areas referenced in the previous question, and/or anything else that you feel is important to mention.
Gold Trail	District Administrator of Inclusive Education	The team has been very responsive to the needs of students and staff when in schools. Staff have been quick to respond when we have reached out. I have found the follow-up to be very helpful at a district level.	I appreciate all the support the team has provided us- I can't think of anything that I would suggest at this point in time.
GMMES	School Principal	We have just begun our partnership with the PSO, which began with the director coming to our school in person this fall. He got right into the work with staff and students, building connections, listening, observing and most importantly, understanding. He checked in often with myself and our school IST, and helped us navigate the referral system in a way that matched up our needs with the services of the program. I have considerable experience working along side partner agencies and outside practitioners. I have never worked with anyone who has so meaningfully and holistically imbedded themselves within our work, in person. What also sets this program apart is the flexibility and holistic nature of its scope: As principals, we have to grow students, classrooms and schools in concert with each other, leveraging the tools and relationships we have at our disposal. While we share similar challenges, no two schools are alike, especially in rural communities. To have someone who understands this and can see big and little picture, in guiding supports, is truly novel and transformative approach. We are feel fortunate to be apart of this program and look forward to meeting the other members of the team.	There is tremendous potential for this program to make some big impacts in schools that need it most. I would like to see this program continue its work and grow in its reach and scope.
Pacific Rim School District 70	District Administrator of Inclusive Education	We are just starting with PSO this year for one of our remote schools. Since getting connected with the director and his team at PSO, they have been very responsive, connected quickly to our school team, and communicate effectively and efficiently with our school team. We have had one visit already and our site administrator is excited to have access to services being offered and working with the PSO team.	At this point in our work with the PSO. I do not have any suggestions for improvement around services. Happy to offer this feedback if there is anything appropriate to share at the end of the school year.
Fort Rupert Elementary School - SD85 - Vancouver Island North	LST / LART	<p>I like that I have a 1 point contact person regardless of services, she makes the connection for me on your team, understands how your services work so that I do not have to hold onto all that information. She can build a peer-to-peer trusting relationship with me, which helps when I am unsure of what services that a student might benefit and who on your team can provide the service.</p> <p>I also appreciate the connections she helps to make for professional connections. In small districts and schools often there is only 1 or 2 people in this role and it is difficult to have casual, professional conversations with other staff in similar positions to bounce ideas off of or provide advice or guidance.</p> <p>I am interested in virtual-educational support when things get up and running and I have time to think more about these possibilities.</p> <p>I am also thankful for the opportunity for your staff to provide live capacity building activities in our district on Professional Development days. This supports and builds capacity within everyone in our district, classroom teachers, LART's, EA's and principals.</p> <p>I am also appreciative of the quickness in responding to refers. I was thrilled that there was a combination of the visits from the professionals (OT & Behaviour Consultant) working together with us at the school rather than everyone coming in at different times and having to have many, many different conversations and meetings about the same child.</p>	<p>I would love to see "Office Hours" for SLP/OT/LART monthly, so that we could just drop in if we have a question. We have a limited idea of the way services can be provided because of our lack of services in rural communities. It might be interesting for case managers or LART's to have an opportunity to also connect with others in the same type of situations (small, remote schools) and build networks with each other as well. We don't know what we don't know.</p> <p>Maybe some type of virtual appointment sign-up if we need to talk to our contact person or another professional that has come to our school.</p> <p>I am so thankful for these services! It helps to level the playing field for so many students is rural and remote communities.</p>
Eagle View Elementary School SD85 Vancouver Island North	LST / LART	<p>i: having a primary contact has made it easy with knowing who to connect with, they pass us on to others when needed.</p> <p>ii: they have been very timely in replying to email, and have physically visited 2-3 times since school has started, being able to observe and assess several students, also providing recommendations and suggestions for supporting students/classes/teachers.</p> <p>iii: as I am new to my role, I am still learning how this works as our more experienced LART has taken care of this side of things.</p> <p>iv: excellent professionalism and care from PSO team members who have been in our school. They provide a valuable 'outside' perspective on situations raising ideas or observing things we had not noticed or thought of yet. They have assessed students, providing reports for physicians in the process of designation or identification of disorders/needs for learning supports. they have observed students and met with teachers/LART/admin to plan for next steps. They provide valuable recommendations and collaborate with staff to find ways to best support students.</p> <p>v: quick to respond to email with questions, and have scheduled zoom meetings to support EA's with training for supporting learners</p> <p>vii: They have met with families outside of regular school hours to suit the families' schedules.</p> <p>viii: I have felt they have worked very hard, with professionalism and care to meaningfully partner with our school. I enjoy working with each person who has come to our school from the PSO team.</p>	Continuing to visit our school would be great as we have many students who would benefit from further observation.
Eagle View	School Principal	good effort to come to the school and observe	If emails could come instead of having each follow up being an in-person or online meeting. So difficult to add more meeting times to current work schedules. Thank you

SD81 Fort Nelson	District Administrator of Inclusive Education	<p>The top three things I would highlight are the referral process/model, the continuation of service and communication after an in-person visit, and the exceptional quality of support provided by the specialists.</p> <p>The referral process is easy to manage and allows for easy 'access' to the PSO team by all school team members. It is also helpful to have the ability to put in referrals at any point in time throughout the school year. Our teams especially appreciate being able to continue connecting with the PSO specialist after they have left the district. If there are any questions or changes etc. they feel well supported when they reach out to the primary contact or to any of the specialists they worked with during the in-person visit.</p> <p>Each person that has come to the districted and/or supported us virtually has offered extensive knowledge and support in their area. They have been flexible and very open to hearing from us about our context. They take time to understand our barriers as well as our areas of strengths and customize their supports to match our specific needs.</p> <p>The referrals do not need to be tied to a diagnosis or a designation which means we can get support for the students who need it most. This really recognizes the fact that one of our barriers in our community is a lack of access to formal diagnosis and assessments by both the school district and families.</p>	I would like to see the PSO continue to grow and become a centralized place to access a variety of supports and specialists. (OT, PT, SLP, Psychologists, etc.).
SD92, Nisga'a	District Administrator of Inclusive Education	iv) in person support onsite in the classroom or at the school v) virtual-educational support vi) recommendations provided vii) availability or accessibility for continued follow-up	Connecting with other outreach programs to consider the development of a system that allows for a single point of entry for school districts to access supports and services.
School District #74	LST / LART	<p>-In person- right away- hands on the ground - getting a feel of our school and needs.</p> <p>-Comprehensive approach to supporting us-- questions like who would be helpful ,what supports do you need the most, what are you lacking... etc.</p> <p>-Feeling of understanding of the complexities of a school and our day-to-day stretches. We can't just jump on a Zoom meeting or fill out 30 pages of paperwork, they seem to understand this and work with our schedule and our time constraints.</p> <p>-I enjoy hearing from the expertise of someone who has worked in many roles, extensively throughout his career.</p>	I cannot think of anything yet at this time. I think it is a wonderful and needed program for our rural school districts.
SD81 Fort Nelson	Parent / Caregiver	Primary Contact, Timeliness of Service, in-person support, virtual support, recommendations, availability for continued support and follow-up, partnership with the school	More Face-to-face time
Stikine	Vice Principal	In person visits to observe classrooms and provide another view/outside feedback to support staff. Continued support via zoom and potentially later visits.	.
92	Classroom Teacher	The director came into my classroom and provided specific strategies after meeting my kids. This helped because he was very aware of the classroom context and behaviours.	better explanation of their services for classroom teachers
SD 87	LST / LART	I appreciated the in-person visit. Guests were positive and took advantage to get a feel of the school and its nuances. Follow-ups were thoughtful and thorough.	Pretty early to tell. I've been put in contact with appropriate support as promised.
SD # 85, Vancouver Island North, Alert Bay Elementary	School Principal	The follow up from the team is excellent, the suggestions/actions are fantastic, having one contact person to liaison has been fabulous, everything has been extremely helpful and timely. The support has been appreciated.	All assistance and check-ins have been extremely helpful. Our school team liaison has been excellent and checking in, following up and recommending resources, connecting us to SET BC etc. All assistance has been well received and appreciated. thank you!
Alert Bay Elementary	Educational Assistant	I found the in person support and use of equipment the most helpful.	I would like to see more in person support, though I understand our distance is a huge impediment.
Gulf Island School District	School Principal	<p>I appreciated the team approach and collaborative discussions.</p> <p>The facilitator was supportive and non-judgemental during the observation process</p> <p>The facilitator advocated for student needs, even when the recommendations were considered to be "difficult to implement"</p> <p>I found the team offered excellent suggestions</p> <p>One challenge was access to shared documents- the uploading process was a bit confusing an documents were shared without access last year</p>	I have been very impressed by the team and their caring and supportive approach
Vancouver Island West SD84	Assistant Superintendent	The PSO team has been very responsive to the needs identified in our district, and has done a good job of shaping supports to meet those needs, rather than having a strict definition of "what support looks like" as some POP's do. Given the remoteness of our district I have been impressed with the willingness and availability of PSO support to be on-site; this on-site support is critical for building connection with staff and students.	Please keep firm boundaries around providing support to the "really rural / remote". There are a lot of needs in a lot of districts, but truly remote districts and schools require the services of the PSO to meet the needs of their students, and it would be a shame to have PSO services eaten up by less-remote districts that have some ability to provide services.
Anonymous	LST / LART	This year, there seems to be more hands on and involvement from the team.	So far things to be going really well!
ZESS - SD84	School Principal	It was great that staff could come out to see the school. We were fortunate this year, that we are receiving service from other support services.	No. I the future, we may need support for Special Education as our Learning Assistance Resource Teacher is retiring. If this support is offered, or mentoring of a educator that is new to the role, that would be great.

A.J. Elliott Elementary	School Principal	<p>We have just begun our experience with PSO. Our coordinator had a visit and we had a visit from the SLP last week. The counsellor has been very supportive with working through the process and the SLP was absolutely amazing. In one day with the SLP we had so much more accomplished than in countless frustrating sessions with Tiny Eye. The SLP worked with one student who will now be referred to the cleft pallet team in Victoria, talked with the program lead, and met with the parent. She also worked with another student who will be getting further assessments done when she returns in December, will work with our support staff to support this student, and met with her parent as well. We couldn't be more thrilled and feel these students would have not received this level of service without PSO.</p> <p>We look forward to future visits from the team.</p>	I think we are too early in our experience to answer this question yet
SD50 Haida Gwaii	Classroom Teacher	Everything was very smooth. The counsellor was an excellent activity facilitator in my classroom. I would love to have her back in future classes!	I think everything was great as it was.
Daaxiigan Sk'adaa Nee, Haida Gwaii sd50	LST / LART	<p>Recommendations provided: it was great to have the expertise of Behaviour Analysts as we have been trying to reduce aggressive/violent behaviour of a student with high needs. The data strategies, helping the school and family through a Functional Behaviour Assessment, the in-person visit, the feedback report and suggested strategies have been very helpful and continue to inform our work with this student.</p> <p>Timeliness of service: we're in a remote area, and have limited access to specialists. We've had timely and excellent services both virtually and in-person from Behaviour Analysts, an Occupational Therapist, a School Counsellor and a School Psychologist. The referral process has been quite smooth, easy and quick.</p>	<p>I'm starting to notice that the specialist services we do have on-island for our school district, such as limited services from a Speech-Language Pathologist, or limited services from a School Psychologist (to do PsychEd assessments) are becoming oversubscribed (eg. a caseload of 17 students for SLP when SLP is only available 2-3 days per month; a waitlist of 15 students for PsychEds when only 4 can be completed per year by the School Psychologist hired by the school district).</p> <p>I'm not sure if the PSO is currently able to offer ongoing services in this area, eg. can a PSO SLP take on part of the school's SLP caseload virtually? Can the PSO take on a large chunk of the school's PsychEd waitlist? If this is available currently or as an additional service in future, it would be very beneficial to students.</p>
Coast Mountain School District	District Administrator of Inclusive Education	<p>I really appreciated the approach to helping connect with all other provincial services, so we are all working in coordination not segmented programs.</p> <p>I really appreciated the willingness to connect with the teachers directly involved and talk.</p> <p>It has been refreshing to have a streamlined referral process. The amount of paperwork expected by other provincial programs is sometimes unmanageable for schools.</p> <p>The virtual component and continued follow up is incredibly valuable.</p>	I am really excited to see what type of professional learning opportunities may become available in the future. It would be wonderful if these opportunities were offered on Pro D days that align with school districts.
SD64	LST / LART	I have just begun my experience with PSO. I was not involved in the application/referral process but I have been extremely happy with the service delivery so far. It has been a real game changer for our team.	I would love to be able to broaden the service. The need is very high.
Anonymous	LST / LART	New to district. Not enough time for me.	Again not sure.
Fernwood	LST / LART	I've been thoroughly impressed with the quality of PSO's services. The referral and delivery process is both efficient and seamless. Your team members are true professionals with a strong work ethic, offering valuable insights and recommendations. They are not only knowledgeable but also easy to collaborate with, making the entire experience both productive and enjoyable.	I had hoped that, once again, we could benefit from the support of a behavior analyst to assist with some of our more challenging students. However, I understand that our district may not qualify for this service, as your mandate prioritizes rural and remote school districts. While I recognize that SD 64 is not classified as rural or remote, we are still facing a significant gap in behavior analyst support. This resource is crucial for effectively addressing the needs of our most vulnerable students and ensuring they receive the best possible support.
KESS	Also Librarian	It was helpful to have an outside perspective and feedback.	I think referrals would also be useful.
SD 70	Classroom Teacher	It was so nice to have in person support for once! Having other professionals around to assess complex needs and provide resources was amazing! They didn't just give me a bunch of "stuff" either but rather showed me how to use all the different tools, making the process feel much less overwhelming!	I would love it if we could have multiple follow up sessions so support is available when we run into roadblocks!
Bamfield Community School SD70 (Pacific Rim)	Vice Principal	We really appreciate the way your team has connected with us—taking the time to understand our needs, listening carefully, and validating our concerns. It's made a big difference to feel heard and supported, and the resources you've provided so quickly have already had an impact. It's clear you've taken the time to get to know our school, our culture, and our community, and we're so grateful for that. We're looking forward to keeping this collaboration going in the new year and seeing what we can accomplish together. Thank you for being such a thoughtful and supportive partner!	Not a thing at the moment! Every question and brainstorming session has resulted in thoughtful and creative ideas and solutions! Thank you again!
SD #72	SLP	I was able to receive support from the SLP. She was able to provide support on communication solutions/next steps for my most complex students. All 4 of these students had been referred to all/most of the specialty outreach teams- Inclusion BC, POPARD, SET-BC. I was not able to find the support I needed. What made the SLP's service particularly useful is her extensive skill set in supporting complex communicators. As an AAC SLP, the SLP is the first resource in which I have found the professional support needed to troubleshoot the specific, individualized solutions needed to effectively support our most complex kids. This support was especially useful, as it was timely and easy to access. The referral process was simple. I found the virtual-educational support effective in meeting the need that I was seeking. The SLP's recommendations and her collaborative approach have helped me identify the next appropriate steps in supporting these complex communicators. I am grateful that I will be able to follow up with the SLP as needed and I think these continued, timely and accessible conversations will support the best practice for these complex students.	As an AAC SLP in a rural community, I seek more opportunities to collaborate with professionals on complex students. There are many educational opportunities for general AAC education, but few opportunities to discuss the individualized strategies/supports/approaches needed for complex students.

SD64	District Administrator of Inclusive Education	<p>Support for all students: I am impressed by how the PSO supports any student, regardless of whether they have a diagnosis or not.</p> <p>Referral process: I find the referral process much more teacher, school, and family-friendly compared to other Provincial programs.</p> <p>Team collaboration: I appreciate how PSO is very open to working as a team, even including other provincial programs when needed. This is especially helpful in our district where finding specialist staff has been a challenge. PSO does not deny service if we don't have access to particular specialist staff, which has happened with other Provincial outreach teams.</p> <p>Admin support: As an Admin, I value the ability to work with the director on district issues. His support and advice until it is determined if PSO service is an option or available have been invaluable. Having PSO support for Admin issues in complex situations is extremely unique compared to other Provincial programs and is greatly appreciated.</p> <p>Service timelines: I have had mixed reviews on the timelines of service and support. Our unique situation of having a 4-day week (no Friday) impacts availability for virtual connection options to Monday. I know our staff has really valued the in-person supports, and I think teams aren't accessing virtual continued follow-up as much as they could. I am not entirely sure why, but this is something I would like to explore further with my school teams.</p>	I cannot overstate the value of the in-person supports provided. These interactions significantly contribute to building trusting relationships, which in turn foster more meaningful communication and collaboration. However, I have encountered some issues with accessing the TEAMS site for recommendations. In my role, it would be highly beneficial to be included in most/all correspondence and recommendations for each student involved with the PSO. This inclusion would enable me to ensure that follow-up actions are taken and that recommendations are integrated into IEPs and/or behaviour support plans, as well as communicated to any new district members of the student team.
Dease Lake School - Stikine School District #87	LST / LART	This is my first year in a remote school and my first year working as an LST and School Counsellor. The SLP and the PSO team have been a lifeline for me. My questions and inquiries are answered quickly, professionally and in a comprehensive manner. Additionally, the SLP has connected me with other services and education professionals who have proved to be a support to myself and the school. Some key areas where the school has benefited from PSO's knowledge, recommendations and expertise are: the creation and implementation of support staff meetings, scheduling, and EA role expectations, the use of visual aids and prompts in the K-1 classroom, specific learning support strategies for printing & fine motor skills, new teacher mentorship and support, and information and clarification about SET BC and Speech & Language services.	In a remote district that experiences high teacher turn over, limited access to resources and a population of students with high academic, social and emotion needs, having access to a provincial outreach program has truly made a significant impact on the quality of education and supports we can offer our teachers, students and parents. Thank you.
SD58	Educational Assistant	It was great to talk to Jenny in person, to be able to give her insight to the student and her being able to talk to the student directly.	I look forward to hearing from my resource teacher about the virtual education support that may be provided to her regarding the student Jenny came to observe and speak with.
Princeton Secondary School	School Principal	I love the fact that we received any service at all which is extremely difficult to obtain in our rural district. The program is fantastic and our person Jenny was amazing. I think it is important that the provider spend significant time with a student to get a well-rounded picture of the student and the school/classroom/district environment. This program does that and I find it far more beneficial to the "fly by" service we get from other programs. Jenny helped our student and his program immensely.	Come more often.
PSS	Educational Assistant	I appreciate how much the SLP was able to connect with our student over the course of 4 days. She was able to really get to know him and tune in. In the past we have had other support come in for a very short time, only 1-2 hours which wasn't very helpful. I like how she can now follow up with our student and make recommendations based really understanding what his needs are.	no
Nicola-Similkameen	SST- Student Support Services Teacher	Our team feedback unanimously applauds the consecutive days PSO was in our school. We agreed that it is much more effective than a one-off day here and there and really allowed time for authentic connection with students and staff. I also would like to highlight the collaborative excellence provided between our school, district, SET-BC and district SLP from PSO. Managing communications can be challenging in school settings when we are spread thin, so pulling all those pieces together really felt supportive and collective. The SLP has continued to be responsive and authentic in her approach to collecting information and creating connection and is really a fabulous representative of PSO. We agree that	We would hope that PSO continue its work in rural areas such as ours to fill gaps in service provided. Now that we have had the opportunity to first-hand experience the professionalism and effort invested by the SLP, we are hopeful to access PSO in the future. My hope is that there is no limitation for access, as time goes on and demand increases.
SD50 Haida Gwaii	District Administrator of Inclusive Education	The PSO has been hugely helpful for our district. The staff are easily accessible, respond quickly to inquiries, and are very flexible to support our needs.	N/A
Wickaninnish community School sd#70	School Principal	The SLP's flexibility and ability to share his knowledge in a way that was accessible for all staff was so appreciated.	Hope we can continue to receive service and see us continue to grow in our use of supporting students in our rural setting with AAC.
GiDGalang Kuuyas Naay Secondary	LST / LART	I have found that specialists within the PSO are very communicative, promptly responding to inquiries I may have. I especially appreciate the multi-disciplinarian nature of the organization. I appreciate that the team meets to review referrals and current cases and that in this process a student may be identified as also potentially benefiting from another service within the PSO. In this regard, a referred student is really supported, and likewise so am I. I also appreciate the ongoing support of the English language support in the form of virtual check-ins, instruction and assessments. Overall I think that the PSO is an innovative approach to providing meaningful ongoing support to rural and remote students. It is a team based vision and when I have a student referred, I feel that both I and my students are well-supported.	I can't think of anything at the moment.
SD50 Haida Gwaii	LST / LART	PSO provided Social Stories almost as soon as I did a referral for a ASD kiddo which was appreciated. PSO provided a ELL specialist who meets with ELL kiddos and has connected them with students in other districts much appreciated. The same ELL specialist helped review my student services and helped with lesson ideas.	More ed psychs for kiddos
Wickaninnish Community School (SD70)	Classroom Teacher	The SLP was one of the most helpful professional consults I have worked with in my entire teaching career. I feel empowered to use to LAMP program in an authentic way, to not only support the student using LAMP but my entire class. She was so positive with the way she noticed things we have been trying around the classroom, and using those guide how she encouraged us to use LAMP. She offered an inservice that many staff members found, and her hands-on approach helped all learning styles soak up the information. She also made the time to meet those that had interest one on one to answer specific questions. I now am using LAMP daily in my classroom across all subjects, and it is amazing to see how much my students have picked up as well.	I would have loved to have this service earlier in the year had we known about it! That is truly the only thing I would change!

West Sechelt Elementary	Inclusion Support Teacher	The SLP's support has been crucial in our school staff learning now to support our non-speaking students. We would've been adrift without her, and our student's voices would have remained impeded by our skill deficits as a school team. The SLP is skilled, kind, clear, and astute. Her recommendations and on-going support (multiple in-school extended visits, availability via zoom and phone for troubleshooting and coaching) has made a world of difference for our students and staff. I really hope we can have her continue to support our students and staff in the coming school year to keep the momentum going and build our capacity to support our non-speaking students.	I would just like to see the support continue. I also see value in coming alongside district SLPs to develop their capacity in using AAC to support students.
Nicola Canford Elementary	Communication	The SLP was incredible. She is so knowledgeable and provided the team with a specific approach to supporting the student's communication. I love how she gave us "the how" not just a list of suggestions. She was so respectful of the team "on-the-ground" and she listened and incorporated the information we shared into her plan. This was not a "one-size-fits-all" approach but a support plan tailored to a particular student.	More time. I'd have loved to have seen the communication system used with the student before the day ended but there is never enough time for everything. The SLP made great use of the time we had together.
Wickaninnish Community School	Classroom Teacher	I appreciated the hands on format for the delivery model, especially working in a small rural school. I also appreciated the options to meet afterschool not just during class time. Also it was great to try the resources right away to see them in action and how they would work to support students.	I am so appreciative of this service and it was so amazing to see how these tools could work for my students. So exciting!
PSS	Educational Assistant	I found the SLP very helpful and knowledgeable	no
Princeton Secondary School	Classroom Teacher	In a rural school in particular, face to face social connection for the youths is critically important for their academic and social education. I think that helping students who struggle with verbal communication is vital and helps those who are vulnerable and marginalized.	Because I do not have training in this area, I do not think that I would be able to address this questions meaningfully. I will note that the work that has been done has been great and I would trust experts who wish to expand or change their techniques.
SD85	LST / LART	In person support onsite at the school and recommendations provided	Overall it was a good experience.
School District 58, Princeton Secondary School	School Counsellor	All of the above was offered at our high school this year and done well. I would say without Thai support a vulnerable learner may have fallen through the cracks. The in-person support is vital, as being rural our access to in-person care is limited.	The service we received was excellent.
Princeton-PSS- SD 58	Educational Assistant	I really liked being able to connect with the SLP during her visit to PSS in January. I had time to chat with her a couple of times over the course of the week.	I would have liked to be able to spend a bit more time with her during her return trip in June, but time was limited. Would it be possible for her to spend time with the student in the community to see how s/he interact with people outside of the school setting?
SD 58	Classroom Teacher	I felt it was timely and totally considered the needs of the student first.	I was impressed with the service and can't say how it could be improved.
Wickaninnish Elementary	Parent / Caregiver	It was great that the support was delivered in person. The SLP was wonderful and obviously very experienced.	More communication with parents before visiting child. Prior to the initial visit with our child, we had a lot of questions and some concerns about how the service would be delivered to our child, the school was not able to provide us much detail. For some parents it is important to hear directly from the service provider, versus second hand from the school staff. We did bring this up with the SLP and she understood our request for future services being provided to our child.
First Nations Schools in the Interior of BC	SLP	The support provided from PSO was invaluable. The SLP's incredible expertise and knowledge helped guide us (the school team) toward a communication system which will allow this student to communicate successfully. I heard the school team say, "This is the missing piece we have been waiting for". In the past, many suggestions or recommendations have been made by outside teams with limited success. In just one day, the SLP managed to create a meaningful connection with me and the school team, get to know the student and understand her unique communication style and needs, and suggest a system of communication that felt like the perfect fit. The SLP didn't just provide recommendations or suggestions of what to do better; she developed a tool with input from the team and gave specific directions about how to implement it for this particular student. The team felt included and empowered in their quest to help this student communicate.	As a private practice SLP working in rural and remote First Nation's schools, I can't say enough about the value of this support for enhancing SLP support for the complex communicators on my caseload. Although I have experience with AAC, supporting complex communicators is challenging and requires considerable expertise which is difficult to acquire as a "generalist SLP". The SLP's respectful and skilled approach to supporting the work I am doing was refreshing and insightful. In a single day, I gained considerable knowledge, developed critical thinking skills, and increased my confidence in supporting complex communicators. These gains will benefit the student she came to see as well as many other students on my caseload now and in the future. As a sole SLP trying to "do it all" on my own, I am so thankful for the mentorship and collaboration I received.
School District 82	SLP	Both the in person support and then the follow up virtually after both with the school team and the school based SLP. The SLP was also wonderful in trying to help support our district with looking into new ways / systems we can get started to better help caseload management and providing people with training that could support less complex students	I think it would be helpful if there was a bank of some basic online training sort of things that EA's and Classroom Teachers could watch - I think this is something that will be happening live virtually but I think it will be really valuable to have them recorded as well so that SLP's can share it out to new teams or people coming in
Sunshine Coast School District 46	Speech-Language Pathologist	I've attended two PSO meetings online for Rural and Remote. We discussed service delivery at the first meeting. It seems that the difficulties providing a tiered service delivery model are the same province wide. We spend a lot of time and resources training inexperienced EAs that consistently get pulled to work with other children, or quit. If the student has a speech disorder they do not get government funding, no EA support, so having an EA run our programs is difficult. Our second meeting, we discussed some great ideas for setting up EAs with resources. I'm hoping to implement some of these ideas in the next school year.	PSO SLP team is wonderful. I'm looking forward to learning more from them in the future.
School District 70	SLP	I appreciate that the SLPs are always looking to collaborate with myself as the district SLP and are sensitive to issues that are faced as a sole district SLP. I appreciate the change to collaborate with other SLPs via the Teams channel and the willingness of others to share resources and ideas. Their support to our remote schools in Bamfield, Tofino and Ucluelet has been invaluable as these schools have gone without substantive SLP service for some time. It is helpful for me as the only SLP in the district and the SET-BC district partner that someone has had eyes on the students out there and can report back to me and help make decisions about what needs to be done.	I'm excited for our support from PSO to continue into next year. Excited to see how it will continue to unfold. In particular, it was mentioned that there may be the opportunity for PSO SLPs to provide some virtual training options that can be offered to staff (EAs, ISTs) in our districts. This would be valuable to me as well as the continued ability to connect on the Teams channel and of course the fabulous in person support provided by the SLPs.

GMMES	School Principal	We had 4 visits this year from PSO to support, which was incredibly generous. I think the model is extremely effective in providing supports to rural schools. The visits, in person, really allow the PSO staff to dig into the school community and context. The director and the BCBA's visits helped create robust plans for some complex kids, and they were able to bring expertise and perspective that we desperately needed. However, the support went beyond the kids on their caseload. Their approach was to get right into it with classrooms and students and embed themselves into the school, making connections, observing and supporting, to understand all aspects of the routines, personalities and opportunities. This lends so much trust behind the recommendations they make. Their perspective, suggestions and ideas benefited the school community as a whole. Just as powerful were the ways that they recognized and reinforced the good work that was already happening. This is a novel approach to providing services to underserved communities by some exceptional people, and I hope that many more schools can benefit the way we have.	Mindful of the maze that is collective bargaining agreements and staffing formulas: I am just so curious about how this model could grow to support services beyond what are currently offered. I'm curious about classroom curricular / SEL support with some expert instructional support, What about subject areas that have dedicated experts in larger schools, but are perennially "taught of the corner of a desk in small schools due to lack of teacher expertise and limited FTE? (Arts, Drama, Music, PHE, Outdoor education / Land-based learning) What if there was a PSO expert available that would travel, to help small schools do some incredible things? I'm also wondering if the PSO would look at Wellness / Student Health. Some larger districts have "District principals of student wellness or SEL" or trauma informed practice.
Fernwood Elementary	Educational Assistant	My conversations with and support from the SLP was a very helpful resource. She has an understanding of children with autism that enhanced the team! Her calm and kind approach was appreciated. I hope that I can continue to work with her!	I think that support like this specifically with the EA is important. Certainly the interaction would be shared with the other players and the reasonable expectations could be shared based on what the research suggests and the strengths of an individual student.
Suwilaawks Community School	Classroom Teacher	highlights: - in person evaluation -in person conversation about strategies moving forward -quick meeting to check on progress	It took time to have my students get onto the list for support. It would be nice for that process to be easier/smooother. Once they were a part of the program, it has been great!
CMSD 82	Speech-Language Pathologist	It was very helpful to be able to meet with the PSO SLP to discuss our observations and to brainstorm solutions. The PSO SLP has many more years' worth of experience than I do, so it was good to be able to bounce ideas off of a clinician who has seen more and has a different perspective. It was also helpful that the PSO SLP could visit in person a few years throughout the school year to see how things were progressing, as I see students virtually and do not necessarily see the same things (e.g., classroom environment).	No, this is a fantastic program and I am very grateful for all of the help we have received!
50 Haida Gwaii	District Administrator of Inclusive Education	the referral process is very much streamlined and is easy to use. The follow up after in person visits is really helpful.	N/A
74 Gold Trail	District Administrator of Inclusive Education	The PSO team has been extremely helpful in supporting some of the challenges that are faced in rural education. For example, behaviour consultants supported one school that didn't have access to behaviour consultant support. The team has supported in a timely manner and in various ways including: mentorship, school/district/classroom, and individual student support. Communication continues after visits/meetings to continue to provide support to school teams. We have called on the director and his team several times this year and have appreciated all the support that they have provided and we are looking forward to continue working with the PSO team to continue to develop inclusive practices across the district.	No- the team is fantastic.
Wickaninnish Community School Pacific Rim Sd#70	School Principal	Flexibility willingness to meet learners where they are at. Really appreciate the knowledge your staff has and the ability to help others access the knowledge in a quick and efficient manner.	Just more time would be the only thing it is an awesome service we just need more of it to keep the momentum going.
Nisga'a School District (92)	District Administrator of Inclusive Education	The in-person visits by consultants were among the most impactful parts of the support received. When consultants came directly to our schools, it showed deep respect for the Nation's ways of knowing, being, and relating. This kind of connection is vital in this context, where trust and relational accountability are central. Consultants who take the time to physically be present not only gain a deeper understanding of our local context but also demonstrate a willingness to engage in true partnership. Students, staff, and families are more likely to engage when they see that professionals are committed enough to come in person, listen without assumptions, and adapt support to fit our lived realities. Furthermore, in-person support allowed consultants to observe classroom and school dynamics in real time and to co-model strategies alongside staff. These shared experiences helped build confidence in implementing strategies and allowed for immediate feedback and shared problem-solving. Their continued presence after in-person visits (through regular check-ins, coaching, and follow-up) strengthened the network of support already in place. This ongoing collaboration allowed space for reflection, adjustment, and shared problem-solving as we worked together to meet student needs. A key part of this support was the professional development offered by the consultants, which was not only relevant but directly responsive to the realities we were facing. Of particular value was the crisis intervention training, which equipped staff with practical tools to navigate high-stress situations with more care and confidence. Lastly, another much appreciated aspects of PSO's approach has been their commitment to checking in with me/district before offering specific supports to individual schools. This level of communication and respect for local context has been essential, especially at a time when we're working to build consistency and infrastructure across the district. PSO's willingness to align their efforts with our broader goals helps ensure that support is coordinated, strategic, and responsive (rather than fragmented or reactive). T'ooyak̓siy̓ n̓isim for all of your support.	While the in-person visits from PSO consultants are meaningful and help build strong initial connections, they are often quite brief. As a result, some staff are left with a lingering sense of, "now we're here on our own," once the visit ends. It's important to recognize, however, that both the District and PSO have provided substantial support. What's equally important is building a stronger understanding among school staff that these supports are not meant to replace their role, but to strengthen their capacity. There is also a growing need to foster shared responsibility; to shift the mindset from looking outward for solutions to recognizing the responsibility and agency educators have in implementing and sustaining strategies. Continued support from PSO, especially through deeper, sustained engagement or return visits, could help reinforce this shift and support long-term growth and confidence in staff.
Boundary SD51	District Administrator of Inclusive Education	Within the last month, I have reached out to see about accessing services to begin an ELL program in our district. I was immediately linked to the ELL teacher, who was eager to help and has had several meetings with me already. He offered to come out in September to help get our program up and running and has set me up with other provincial group meetings with other ELL program leaders. I was very impressed with how quickly they responded to support me and all of the things they have offered to me to get this program up and running.	I'm looking forward to beginning my partnership with this team.

Coast Mountain School District	District Administrator of Inclusive Education	The PSO has been an incredible support, demonstrating a deep commitment to the well-being of students. One of the most appreciated aspects is the ability to speak directly with a real person—someone who listens, understands inclusion, and offers thoughtful guidance. In a role where you're often seen as the expert in your district, having a knowledgeable and compassionate sounding board is invaluable. The low-barrier model of accessing services has made a meaningful difference, especially in the North where specialist resources can be limited. The PSO team's understanding of the local district context and the students we serve adds depth to their support. Schools have especially valued the direct service in classrooms, the collaborative consultations with teachers, and the virtual meetings with specialists to help monitor progress and develop strategies. The care, accessibility, and expertise of the PSO have truly strengthened our ability to meet student needs.	In addition to the invaluable direct service to students, we deeply appreciate the PSO team's support in helping us navigate the complex pillars of legislation that shape our daily work. Their guidance has provided much-needed clarity in an increasingly demanding landscape. We're especially grateful for the director's consistent presence at the BCCIASE Northern Chapter meetings, which demonstrates his genuine understanding of the pressures districts in the North are facing. The director also recognizes the significant challenges we encounter supporting complex learners who lack a diagnosis—many of whom have been on the NHAN waitlist for years due to limited access to family doctors, pediatricians, and specialist services. With wait times now reportedly around three years, the gap between student needs and available supports continues to grow. The PSO's awareness of how these systemic barriers intersect with funding models is deeply appreciated, and their advocacy and insight have been a crucial support to our teams.
Rocky Mountain SD6	District Administrator of Inclusive Education	Although I am unable to speak broadly about point of contact at the school level, I can comment on administrative processes for PSO. I can't say enough about the timeliness and professionalism of the service that was offered. The willingness of all members of the PSO team to shift schedules, and accommodate school, student and parent schedules and needs was greatly appreciated. The referral process was efficient and easy to complete. Lastly, the creative, solution focused approach taken by the team inspired our staff and worked to get us "unstuck". This provincial program is highly valued in a rural and remote district such as hours; the services offered by this team would not be available to our school communities otherwise!	As the services of PSO are new, I wondered about a bit of a manual or case studies that could be made available to school teams so they understand how to best utilize the talents of the team, as well as how you would like the school staff to organize during visits. I felt like we made a few scheduling missteps because we didn't fully anticipate the services delivery model.
SD50 Gidgalang Kuuyas Naay secondary	School Principal	We have very little in terms of local support for ELL students. Having someone virtually connect directly with students was very valuable. Not only could you provide direct service, it was invaluable to be able to get advice and I out from someone who knew the students.	I wonder about the capacity rural and remote schools have to do things like teacher supervision and evaluation, beginning principal mentorship and beginning teacher mentorship. Is that something the PSO could explore?
Pacific Rim School District 70	District Administrator of Inclusive Education	The PSO team has been amazing with our rural schools this year. The communication has been efficient, timely and transparent about the service being provided, resource and supplies suggestions. The in-person visits are planned well in advance, giving schools time to prepare for visits, communication with other district itinerant supports has been inclusive and collaborative. We have received primarily SLP support from PSO, with a focus on AAC which has been extremely helpful and is supporting capacity building in our staff.	The entire team is supportive. Our district is grateful for the support we receive for the rural/remote schools receiving the PSO services. THANK YOU!
CMESS SD84	Classroom Teacher	Service delivery and Virtual-educational support were very helpful for my student's continued growth.	Working with Provincial School Outreach has been great!
SD6 Rocky Mountain	District Administrator of Inclusive Education	Our team has been SO impressed with the supports and service delivery model.	More implementation time/walking alongside our days would be helpful - knowing that direct interaction with complex students may not always be possible because of the relationship piece but observation and feedback/advice and recommendations would be helpful (just more :)). The learning services teacher support could be more relevant to the life skill programming (versus academic skill focus) - more appropriate to our particular student with diverse abilities. Not a complaint in any way, just feedback from staff conversations. The experience was awesome! This helped support our team with affirmative feedback and confirmation/acknowledgement of the hard work happening, the tools/strategies in place and adjustments/additions. As we know, the work is hard and sometimes gains are difficult to see/measure. The team helped the relationship with the parent, as the work and programming were validated by outside 'experts'. Thank you!
Vancouver Island West D 84.....Captain Meares Elementary Secondary School	Educational Assistant	It was wonderful to have consistent support with the student. The material that was provided after the zoom session was very beneficial to work on with the student until the next zoom session. My hopes is that District 84 will continue to partnership with the Provincial School Outreach and that it will start right away in the new school year.	If there is a way to do more in person visits that would be amazing. Weekly zoom sessions would also be very beneficial.
North Island Secondary School	Classroom Teacher	The insightful research and conversations were highly valuable and appreciated. The ELL teacher was approachable and reliable with planning, sharing, and supporting our ELL goals and meeting this year.	Provide an online platform of resources and documents that can be used as blank templates for AIP's, assessments, referral lists, and any other necessary documents that the government and program requires.
Cariboo-Chilcotin	Director of Instruction	The organization of how the whole process is going - we identified what the issue is that we were needing support with and the director and vice principal offered an solution. They came and met with our PVP group to get a better idea of what is going on and presented to them what supports are available and will continue to be involved next year as well. Their presentation lead to referrals for individual students as well because PVPs were not aware of the extent of services provided by the PSO. It was great to see that it all started with one Teams call and now we are building this ongoing relationship that will benefit staff and students.	The ongoing relationship really allows for the potential to help build capacity with our PVP group as we continue to work on conduct. The individual/classroom referrals will also benefit some of our more complex learners greatly as well.
Vancouver Island West SD84	Deputy Superintendent	The connection of our school teams to a key contact person (primary contact) at PSO was very helpful. Primary contacts were very responsive. PSO staff also checked in with the district at multiple points in the school year to see how things were working and adjust as necessary.	I wish there were more of you! Access to specialists is very challenging in rural and remote districts, and the PSO team brings a model of expertise and professionalism that is so valuable to our remote schools. PSO is a vital service.

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

Meeting Date: December 16, 2025 ☒ **Board** ☐ **Board, in camera**

Topic (as per the Memorandum): **Cloverley Elementary School Servicing Agreement Bylaw, 2025**

Narration:

The City of North Vancouver requires that the Board of Education enter into a Servicing Agreement for the construction of a new elementary school at the Cloverley site. Under the Servicing Agreement, the Board is required to grant a Section 219 covenant and statutory right of way in favour of the City, for the purposes of completing certain servicing works required under the agreement.

The servicing works and final design drawings have been negotiated and agreed upon by the school district and the City, and the respective legal counsel representing both parties have reviewed and finalized the agreement.

As per Board Policy 805, a Bylaw will be required to grant a covenant and statutory right of way to be registered on title. Michael Chapman, Director, Facilities and Planning will respond to questions on this matter.

Attachment:

Cloverley Elementary School Right of Way and Covenant Bylaw, 2025

RECOMMENDED MOTION:

That The Board of Education of School District No. 44 (North Vancouver) Cloverley Elementary School Servicing Agreement Bylaw, 2025 be read a first time;

That The Board of Education of School District No. 44 (North Vancouver) Cloverley Elementary School Servicing Agreement Bylaw, 2025 be read a second time;

That The Board of Education of School District No. 44 (North Vancouver) Cloverley Elementary School Servicing Agreement Bylaw, 2025 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.

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER)
CLOVERLEY ELEMENTARY SCHOOL SERVICING AGREEMENT BYLAW, 2025**

WHEREAS a board of education may dispose of land or improvements owned or administered by the board of education under the authority of Section 96(3) of the *School Act* (British Columbia), subject to the Orders of the British Columbia Minister of Education and Child Care (the “**Minister**”);

AND WHEREAS the *Interpretation Act* (British Columbia) defines the word “dispose” to mean to transfer by any method and includes, among other things, grant and charge;

AND WHEREAS the Minister issued Order M193/08 (Disposal of Land or Improvements Order) effective September 3, 2008 requiring fee simple sales and leases of land or improvements for a term of ten years or more to be specifically approved by the Minister, unless the transferee is an independent school or another school board;

AND WHEREAS a disposal of land or improvements by way of a grant of a covenant and statutory right of way does not require approval from the Minister pursuant to Order M193/08 (Disposal of Land or Improvements Order);

AND WHEREAS Section 65(5) of the *School Act* (British Columbia) provides that a board of education may exercise a power with respect to the acquisition or disposal of property owned or administered by the board of education only by bylaw;

AND WHEREAS:

- (i) The Board of Education of School District No. 44 (North Vancouver) (the “**Board**”) is the owner of certain lands and premises to be known as Cloverley Elementary School with a civic address of 970 Shavington Street (formerly 440 Hendry Avenue), North Vancouver, British Columbia and legally described as follows:

Parcel Identifier: 007-180-683,
Legal Description: Block 4 District Lot 272 Plan 18465
(the “**Property**”);

- (ii) the Property is facility number 0400067;
- (iii) in connection with the construction of a new elementary school on the Property, the Corporation of the City of North Vancouver (the “**City**”) requires the Board to enter into a Servicing Agreement and grant a Section 219 covenant (the “**Covenant**”) and a statutory right of way (the “**Right of Way**”, and together with the Covenant, the “**Charges**”) in favour of the City for the purposes of completing certain servicing works as more particularly described in the Servicing Agreement;
- (iv) the Board has determined and hereby confirms that the entering into the Servicing Agreement and the granting of the Charges will neither conflict with nor detract from the regular or extracurricular program of any schools in School District No. 44 (North Vancouver) or the current or future educational needs of School District No. 44 (North Vancouver); and
- (v) the Board is satisfied that the Charges will benefit the Board and that the granting of the Charges will not interfere with the Board’s use of the Property.

NOW THEREFORE BE IT RESOLVED as a Bylaw of the Board that the Board enter into the Servicing Agreement and the Charges and grant the Charges in favour of the City in the form required by the City, subject to such amendments as the Secretary-Treasurer may, in his or her discretion, consider advisable, and that the Board register the Charges against title to the Property in the Land Title Office.

BE IT FURTHER RESOLVED as a Bylaw of the Board that the Secretary-Treasurer be and is hereby authorized, on behalf of the Board, to execute and deliver the Servicing Agreement and the Charges in such forms and with such amendments thereto as the Secretary-Treasurer may, in his or her discretion, consider advisable, and the Secretary-Treasurer be and is hereby authorized, on behalf of the Board, to execute and deliver all related and ancillary documents required to complete the Servicing Agreement and the granting of the Charges in favour of the City on such terms and conditions as the Secretary-Treasurer may, in his or her discretion, consider advisable as witnessed by the signature of the Secretary-Treasurer.

This Bylaw may be cited as "School District No. 44 (North Vancouver) Cloverley Elementary School Servicing Agreement Bylaw, 2025".

Read a first time this 16th day of December, 2025.

Read a second time this 16th day of December, 2025.

Upon unanimous agreement of the Trustees of the Board in attendance, this Bylaw was read a third time on the 16th day of December, 2025, and finally passed and adopted this 16th day of December, 2025.

Corporate Seal

Chair, Board of Education

Secretary-Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 44 (North Vancouver) Cloverley Elementary School Servicing Agreement Bylaw, 2025, adopted by the Board the 16th day of December 2025.

Secretary-Treasurer

Schedule B.2...
of the
Administrative Memorandum

Meeting Date: December 16, 2025

☒ **Board**

☐ **Board, in camera**

Topic (as per the Memorandum): **Corporate Banking Service: Bankers and Signing Officers**

Narration:

Resolutions regarding Bankers and Signing Officers for the Toronto-Dominion Bank and BlueShore Financial are required because of a change in staff.

Attachments:

Toronto Dominion – Resolution Regarding Bankers and Signing Officers
BlueShore Financial – Resolution Regarding Bankers and Signing Officers

RECOMMENDED MOTIONS:

that the Board of Education approve the Toronto-Dominion Bank Resolution for Bankers and Signing Officers as attached to this administrative memorandum of December 16, 2025.

AND THAT

that the Board of Education approve the BlueShore Financial Resolution for Bankers and Signing Officers as attached to this administrative memorandum of December 16, 2025.

**Toronto Dominion Bank – Resolution Regarding Bankers and Signing Officers
(For Municipal Corporation or School “Boards”)**

RESOLVED:

- (1) That the **Board of Education of School District No. 44 (North Vancouver)** (“the Corporation”) authorizes and approves any two of the following individuals, with one being the Secretary-Treasurer or Director of Financial Services, to make, execute, endorse and deliver in the name of and behalf of the Corporation any and all agreements, arrangements, cheques, disbursements, contracts, documents, execution of deeds, transfers, assignments, statements of account, obligations, certificates and other instruments with The Toronto-Dominion Bank, TD Mortgage Corporation, TD Pacific Mortgage Corporation, Canada Trustco Mortgage Company and The Canada Trust Company (collectively “TD Bank”).

ANY TWO OF THE SUPERINTENDENT, SECRETARY-TREASURER, ASSISTANT SUPERINTENDENTS OR DIRECTOR OF FINANCIAL SERVICES, WITH AT LEAST ONE BEING SECRETARY-TREASURER OR DIRECTOR OF FINANCIAL SERVICES (FROM GROUP 1):

GROUP 1

EMILY HUNER	SECRETARY-TREASURER (effective January 5, 2026)
JACQUI STEWART	SECRETARY-TREASURER (until January 30, 2026)
EILEEN CHIN	DIRECTOR OF FINANCIAL SERVICES

GROUP 2

PIUS RYAN	SUPERINTENDENT
ADAM BAUMANN	ASSISTANT SUPERINTENDENT
ARLENE MARTIN	ASSISTANT SUPERINTENDENT

- (2) That the Corporation authorizes and approves individual schools to maintain their own bank account with TD Bank with the following individuals as signing officers. All cheques require two signatures. Cheques over \$5000.00 must be signed by the School Principal. If the School Principal is unavailable then one signing officer from Group B.

ANY TWO OF THE SCHOOL PRINCIPAL, SCHOOL VICE PRINCIPAL OR SCHOOL ADMINISTRATIVE ASSISTANT:

GROUP A

SCHOOL PRINCIPAL
SCHOOL VICE PRINCIPAL
SCHOOL ADMINISTRATIVE ASSISTANT

GROUP B

PIUS RYAN	SUPERINTENDENT
EMILY HUNER	SECRETARY-TREASURER (effective January 5, 2026)
JACQUI STEWART	SECRETARY-TREASURER (until January 30, 2026)
EILEEN CHIN	DIRECTOR OF FINANCIAL SERVICES

- (3) That this resolution be communicated to the Bank and remain in force until written notice to the contrary shall have been given to the Manager for the time being of the branch of the Bank at which the account of the corporation is kept and receipt of such notice duly acknowledged in writing.

We certify that the above is a true copy of a resolution passed at a meeting of the Board of Education of School District No. 44 (North Vancouver) duly convened and regularly held in accordance with the law governing the said Corporation on the **16th** day of **December 2025**.

Jacqui Stewart
Secretary-Treasurer

Antje Wilson
Chair, Board of Education

**BlueShore Financial – Resolution Regarding Bankers and Signing Officers
(For Municipal Corporation or School “Boards”)**

RESOLVED:

- (1) That the **Board of Education of School District No. 44 (North Vancouver)** (“the Corporation”) authorizes and approves any two of the following individuals to make, execute, endorse and deliver in the name of and behalf of the Corporation any and all agreements, arrangements, cheques, disbursements, contracts, documents, execution of deeds, transfers, assignments, statements of account, obligations, certificates and other instruments with BlueShore Financial or Beem Credit Union (collectively “Bank”).

ANY TWO OF THE SUPERINTENDENT, SECRETARY-TREASURER OR DIRECTOR OF FINANCIAL SERVICES:

PIUS RYAN	SUPERINTENDENT
EMILY HUNER	SECRETARY-TREASURER (effective January 5, 2026)
JACQUI STEWART	SECRETARY-TREASURER (until January 30, 2026)
EILEEN CHIN	DIRECTOR OF FINANCIAL SERVICES

- (2) That this resolution be communicated to the Bank and remain in force until written notice to the contrary shall have been given to the Manager for the time being of the branch of the Bank at which the account of the corporation is kept and receipt of such notice duly acknowledged in writing.

We certify that the above is a true copy of a resolution passed at a meeting of the Board of Education of School District No. 44 (North Vancouver) duly convened and regularly held in accordance with the law governing the said Corporation on the **16th** day of **December 2025**.

Jacqui Stewart
Secretary-Treasurer

Antje Wilson
Chair, Board of Education

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

Meeting Date: December 16, 2025 ☒ **Board** ☐ **Board, in camera**

Topic (as per the Memorandum): **Administrative Procedure – AEDs and Naloxone in Schools**

Narration:

On June 30, 2025, the Ministry of Education and Child Care amended the Support Services for Schools Order to require all boards of education to establish and make publicly available a single, policy or administrative procedure supporting consistent responses to unexpected health emergencies in schools.

This directive also requires that:

- **Automated External Defibrillators (AEDs) and intranasal naloxone kits** be readily accessible in every secondary school by December 31, 2025, and in all elementary/middle schools by September 8, 2026.
- Administrative procedure address accessibility practices, including standardized signage, routine inspections, barrier-free placement, and non-stigmatizing presentation of equipment.

The North Vancouver School District Policy Review Committee revised and provided feedback on the draft administrative procedure and reviewed the revised procedure at a subsequent meeting.

Nelson Dow, Manager of Occupational Health and Safety will present the administrative procedure to the Board of Education for information. The Administrative Procedure - Responding to Unexpected Health Emergencies will be published by December 31, 2025.

Attachment:

Administrative Procedure - Responding to Unexpected Health Emergencies

[Number] Responding to Unexpected Health Emergencies - Administrative Procedures

Adopted: December 16, 2025

Purpose

This administrative procedure is intended to ensure that all school sites are sufficiently prepared to respond to life-threatening health emergencies including identifying unexpected health emergencies, notifying emergency services, and appropriate debriefing. It requires the provision and maintenance of AEDs (Automatic External Defibrillators) and naloxone kits at all schools for responding to sudden cardiac events and opioid overdose and the necessary training for Designated First Aid Attendants to use the equipment effectively.

Definitions

- AED (Automatic External Defibrillator): A medical device that analyzes heart rhythm and, where appropriate, delivers an electrical shock to restore normal rhythm in cardiac arrest.
- Naloxone kit: A supply of naloxone (intramuscular or intranasal formulation) for emergency administration in suspected opioid overdose.
- Unexpected health emergency: A sudden, unexpected medical event (e.g. cardiac arrest, overdose) that, without prompt action, poses an immediate risk to a person's life or health.
- Designated First Aid Attendants: School employees who hold a valid first aid certificate who are designated as a first aid attendant by the employer.

Equipment

The North Vancouver School District shall provide and maintain the following life-saving tools in each school:

- Automated External Defibrillator (AED) including:
 - 1 Defibtech Lifeline AED with carrying case
 - Quick use instruction card
 - Adult Electrodes – quantity 2
 - Pediatric Electrodes – quantity 1
 - AED Preparation Kit – super snips scissors, facemask, gloves, razor, towel
- Naloxone Kits
 - 2 doses Intra-nasal naloxone (Narcan)
 - Carrying case
 - Gloves
 - Pocket mask

Placement

AEDs will be installed in appropriate, centralized locations based on minimal response time and proximity to:

- Main office / front entrance
- Gymnasium or athletic areas
- Hallways near classrooms, common and high-traffic areas
- Access points to sports fields and playgrounds

Naloxone will be located inside the wall mount cabinet with the AED.

AED and Naloxone will not be accessible when the school building is closed and no workers are present.

Training and Awareness

- Designated First Aid Attendants shall be provided the necessary training to respond to unexpected health emergencies by the North Vancouver School District.
- Designated First Aid Attendants shall be provided certification in Basic, Intermediate or Advanced First Aid and CPR based on the First Aid Risk Assessment of the school or school district office.
- Designated First Aid Attendants shall participate in annual naloxone training, either Naloxone 101 –Naloxone Course or Naloxone Training – Towards the Heart.
- Designated First Aid Attendants will review “How to Use Narcan Nasal Spray” annually.
- Orientation for staff on the location and use of AED and naloxone kits shall be provided at the start of each school year.
- Designated First Aid Attendants, if available, will support the response to unexpected health emergencies.

Maintenance Requirements

- **Monthly inspections** conducted by site Designated First Aid Attendant to check equipment:
 - Case is intact
 - AED daily “Self-Check” status = GREEN
 - Pads are not expired and unopened
- **Annual scheduled AED maintenance**
 - Shall be coordinated through District Occupational Health and Safety Office

Emergency Response Procedure

1. Recognize health emergency (e.g. unresponsive individual, unstable, abnormal, or absent vital signs, suspected overdose or cardiac event)
2. Notify the site Designated First Aid Attendant, Administrator, and **call 911**
3. Designated First Aid Attendant and Administrator will respond within their skills and training, including:
 - a. Retrieve and apply AED or naloxone kit as appropriate.
 - b. Follow voice and visual prompts on AED; administer naloxone per training.

- c. Continue first aid treatment until Emergency Health Services arrive or higher level first aid is available.
- d. Complete incident documentation in Safety Spectrum.

Post Incident Response

All AED/naloxone deployments must be followed by submission of an Incident Report via the Safety Spectrum system

- NVSD will initiate Critical Incident Stress Management (CISM) procedure through the school based Critical Incident Team for involved staff and students when appropriate.

Program Oversight and Review

The NVSD Health and Safety Manager will oversee the program and ensure district-wide compliance. Each school must designate an Administrator to serve as site coordinator for emergency medical equipment.

Equity and Accessibility Commitments

Equipment will be clearly labeled with standardized signage:

- Two-way signage over the AED
- Wall-mounted accessible cabinet with alarm
- Wall-mounted cabinet labelled with AED DEA and OVERDOSE KIT NALOXONE

Program Availability

The administrative procedure will be published on the NVSD Website

Resources

These administrative procedures support the following policies:

- Policy 303: Student Health Services and Medication Management
- Policy 304: Anaphylaxis
- Policy 307: Emergency Management and Response for Schools

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

Meeting Date: December 16, 2025 ☒ **Board** ☐ **Board, in camera**

Topic (as per the Memorandum): **Proposed Revised Policies - Series 500 Human Resources**

Narration:

The 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 proposed revised Policy 501 is intended to replace all current 500 series hiring policies (501,502,503,504) and serve as the one overarching instructive policy to guide hiring of all employees.

The administrative procedure for Policy 501 will include content specific to the differing employee classifications and will be revised by school district staff to best align with current practices. Once finalized, the revised administrative procedure will be provided to the Board for information.

Attachment:

Policy 501: Employee Recruitment and Retention

501 Employee Recruitment and Retention

Adopted: September 25, 2001

Revised: December 16, 2025

Policy Statement

The Board places the highest priority on the professional competence of the School District's employees. The Board is committed to attract, retain, develop and motivate the best qualified, suitably experienced, and highest quality employees available. To this end the Board will work to provide competitive compensation and benefits for all its employees and strive to provide a working environment conducive to their best performance. We see this effort including, but not limited to, nurturing a culture of care and appreciation for our employees, embracing diversity and working to support a sense of belonging, well-being and community for all employees.

While employee roles and responsibilities differ, all employees of the School District share in the leadership responsibility to contribute to the success of the learning environment and experience for students.

Schedule .C.3.
of the
Administrative Memorandum

Meeting Date: December 16, 2025 ☒ **Board** ☐ **Board, in camera**

Topic (as per the Memorandum): **School Calendar Update for 2026/27**

Narration:

School districts in BC are required by the *School Act* to design and establish school calendars for their respective districts. The School Calendar Regulation 314/12 defines criteria and requirements such as the minimum instructional hours, timelines and processes. School calendars for the following school year must be submitted to the Ministry of Education and Child Care by March 31.

The North Vancouver Board of Education established a School Calendar Committee to develop its school calendar proposals. The Committee is chaired by Assistant Superintendent Adam Baumann and includes representatives from the Board of Education, North Vancouver Teachers' Association (NVTa), Canadian Union of Public Employees Local 389 (CUPE), North Vancouver Administrators' Association (NoVA), North Vancouver Parents Advisory Council (NVPAC) and District Student Leadership Council (DSLc).

The School Calendar Committee establishes an annual School Calendar for public comment and feedback prior to the Board of Education approval.

The Proposed 2026/27 School Calendar will be published on the school district website and internal staff portal. The community will be invited to provide comments from January 13 to February 11, 2026. Comments and feedback will be collected online.

The following dates are included in the Proposed 2026/27 School Calendar:

- First day of school would be September 8, 2026, the first day following Labour Day
- Two-week Winter Break from December 21, 2026, to January 1, 2027, inclusive*
- Two-week Spring Break from March 15 to March 29, 2027, inclusive*
- Four Staff Collaboration dates on which students would attend school for a shortened day; and
- Last day of attendance for students would be June 29, 2027.

* Timing aligns with known dates for other Metro Vancouver school districts.

Comments and feedback will be summarized and presents to the Board for review and consideration during the approval of the 2026/27 School Calendar at the Public Board Meeting scheduled for February 24, 2026.

Assistant Superintendent Baumann will provide the Board with an update on the Committee's discussions and a review of the timelines and steps required to complete and approve the annual school calendar.

Attachment:
Proposed 2026/27 School Calendar

DRAFT 2026-27 SCHOOL CALENDAR - 179 Instr Days

AUGUST 2026						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

SEPTEMBER 2026						
S	M	T	W	T	F	S
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2027						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

FEBRUARY 2027						
S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL 2027						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

MAY 2027						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE 2027						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

8*	1ST DAY OF SCHOOL (PARTIAL DAY)
	STAT/WINTER/SPRING HOLIDAY
	NVSD CURRIC IMPL DAY (1)
EXAMPLE	SCHOOL-BASED PRO D DAY (2)
EXAMPLE	EXAMPLE DATES ONLY - ACTUAL DATES NOT SET
EXAMPLE	DISTRICT (NVTA) PRO D DAY (3)
EXAMPLE	EXAMPLE DATES ONLY - ACTUAL DATES NOT SET
	STAFF COLLABORATION (4)
	shortened day for students
	EXAMPLE DATES ONLY - ACTUAL DATES NOT SET
	ADMINISTRATIVE DAY
29*	LAST DAY FOR STUDENTS IS JUNE 29

1 Yellow highlighted dates are **EXAMPLE** dates only. Each school will select their own 2 school-based Pro D dates and will confirm and publish by May 31, 2026. **Please check with your school.**

2 Orange highlighted dates are **EXAMPLE** dates only. Actual dates to be selected by the NVTA and confirmed by May 2026. District calendars will be updated at that time.

Schedule C.4.
of the
Administrative Memorandum

Meeting Date: December 16, 2025 ☒ **Board** ☐ **Board, in camera**

Topic (as per the Memorandum): **Secondary School and Academy Fees for 2026/27**

Narration:

In accordance with the *School Act* s. 82 (3), Boards of Education may charge supplementary fees to students and parents for goods and services provided by the Board. Such goods and services are defined within the School Regulation 265/89, and may include: materials that are “of a nature, or of a quality or quantity, beyond that which is necessary to meet the required learning outcomes or assessment requirements of an educational program provided by a board”; school supplies and equipment for a student’s personal use; or payment of expenses for optional field trips and/or special events.

As well, the *School Act* s. 82.1(4) affirms the authority of Boards of Education to charge fees to those students enrolled in specialty academies. These fees must be established to cover only the “direct costs incurred by the board in providing the specialty academy that are in addition to the costs of providing a standard educational program”.

North Vancouver School District Board of Education [Policy 706: School Fees](#) details the School District’s requirements and processes for establishment of School Fees, including Specialty Academy Fees. The policy is reviewed on an ongoing basis to ensure consistency with changes in legislation, to reduce ambiguity in interpretation, and to support appropriate implementation.

School administrators are required to consult with appropriate staff, students, and the school Parent Advisory Council (PAC), and to establish supplementary fees at the minimum level necessary to recover the cost of the activity/material. With respect to Specialty Academies, the PAC must also provide its approval for the proposed fee amounts. These requisite consultations, as well as the PAC approvals for Academy Fees, have been completed at each secondary school for the fee amounts to be charged in the 2026/27 school year.

Annually, the Superintendent of Schools reviews all fee schedules for consistency across the School District. Additionally, as indicated by policy, the Superintendent is required to provide a *Schedule of School Fees* for each secondary school to Trustees for their information by December 31st of each year. For Specialty Academies, this deadline is identified in Policy 706 as July 1st of the year for which the fees will apply. However, in order to meet the schedule for promotion of academy program opportunities and as well as the publication of secondary course selection materials, both which occur in January, these fees are established and provided in concert with the secondary school fees.

The Schedules of Fees for 2026/27 for North Vancouver School District secondary schools and for Specialty Academies are attached for the Board’s information.

Attachments:

2026/27 Schedule of School Fees for North Vancouver Secondary Schools
2026/27 Schedule of Specialty Academy Fees for North Vancouver Secondary Schools



ARGYLE SECONDARY SCHOOL
Schedule of School Fees for 2026-2027

The following school fees for Argyle Secondary have been developed through consultation at department meetings, teacher to teacher, and staff to principal. At our PAC meetings, school fees were discussed and our school PAC have reviewed the following schedule of school fees for the 2026/2027 school year.

ORIGINAL SIGNED BY SCHOOL PRINCIPAL		27-Nov-25
Principal's Signature	Laura Ames	Date
		FEE 2026/27
Student Activity Fee		\$ 47.05
Graduation Activity Fee		\$ 67.95

DEPT	COURSE CODE	COURSE NAME	FEE 2026/27
ART/DRAMA	MVA--08	ART 08	\$ -
	MVA--09 / MVA--10	ART STUDIO 9/10	\$ 20.90
	MVAST11	ART STUDIO 11	\$ 20.90
	MVAST12	ART STUDIO 12	\$ 20.90
	MVAC-10	STUDIO ART 3D 10	\$ 31.35
	MVAC-11	STUDIO ART 3D 11	\$ 31.35
	MVAC-12	STUDIO ART 3D 11	\$ 31.35
	MVAD11	STUDIO ARTS 2D 11	\$ 20.90
	MVAD12	STUDIO ARTS 2D 12	\$ 20.90
	MVAPH11	PHOTOGRAPHY 11	\$ 31.35
	MVAPH12	PHOTOGRAPHY 12	\$ 31.35
DIGITAL MEDIA	MADDL08	ADST DIGITAL LITERACY 8	\$ -
	YCCT-1A	3D ANIMATION 11	\$ 31.35
	YCCT-2A	3D ANIMATION 12	\$ 31.35
	YVPA-1B	DIGITAL GRAPHIC DESIGN 11	\$ 31.35
	YVPA-2B	DIGITAL GRAPHIC DESIGN 12	\$ 31.35
	YCCT-1E	VISUAL EFFECTS 11	\$ 31.35
	YCCT2D	VISUAL EFFECTS 12	\$ 31.35
	MMEDD10/11/12	MEDIA DESIGN 10/11/12	\$ 31.35
	YCCT-0A	MEDIA JOURNALISM 10	\$ 10.45
	TCCT-1D	MEDIA JOURNALISM 11	\$ 10.45
	YCCT-2E	YEARBOOK 12	\$ 10.45
BUS ED	MMAP-11	MARKETING AND PROMOTIONS 11	\$ 20.90
	MECOM12	E-COMMERCE 12	\$ 20.90
H EC	MADGE08	HOME EC 8 (FOODS & TEXTILES)	\$ 31.35
	MADFS09 / MFOOD10	FOODS 9/10	\$ 88.85
	MFDN-11	FOOD STUDIES 11	\$ 94.05
	MFDN-12	FOOD STUDIES 12	\$ 94.05
	XLDCH08-12	Home Ec (Locally Developed)	\$ 88.85
	MTXT-10 / MADT-09	TEXTILES 9/10	\$ 41.80
	MTXT-11	TEXTILES 11	\$ 41.80
	MTXT-12	TEXTILES 12	\$ 41.80
MUSIC	MMU--08-CB	BAND 8	\$ 31.35
	MMU--09-CB	CONCERT BAND 9	\$ 31.35
	MMUCB10	CONCERT BAND 10	\$ 31.35
	MIMCB11	CONCERT BAND 11	\$ 31.35
	MIMCB12	CONCERT BAND 12	\$ 31.35
	MMUJB10	INSTRUMENTAL MUSIC: JAZZ BAND 10	\$ 31.35
	MIMJB11	INSTRUMENTAL MUSIC: JAZZ BAND 11	\$ 31.35
	MIMJB12	INSTRUMENTAL MUSIC: JAZZ BAND 12	\$ 31.35



ARGYLE SECONDARY SCHOOL
Schedule of School Fees for 2026-2027

DEPT	COURSE CODE	COURSE NAME	FEE 2026/27
	MMU--08-CC	CONCERT CHOIR 8	\$ 31.35
	MMU--09-CC	CONCERT CHOIR 9	\$ 31.35
	MMUCC10	CONCERT CHOIR 10	\$ 31.35
	MCMCC11	CONCERT CHOIR 11	\$ 31.35
	MCMCC12	CONCERT CHOIR 12	\$ 31.35
	MMU--08-VJ	VOCAL JAZZ 8	\$ 31.35
	MMU--09-VJ	VOCAL JAZZ 9	\$ 31.35
	MMUVJ10	VOCAL JAZZ 10	\$ 31.35
	MCMJV11	VOCAL ENSEMBLE 11 - Vocal Jazz	\$ 31.35
	MCMJV12	VOCAL ENSEMBLE 12 - Vocal Jazz	\$ 31.35
	MMU--09ACC	CHAMBER CHOIR 9	\$ 31.35
	MMUCH10	CHAMBER CHOIR 10	\$ 31.35
	YVPA-1F	CHAMBER CHOIR 11	\$ 31.35
	YVPA-2F	CHAMBER CHOIR 12	\$ 31.35
	MMU--08-ST	STRINGS 8	\$ 31.35
	MMU--09-ST	STRINGS 9	\$ 31.35
	MMUOR10AST	STRINGS 10	\$ 31.35
	MMUOR11	STRINGS 11	\$ 31.35
	MMUOR12	STRINGS 12	\$ 31.35
PHYS ED	MPHE--08 / FEPSF08	PHE 08 / EDUCATION PHYSIQUE ET SANTE 8	\$ 20.90
	MPHE--09 / FEPSF09	PHE 09 / EDUCATION PHYSIQUE ET SANTE 9	\$ 20.90
	MPHED-10	PHE 10	\$ 31.35
	MPHED-10-CB	PHE 10 CONDITIONING BOYS	\$ 41.80
	MPHED-10-CG	PHE 10 CONDITIONING GIRLS	\$ 41.80
	MACLV11	ACTIVE LIVING 11	\$ 67.95
	MFTCD-11B	FITNESS & CONDITIONING 11B	\$ -
	MFTCD11-G	FITNESS & CONDITIONING 11G	\$ -
	MFTCT 11 B	FITNESS & CONDITIONING 11	\$ 41.80
	MACLV12	ACTIVE LIVING 12	\$ 67.95
	MFTCD-12B	FITNESS & CONDITIONING 12B	\$ -
	MFTCD12-G	FITNESS & CONDITIONING 12G	\$ -
	MFTCT 12 B	FITNESS & CONDITIONING 12	\$ 41.80
	MODED 11/12	OUTDOOR EDUCATION 11/12	\$ 182.85
	YED--1B	LEADERSHIP 11	\$ 15.70
TECH	YIA--0ARM	ART METAL 9/10	\$ 67.95
	YIA--1A	ART METAL 11	\$ 67.95
	MTAMJ12 / YIA-2ARM	ART METAL 12	\$ 67.95
	MWWK-11	Woodwork 11	\$ 67.95
	MWWK-12	Woodwork 12	\$ 67.95
	MTDRF10	Drafting 10	\$ 15.70
	MTDRF11	Drafting 11	\$ 15.70
	MTDRF12	Drafting 12	\$ 15.70
	MADGE09ENG/MTEXP10ENG	ENGINEERING TECH 9/10	\$ 56.45
	MENR-11	ENGINEERING TECH 11	\$ 56.45
	MENR-12	ENGINEERING TECH 12	\$ 56.45
	MTMET11	Metalwork 11	\$ 67.95
	MTMET12	Metalwork 12	\$ 67.95
	MMFMM12	METAL FAB & MACH 12	\$ 67.95
	MADM-09 / MTMET10	METALWORK 9/10	\$ 67.95
	MADW-09 / MWWK-10	WOODWORK 9/10	\$ 67.95
AP COURSES	APCAL-12	CALCULUS 12 - AP (EXAM COST ONLY)	\$ 156.75
	APHH-11	AP PHYSICS 1 (EXAM COST ONLY)	\$ 156.75



ARGYLE SECONDARY SCHOOL
Schedule of School Fees for 2026-2027

DEPT	COURSE CODE	COURSE NAME	FEE 2026/27
	APHH-12	AP PHYSICS 2 (EXAM COST ONLY)	\$ 156.75



CARSON GRAHAM SECONDARY SCHOOL
Schedule of School Fees for 2026-2027

The following school fees for Carson Graham Secondary have been developed through consultation at department meetings, teacher to teacher, and staff to principal. At our PAC meetings, school fees were discussed and our school PAC have reviewed the following schedule of school fees for

ORIGINAL SIGNED BY SCHOOL PRINCIPAL		27-Nov-25
Principal's Signature	Kim Jonat	Date
		FEE 2026/27
Student Activity Fee		\$ 45.00
Graduation Activity Fee		\$ 45.00

DEPT	COURSE CODE	COURSE NAME	FEE 2026/27
ART	MVA--08IB	ARTS YEAR 3 - VISUAL ARTS	\$ 20.90
	MVA--09DIB	ARTS YEAR 4 - ART DESIGN	\$ 26.15
	MVAC-10-IB	ARTS YEAR 5: VISUAL ARTS: SCULPTURE	\$ 36.60
	MVAD-10IB	ARTS YEAR 5 - DRAWING AND PAINTING	\$ 26.15
	MVAPH10-IB	ARTS YEAR 5: VISUAL ARTS: PHOTOGRAPHY	\$ 31.35
	MVAGA11-12	ARTS YEAR 5: GRAPHIC ARTS	\$ 20.90
	MVAST11	ART STUDIO 11	\$ 31.35
	MVAST12	ART STUDIO 12	\$ 31.35
	MVAC-11	STUDIO ARTS 3D 11	\$ 41.80
	MVAC-12	STUDIO ARTS 3D 12	\$ 41.80
	MVAD-11	STUDIO ARTS 2D 11	\$ 31.35
	MVAD-12	STUDIO ARTS 2D 12	\$ 31.35
	MVAPH11	PHOTOGRAPHY 11	\$ 41.80
	MVAPH12	PHOTOGRAPHY 12	\$ 41.80
H EC	MADT--08-IB	DESIGN YEAR 3 - TEXTILES IB	\$ 18.85
	MADFS09-IB	DESIGN YEAR 4 - FOOD STUDIES IB	\$ 41.80
	MFOOD10-IB	DESIGN YEAR 5: ADST – FOOD STUDIES	\$ 41.80
	MFOOD11	FOOD STUDIES 11	\$ 67.95
	MFOOD12	FOOD STUDIES 12	\$ 67.95
	MADT-09-IB	DESIGN YEAR 4 - TEXTILES IB	\$ 36.60
	MTXT-10IB2	DESIGN YEAR 5 - TEXTILES	\$ 36.60
	MTXT-11	TEXTILES 11	\$ 38.70
	MTXT-12	TEXTILES 12	\$ 38.70
	MIAFR11	INTERPERSONAL & FAMILY RELATIONSHIP STUDIES	\$ 5.25
MUSIC	MMU--08-GIB	ARTS YEAR 3 - MUSIC	\$ 10.45
	MMU--09-GI	ARTS YEAR 4: INSTRUMENTAL MUSIC: GUITAR	\$ 36.60
	MMUGT10IB	ARTS YEAR 5: INSTRUMENTAL MUSIC: GUITAR	\$ 36.60
	MIMG-11	GUITAR 11	\$ 36.60
	MIMG-12	GUITAR 12	\$ 36.60
	MMU--08BBI	ARTS YEAR 3 - BEGINNERS CONCERT BAND	\$ 20.90
	MMU--09BBI	ARTS YEAR 4 - BEGINNERS CONCERT BAND	\$ 20.90
	MMUCB10IBB	ARTS YEAR 5: INSTRUMENTAL MUSIC: BEG CONCERT BAN	\$ 20.90
	MIMCB11--B	INSTRUMENTAL MUSIC: CONCERT BAND 11 BEGINNER	\$ 20.90
	MIMCB12--B	INSTRUMENTAL MUSIC: CONCERT BAND 12 BEGINNER	\$ 20.90
	MMU--08CBI	ARTS YEAR 3 - CONCERT BAND	\$ 36.60
	MMU--09CBI	ARTS YEAR 4 - CONCERT BAND	\$ 36.60
	MMUCB10-IB	ARTS YEAR 5: INSTRUMENTAL MUSIC: CONCERT BAND	\$ 36.60
	MIMCB11	INSTRUMENTAL MUSIC: CONCERT BAND 11	\$ 36.60
	MIMCB12	INSTRUMENTAL MUSIC: CONCERT BAND 12	\$ 36.60
	MMU--08CCI	ARTS YEAR 3 - CONCERT CHOIR	\$ 36.60
	MMU--09CCI	ARTS YEAR 4 - CONCERT CHOIR	\$ 36.60



CARSON GRAHAM SECONDARY SCHOOL
Schedule of School Fees for 2026-2027

DEPT	COURSE CODE	COURSE NAME	FEE 2026/27
	MMUCC10-IB	ARTS YEAR 5: CHORAL MUSIC: CONCERT CHOIR	\$ 36.60
	MCMCC11	CHORAL MUSIC: CONCERT CHOIR 11	\$ 36.60
	MCMCC12	CHORAL MUSIC: CONCERT CHOIR 12	\$ 36.60
	MMU--08JBI	ARTS YEAR 3 - JAZZ BAND	\$ 36.60
	MMU--09JBI	ARTS YEAR 4 - JAZZ BAND	\$ 36.60
	MMUJB10-IB	ARTS YEAR 5: INSTRUMENTAL MUSIC: JAZZ BAND	\$ 36.60
	MIMJB11	INSTRUMENTAL MUSIC: JAZZ BAND 11	\$ 36.60
	MIMJB12	INSTRUMENTAL MUSIC: JAZZ BAND 12	\$ 36.60
	MMU--08VJI	ARTS YEAR 3 - VOCAL JAZZ	\$ 36.60
	MMU--09VJI	ARTS YEAR 4 - VOCAL JAZZ	\$ 36.60
	MMUVJ10-IB	ARTS YEAR 5: CHORAL MUSIC: VOCAL JAZZ	\$ 36.60
PHYS ED	MPHE-09DF	PHYSICAL AND HEALTH EDUCATION YEAR 4 - DANCE FOUNDATION	\$ 20.90
	MPHE-09ICO	PHYSICAL AND HEALTH EDUCATION YEAR 4-DANCE COMPETITION	\$ 20.90
	MPHED10IDF	PHYSICAL AND HEALTH EDUCATION YEAR 5: DANCE FOUNDATION	\$ 20.90
	MPHED10IDC	PHYSICAL AND HEALTH EDUCATION YEAR 5: DANCE CREW	\$ 20.90
	MPHED10ICO	PHYSICAL AND HEALTH EDUCATION YEAR 5: DANCE COMPETITION	\$ 20.90
	MDNTP11FO	DANCE TECHNIQUE AND PERFORMANCE 11 FOUNDATION	\$ 36.60
	MDNTP11-DC	DANCE TECHNIQUE AND PERFORMANCE 11 DANCE CREW	\$ 20.90
	MDNTP11CO	DANCE TECHNIQUE AND PERFORMANCE 11 COMPANY	\$ 20.90
	MDNTP12FO	DANCE TECHNIQUE AND PERFORMANCE 12- FOUNDATION	\$ 20.90
	MDNTP12DC	DANCE TECHNIQUE AND PERFORMANCE 12- DANCE CREW	\$ 20.90
	MDNTP12CO	DANCE TECHNIQUE AND PERFORMANCE 12- COMPANY	\$ 20.90
	MPHED10CIB	PHYSICAL AND HEALTH EDUCATION YEAR 5: CONDITIONING	\$ 31.35
	MFTCD11	FITNESS AND CONDITIONING 11	\$ 31.35
	MFTCD12	FITNESS AND CONDITIONING 12	\$ 31.35
	MACLV11	ACTIVE LIVING 11	\$ 104.50
	MACLV11	ACTIVE LIVING 12	\$ 104.50
TECH	MADW-08-IB	DESIGN YEAR 3 - WOODWORK IB	\$ 15.70
	MADER09-IB	DESIGN YEAR 4 - ELECTRONICS & ROBOTICS IB	\$ 67.95
	MTEAR10-IB	ADST – ELECTRONICS AND ROBOTICS 10 IB	\$ 67.95
	MADW-09-IB	DESIGN YEAR 4 - WOODWORK IB	\$ 47.05
	MWWK-10-IB	DESIGN YEAR 5: ADST – WOODWORK	\$ 47.05
	MTDRF-11	DRAFTING 11	\$ 31.35
	MTDRF-12	DRAFTING 12	\$ 31.35
	MWWK-11	WOODWORK 11	\$ 67.95
	MWWK-12	WOODWORK 12	\$ 67.95
	MENR-11	ENGINEERING 11	\$ 67.95
	MENR-12	ENGINEERING 12	\$ 67.95



HANDSWORTH SECONDARY SCHOOL
Schedule of School Fees for 2026-2027

The following school fees for Handsworth Secondary have been developed through consultation at department meetings, teacher to teacher, and staff to principal. At our PAC meetings, school fees were discussed and our school PAC have reviewed the following schedule of school fees for the

ORIGINAL SIGNED BY SCHOOL PRINCIPAL	18-Nov-25
Principal's Signature	Date

	FEE 2026/27
Student Activity Fee	\$ 45.00
Graduation Activity Fee	\$ 70.00
Graduation Gown (Fee only required if Student needs a Gown)	\$ -

DEPT	COURSE CODE	COURSE NAME	FEE 2026/27
ADST	All Grade 8's	APPLIED SKILLS 8	\$ 10.00
ADST	MADFS09	ADST-FOOD STUDIES 9	\$ 80.00
ADST	MFOOD10	ADST-FOOD STUDIES 10	\$ 80.00
ADST	MADT-09	ADST-TEXTILES 9	\$ 40.00
ADST	MTXT-10	ADST-TEXTILES 10	\$ 40.00
ADST	MADER09	ADST-ELECTRONICS & ROBOTICS 9	\$ 30.00
ADST	MTEAR10	ADST-ELECTRONICS & ROBOTICS 10	\$ 30.00
ADST	MADPT09	ADST-POWER TECHNOLOGY 9 (Mechanics)	\$ 30.00
ADST	MTPOW10	ADST-POWER TECHNOLOGY 10 (Mechanics)	\$ 30.00
ADST	MADW-09	ADST-WOODWORK 9	\$ 50.00
ADST	MWWK-10	ADST-WOODWORK 10	\$ 60.00
ADST	MADD-09	ADST-DRAFTING 9	\$ 20.00
ADST	MTDRF10	ADST-DRAFTING 10	\$ 20.00
ART	A2DP-12	AP 2-D DESIGN PORTFOLIO 12 MATERIALS FEE	\$ 100.00
ART	A3DP-12	AP 3-D DESIGN PORTFOLIO 12 MATERIALS FEE	\$ 100.00
ART	ASAD-12	AP STUDIO ART: DRAWING 12 MATERIALS FEE	\$ 100.00
ART	MVAST10	VISUAL ARTS: ART STUDIO 10	\$ 30.00
ART	MVAST11	ART STUDIO 11	\$ 40.00
ART	MVAST12	ART STUDIO 12	\$ 40.00
ART	MVAD-10	STUDIO ARTS 2D 10	\$ 40.00
ART	MVAD-11	STUDIO ARTS 2D 11	\$ 40.00
ART	MVAD-12	STUDIO ARTS 2D 12	\$ 40.00
ART	MVAC-10	STUDIO ARTS 3D 10	\$ 40.00
ART	MVAC-11	STUDIO ARTS 3D 11	\$ 40.00
ART	MVAC-12	STUDIO ARTS 3D 12	\$ 40.00
ART	MVAGA11	GRAPHIC ARTS 11	\$ 40.00
ART	MVAGA12	GRAPHIC ARTS 12	\$ 40.00
ART	MVA--08	VISUAL ARTS 8	\$ 20.00
ART	MVA--09	VISUAL ARTS 9	\$ 30.00
ART	MDFT-11	FILM & TELEVISION 11	\$ 45.00
ART	MDFT-12	FILM & TELEVISION 12	\$ 45.00
ART	MMEDD11	MEDIA DESIGN 11	\$ 25.00
ART	MMEDD12	MEDIA DESIGN 12	\$ 25.00
ART	MVAPH10	VISUAL ARTS: PHOTOGRAPHY 10	\$ 45.00
ART	MVAPH11	PHOTOGRAPHY 11	\$ 45.00
ART	MVAPH12	PHOTOGRAPHY 12	\$ 45.00
ENGLISH	MENST-12TP	ENGLISH 12 TP: THEATRE AND PERFORMANCE	\$ -
HOME EC	MFOOD11	FOOD STUDIES 11	\$ 85.00
HOME EC	MFOOD12	FOOD STUDIES 12	\$ 85.00
HOME EC	MTXT-11	TEXTILES 11	\$ 40.00



HANDSWORTH SECONDARY SCHOOL
Schedule of School Fees for 2026-2027

DEPT	COURSE CODE	COURSE NAME	FEE 2026/27
HOME EC	MTXT-12	TEXTILES 12	\$ 40.00
MUSIC-BAND	MIMCB11	INSTRUMENTAL MUSIC: CONCERT BAND 11	\$ 40.00
MUSIC-BAND	MIMCB12	INSTRUMENTAL MUSIC: CONCERT BAND 12	\$ 40.00
MUSIC-BAND	MIMJB11	INSTRUMENTAL MUSIC: JAZZ BAND 11	\$ 40.00
MUSIC-BAND	MIMJB12	INSTRUMENTAL MUSIC: JAZZ BAND 12	\$ 40.00
MUSIC-BAND	MMU--08ACB	MUSIC 8 CONCERT BAND AUDITIONED	\$ 40.00
MUSIC-BAND	MMU--08-CB	MUSIC 8 CONCERT BAND	\$ 40.00
MUSIC-BAND	MMU--08-JB	MUSIC 8 JAZZ BAND	\$ 40.00
MUSIC-BAND	MMU--09ACB	MUSIC 9 CONCERT BAND AUDITIONED	\$ 40.00
MUSIC-BAND	MMU--09-CB	MUSIC 9 CONCERT BAND	\$ 40.00
MUSIC-BAND	MMU--09-JB	MUSIC 9 JAZZ BAND	\$ 40.00
MUSIC-BAND	MMUCB10	INSTRUMENTAL MUSIC: CONCERT BAND 10	\$ 40.00
MUSIC-BAND	MMUJB10	INSTRUMENTAL MUSIC: JAZZ BAND 10	\$ 40.00
MUSIC-CHORAL	MCMCC11	CHORAL MUSIC: CONCERT CHOIR 11	\$ 40.00
MUSIC-CHORAL	MCMCC12	CHORAL MUSIC: CONCERT CHOIR 12	\$ 40.00
MUSIC-CHORAL	MMUCC10	CHORAL MUSIC: CONCERT CHOIR 10	\$ 40.00
MUSIC-CHORAL	MMUCH10	CHORAL MUSIC: CHAMBER CHOIR 10	\$ 40.00
MUSIC-CHORAL	MMUCH11	CHORAL MUSIC: CHAMBER CHOIR 11	\$ 40.00
MUSIC-CHORAL	MMUCH12	CHORAL MUSIC: CHAMBER CHOIR 12	\$ 40.00
MUSIC-CHORAL	MMU--08-CC	MUSIC 8 CONCERT CHOIR	\$ 40.00
MUSIC-CHORAL	MMU--09-CC	MUSIC 9 CONCERT CHOIR	\$ 40.00
MUSIC-STRINGS	MMU--08CST	MUSIC 8 STRINGS CONCERT	\$ 20.00
MUSIC-STRINGS	MMU--08-ST	MUSIC 8 STRINGS	\$ 20.00
MUSIC-STRINGS	MMU--08TST	MUSIC 8 STRINGS TOCCATI	\$ 20.00
MUSIC-STRINGS	MMU--09AST	MUSIC 9 STRINGS CHAMBER	\$ 20.00
MUSIC-STRINGS	MMU--09CST	MUSIC 9 STRINGS CONCERT	\$ 20.00
MUSIC-STRINGS	MMU--09-ST	MUSIC 9 STRINGS	\$ 20.00
MUSIC-STRINGS	MMU--09TST	MUSIC 9 STRINGS TOCCATI	\$ 20.00
MUSIC-STRINGS	MMUOR10AST	INSTRUMENTAL MUSIC: ORCHESTRA 10 CHAMBERS	\$ 20.00
MUSIC-STRINGS	MMUOR10CST	INSTRUMENTAL MUSIC: ORCHESTRA 10 CONCERTI	\$ 20.00
MUSIC-STRINGS	MMUOR11AST	INSTRUMENTAL MUSIC: ORCHESTRA 11 CHAMBERS	\$ 20.00
MUSIC-STRINGS	MMUOR11CST	INSTRUMENTAL MUSIC: ORCHESTRA 11 CONCERTI	\$ 20.00
MUSIC-STRINGS	MMUOR12AST	INSTRUMENTAL MUSIC: ORCHESTRA 12 CHAMBERS	\$ 20.00
MUSIC-STRINGS	MMUOR12CST	INSTRUMENTAL MUSIC: ORCHESTRA 12 CONCERTI	\$ 20.00
PHE	MPHED10STC	PHYSICAL AND HEALTH EDUCATION 10: STRENGTH AND C	\$ 10.00
PHE	MPHED10MF	PHYSICAL AND HEALTH EDUCATION 10: MINDFUL FITNESS	\$ 10.00
PHE	MFTCD11	FITNESS AND CONDITIONING 11	\$ 10.00
PHE	MFTCD12	FITNESS AND CONDITIONING 12	\$ 10.00
PHE	MODED11	OUTDOOR EDUCATION 11	\$ 150.00
TECH ED	MENR-11	ENGINEERING 11	\$ 30.00
TECH ED	MWWK-11	WOODWORK 11	\$ 60.00
TECH ED	MWWK-12	WOODWORK 12	\$ 60.00
TECH ED	MTDRF11	DRAFTING 11	\$ 25.00
TECH ED	MTDRF12	DRAFTING 12	\$ 25.00
AP	A2DP-12	AP 2-D DESIGN PORTFOLIO 12 EXAM FEE	\$ 160.00
AP	A3DP-12	AP 3-D DESIGN PORTFOLIO 12 EXAM FEE	\$ 160.00
AP	ACAL-12	AP CALCULUS 12 AB EXAM FEE	\$ 160.00
AP		AP CALCULUS 12 BC EXAM FEE	\$ -
AP	ACHE-12	AP CHEMISTRY 12 EXAM FEE	\$ 160.00
AP	ACSC-2A	AP COMPUTER SCIENCE A 12 EXAM FEE	\$ 160.00
AP	ACSP-12	AP COMPUTER SCIENCE PRINCIPLES 12 EXAM FEE	\$ 160.00
AP	AELC-12	AP ENGLISH LITERATURE 12 EXAM FEE	\$ 160.00



HANDSWORTH SECONDARY SCHOOL
Schedule of School Fees for 2026-2027

DEPT	COURSE CODE	COURSE NAME	FEE 2026/27
AP	AEN-12	AP ENGLISH 12 EXAM FEE	\$ 160.00
AP	AFRL-12	AP FRANCAIS LANGUE SECONDE-IMMERSION 12 EXAM FEE	\$ -
AP	AMI--12	AP MICROECONOMICS 12 EXAM FEE	\$ 160.00
AP	APHH-12	AP PHYSICS 2 HONOURS 12 EXAM FEE	\$ -
AP	APPH-11	AP PHYSICS 1 HONOURS 11 EXAM FEE	\$ -
AP	ASAD-12	AP STUDIO ART: DRAWING 12 EXAM FEE	\$ 160.00
AP	ABIO-12	AP BIOLOGY 12 EXAM FEE	\$ -



MOUNTAINSIDE SECONDARY SCHOOL
Schedule of School Fees for 2026-2027

The following school fees for Mountainside Secondary have been developed through consultation at department meetings, teacher to teacher, and staff to principal. At our PAC meetings, school fees were discussed and our school PAC have reviewed the following schedule of school fees for the 2026/2027		
ORIGINAL SIGNED BY SCHOOL PRINCIPAL		28-Nov-25
Principal's Signature	Lucas King	Date

	FEE 2026/27
Student Activity Fee	\$ 100.00
Graduation Activity Fee	\$ 50.00

DEPT	COURSE CODE	COURSE NAME	FEE 2026/27
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No course/program-aligned Fees for 2026/27 school year



SEYCOVE SECONDARY SCHOOL
Schedule of School Fees for 2026-2027

The following school fees for Seycove Secondary have been developed through consultation at department meetings, teacher to teacher, and staff to principal. At our PAC meetings, school fees were discussed and our school PAC have reviewed the following schedule of school fees for the 2026/2027

ORIGINAL SIGNED BY SCHOOL PRINCIPAL		18-Nov-25
Principal's Signature	Meghan Downie	Date
		FEE 2026/27
Student Activity Fee Grades 9-12		\$ 36.60
Student Activity Fee Grade 8 (included an Agenda Book)		\$ 47.05
Graduation Activity Fee		\$ 57.50

DEPT	COURSE CODE	COURSE NAME	FEE 2026/27
ART/DRAMA	MVA--08	ART 08	\$ 5.25
	MVA--09 / MVA--10	ART STUDIO 9/10	\$ 36.75
	MVAST11	ART FOUNDATIONS 11	\$ 36.75
	MVAST12	ART FOUNDATIONS 12	\$ 36.75
	MVAC-10	CERAMICS & SCULPTURE 10	\$ 42.00
	MVAD10/11/12	DRAWING AND PAINTING 10/11/12	\$ 42.00
	MVAPH10/11/12	PHOTOGRAPHY 10/11/12	\$ 63.00
	MDRTP10-12	THEATRE PRODUCTION 10-12	\$ 31.35
	MDRM 9 - 12	DRAMA 9-12	\$ 31.35
	MVAPH11/12	MEDIA ARTS 11/12	\$ 63.00
DIGITAL MEDIA	MDFT11	FILM/TV 11	\$ 31.35
	MDFT12	FILM/TV12	\$ 31.35
H EC	MADFS08	FOODS STUDIES 8 (ROTATION)	\$ 26.15
	MADFS09	FOODS STUDIES 9	\$ 68.00
	MFOOD10	FOODS STUDIES 10	\$ 68.00
	MFOOD11	FOODS STUDIES 11	\$ 78.50
	MFOOD12	FOODS STUDIES 12	\$ 78.50
	MADT-08	TEXTILES 08 (ROTATION)	\$ 15.70
	MADT-09	TEXTILES 9	\$ 52.25
	MTXT10	TEXTILES 10	\$ 52.25
	MTXT11	TEXTILE STUDIES 11	\$ 52.25
	MTXT12	TEXTILES STUDIES 12	\$ 52.25
MUSIC	MMU--08-CC	CHORAL MUSIC 8	\$ 42.00
	MMU--09-CC	CHORAL MUSIC 9	\$ 42.00
	MMUCC10	CHORAL MUSIC 10	\$ 42.00
	MCMCC11	CONCERT CHOIR 11	\$ 42.00
	MCMCC12	CONCERT CHOIR 12	\$ 42.00
	MMU--08-JV	VOCAL JAZZ 8	\$ 31.50
	MMU--09-JV	VOCAL JAZZ 9	\$ 31.50
	MMUVJ10	VOCAL JAZZ 10	\$ 31.50
	MCMJV11	VOCAL JAZZ11	\$ 31.50
	MCMJV12	VOCAL JAZZ12	\$ 31.50
	MMU--08-CB	INSTRUMENTAL MUSIC 8	\$ 42.00
	MMU--09-CB	INSTRUMENTAL MUSIC 9	\$ 42.00
	MMUCB10	INSTRUMENTAL MUSIC 10	\$ 42.00
	MIMCB11	CONCERT BAND 11	\$ 42.00
	MIMCB12	CONCERT BAND 12	\$ 42.00
	MMU--08-JB	JAZZ BAND 8	\$ 31.50
	MMU--09-JB	JAZZ BAND 9	\$ 31.50
	MMUJB10	JAZZ BAND 10	\$ 31.50



SEYCOVE SECONDARY SCHOOL
Schedule of School Fees for 2026-2027

DEPT	COURSE CODE	COURSE NAME	FEE 2026/27
	MIMJB11	JAZZ BAND 11	\$ 31.50
	MIMJB12	JAZZ BAND 12	\$ 31.50
	MMUCH10	CHAMBER CHOIR 10	\$ 31.50
	MMUCH11	CHAMBER CHOIR 11	\$ 31.50
	MMUCH12	CHAMBER CHOIR 12	\$ 31.50
	INSTRUMENTAL MUSIC	CONCERT BAND INSTRUMENT USER FEE	\$ 157.50
PLP	MADDL08PLP	ADST - DIGITAL LITERACY PLP	\$ 5.25
	MADIT09PLP	ADST - INFORMATION AND COMMUNICATIONS TECH 9 PLP	\$ 5.25
	MDCOM11PLP (GR 10)	DIGITAL COMMUNICATIONS 11 PLP	\$ 5.25
AP	APSY-12	AP PSYCHOLOGY 12 (EXAM FEE)	\$ 160.00
PHYS ED	MPHE-08	PHYSICAL AND HEALTH EDUCATION 8	\$ 21.00
	MPHE-09	PHYSICAL AND HEALTH EDUCATION 9	\$ 21.00
	MPHE--10	PHYSICAL AND HEALTH EDUCATION 10	\$ 21.00
	MACLV-11/12	ACTIVE LIVING 11/12 COMMUNITY & SCHOOL RECREATION	\$ 40.00
TECH	MADW-08	WOODWORKING 08 (ROTATION)	\$ 10.50
	MADW-09	WOODWORK 9	\$ 75.00
	MWWK 10/11/12	WOODWORK 10/11/12	\$ 75.00
	MADGE08ENG	ENGINEERING 8 (ROTATION)	\$ 10.50
	MADGE09ENG	ENGINEERING 9	\$ 68.00
	MENR-11	BA ENGINEERING 11	\$ 68.00
	MENR-12	BA ENGINEERING 12	\$ 68.00
ACADEMIES	BASKETBALL	BASKETBALL ACADEMY - ADVANCED STREAM	\$ 1,500.00
	BASKETBALL	BASKETBALL ACADEMY - ACADEMY STREAM	\$ 1,500.00
	ROWING	ROWING ACADEMY - DEEP COVE ROWING CLUB	\$ 2,089.00



SUTHERLAND SECONDARY SCHOOL
Schedule of School Fees for 2026-2027

The following school fees for Sutherland Secondary have been developed through consultation at department meetings, teacher to teacher, and staff to principal. At our PAC meetings, school fees were discussed and our school PAC have reviewed the following schedule of school fees for the 2026/2027 school year.		
ORIGINAL SIGNED BY SCHOOL PRINCIPAL		24-Nov-25
Principal's Signature	Mark Barrett	Date
		FEE 2026/27
Student Activity Fee		\$ 35.00
Graduation Activity Fee		\$ 75.00

DEPT	COURSE CODE	COURSE NAME	FEE 2026/27
ADST	MADFS09	Food Studies 9	\$ 65.00
	MFOOD10	Food Studies 10	\$ 65.00
	MFOOD11	Food Studies 11	\$ 75.00
	MFOOD12	Food Studies 12	\$ 75.00
	MADM-08	Metalwork 8	\$ 30.00
	MADW-09	Metalwork 9	\$ 90.00
	MTMET10	Metalwork 10	\$ 90.00
	MTMET11	Metalwork 11	\$ 90.00
	MTMET12	Metalwork 12	\$ 90.00
	MADER09	Electronics and Robotics 9	\$ 90.00
	MTEAR10	Electronics and Robotics 10	\$ 75.00
	MTELE11	Electronics 11	\$ 75.00
	MTELE12	Electronics 12	\$ 75.00
	MADW-08	Woodwork 8	\$ 30.00
	MADW-09	Woodwork 9	\$ 90.00
	MWWK-10	Woodwork 10	\$ 90.00
	MWWK-11	Woodwork 11	\$ 90.00
	MWWK-12	Woodwork 12	\$ 90.00
	MADD-09	Drafting 9	\$ 30.00
	MTDRF10	Drafting 10	\$ 30.00
	MTDRF11	Drafting 11	\$ 30.00
	MTDRF12	Drafting 12	\$ 30.00
	MDMD-12	Digital Media Development	\$ 20.00
Visual Arts	MVA--08	Visual Arts 8	\$ 28.00
	MVA--09	Visual Arts 9	\$ 50.00
	MVAST10	Visual Arts: Art Studio 10	\$ 50.00
	MVAST11	Art Studio 11	\$ 65.00
	MVAST12	Art Studio 12	\$ 65.00
	MVAD-11	Studio Arts 2D 11	\$ 65.00
	MVAD-12	Studio Arts 2D 12	\$ 65.00
	MVAP11	Photography 11	\$ 45.00
Music	MVAP12	Photography 12	\$ 45.00
	MMU--08-CC	Music 8: Concert Choir	\$ 20.00
	MMU--09-CC	Music 9: Concert Choir	\$ 20.00
	MMUCC10	Choral Music 10: Concert Choir	\$ 20.00
	MCMCC11	Choral Music 11: Concert Choir	\$ 20.00
	MCMCC12	Choral Music 12: Concert Choir	\$ 20.00
	MMU--09-VJ	Music 9: Vocal Jazz	\$ 20.00
	MMUVJ10	Choral Music 10: Vocal Jazz	\$ 20.00
	MCMJV11	Choral Music 11: Vocal Jazz	\$ 20.00
	MCMJV12	Choral Music 12: Vocal Jazz	\$ 20.00



SUTHERLAND SECONDARY SCHOOL
Schedule of School Fees for 2026-2027

DEPT	COURSE CODE	COURSE NAME	FEE 2026/27
	MMU--08-CB	Music 8: Concert Band	\$ 20.00
	MMU--09-CB	Music 9: Concert Band	\$ 20.00
	MMUCB10	Instrumental Music 10: Concert Band	\$ 20.00
	MIMCB11	Instrumental Music 11: Concert Band	\$ 20.00
	MIMCB12	Instrumental Music 12: Concert Band	\$ 20.00
	MMU--08-JB	Music 8: Jazz Band	\$ 20.00
	MMU--09-JB	Music 9: Jazz Band	\$ 20.00
	MMUJB10	Instrumental Music 10: Jazz Band	\$ 20.00
	MIMJB11	Instrumental Music 11; Jazz Band	\$ 20.00
	MIMJB12	Instrumental Music 12: Jazz Band	\$ 20.00
PHE	MPHE-08	Physical Health and Education 8	\$ 20.00
	MPHE-09	Physical Health and Education 9	\$ 20.00
	MPHED10	Physical Health and Education 10	\$ 35.00
	MACLV11	Active Living 11	\$ 95.00
	MACLV12	Active Living 12	\$ 95.00
	MFTCD11	Fitness and Conditioning 11	\$ 35.00
	MFTCD12	Fitness and Conditoning 12	\$ 35.00
ACADEMY		Field Hockey Academy	\$ 2,780.00



WINDSOR SECONDARY SCHOOL
Schedule of School Fees for 2026-2027

The following school fees for Windsor Secondary have been developed through consultation at department meetings, teacher to teacher, and staff to principal. At our PAC meetings, school fees were discussed and our school PAC have reviewed the following schedule of school fees for the 2026/2027 school year.		
ORIGINAL SIGNED BY SCHOOL PRINCIPAL		21-Nov-25
Principal's Signature	Caren Hall	Date

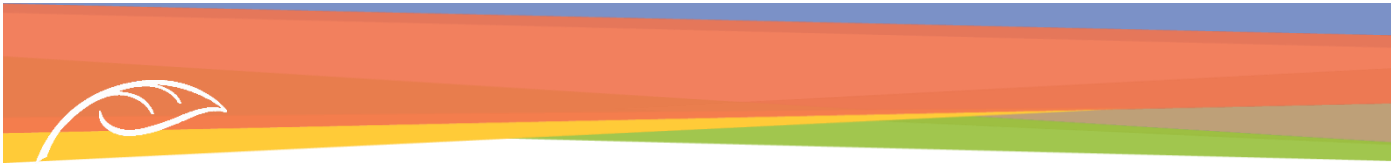
	FEE 2026/27
Student Activity Fee	\$ 45.00
Graduation Activity Fee	\$ 90.00

DEPT	COURSE CODE	COURSE NAME	FEE 2026/27
ART	MVA--08	VISUAL ARTS 8	\$ 10.00
	MVA--09	VISUAL ARTS 9	\$ 30.00
	MVAST10	VISUAL ARTS 10: ART STUDIO	\$ 45.00
	MVAST11	VISUAL ARTS 11: ART STUDIO	\$ 45.00
	MVAST12	VISUAL ARTS 12: ART STUDIO	\$ 45.00
	YVPA-2E	SENIOR ART PORTFOLIO 12	\$ 45.00
	MVAPH11	VISUAL ARTS 11: PHOTOGRAPHY	\$ 60.00
	MVAPH12	VISUAL ARTS 12: PHOTOGRAPHY	\$ 60.00
	DRAMA		
	MDR--08	DRAMA 8	\$ 5.00
	MDR--09	DRAMA 9	\$ 18.00
	MDRTC-10	DRAMA 10	\$ 18.00
	MDRTC-11	DRAMA 11	\$ 18.00
	MDRTC-12	DRAMA 12	\$ 18.00
	MDRTP-11	THEATRE PRODUCTION 11	\$ 20.00
	MDRTP-12	THEATRE PRODUCTION 12	\$ 20.00
	MMUTH10	MUSICAL THEATRE 10	\$ 20.00
	MMUTH11	MUSICAL THEATRE 11	\$ 20.00
	MMUTH12	MUSICAL THEATRE 12	\$ 20.00
ADST	MADFS09	FOOD STUDIES 9	\$ 65.00
	MFOOD10	FOOD STUDIES 10	\$ 75.00
	MFOOD11	FOOD STUDIES 11	\$ 75.00
	MFOOD12	FOOD STUDIES 12	\$ 80.00
	XAT--00-LS	FOODS STUDIES: RESOURCE ROOM	\$ 30.00
	MADT-08	TEXTILES 8	\$ 3.00
	MADT-09	TEXTILES 9	\$ 40.00
	MTXT-10	TEXTILES 10	\$ 40.00
	MTXT-11	TEXTILES 11	\$ 40.00
	MTXT-12	TEXTILES 12	\$ 40.00
	MFIND12	FASHION DESIGN	\$ 40.00
MUSIC	MMU--08-CC	MUSIC 8: CHOIR	\$ 20.00
	MMU--09-CC	MUSIC 9: CONCERT CHOIR	\$ 20.00
	MMCC-10	CHORAL MUSIC 10: CONCERT CHOIR	\$ 20.00
	MCMCC11	CHORAL MUSIC 11: CONCERT CHOIR	\$ 20.00
	MCMCC12	CHORAL MUSIC 12: CONCERT CHOIR	\$ 20.00
	MMU--09-VJ	Music 9: VOCAL JAZZ	\$ 20.00
	MMUVJ10	CHORAL MUSIC 10: VOCAL JAZZ	\$ 20.00
	MCMJV11	CHORAL MUSIC 11: VOCAL JAZZ	\$ 20.00
	MCMJV12	CHORAL MUSIC 12: VOCAL JAZZ	\$ 20.00
	MMU--09ACC	MUSIC 9: CHAMBER CHOIR	\$ 20.00
	MMUCH10	CHORAL MUSIC 10: CHAMBER CHOIR	\$ 20.00



WINDSOR SECONDARY SCHOOL
Schedule of School Fees for 2026-2027

DEPT	COURSE CODE	COURSE NAME	FEE 2026/27
	MMUCH11	CHORAL MUSIC 11: CHAMBER CHOIR	\$ 20.00
	MMUCH12	CHORAL MUSIC 12: CHAMBER CHOIR	\$ 20.00
	MMUCP12	COMPOSITION & PRODUCTION 12	\$ 20.00
	MMU--08-CB	MUSIC 8: CONCERT BAND	\$ 30.00
	MMU--09-CB	MUSIC 9: CONCERT BAND	\$ 30.00
	MMUCB10	INSTRUMENTAL MUSIC 10: CONCERT BAND	\$ 30.00
	MIMCB11	INSTRUMENTAL MUSIC 11: CONCERT BAND	\$ 30.00
	MIMCB12	INSTRUMENTAL MUSIC 12: CONCERT BAND	\$ 30.00
	MMU--08-JB	MUSIC 8: JAZZ BAND	\$ 30.00
	MMU--09-JB	MUSIC 9: JAZZ BAND	\$ 30.00
	MMUJB10	INSTRUMENTAL MUSIC 10: JAZZ BAND	\$ 30.00
	MIMJB11	INSTRUMENTAL MUSIC 11: JAZZ BAND	\$ 30.00
	MIMJB12	INSTRUMENTAL MUSIC 12: JAZZ BAND	\$ 30.00
	MMU--08-ST	INSTRUMENTAL MUSIC 8: STRINGS	\$ 30.00
	MMU--09-ST	INSTRUMENTAL MUSIC 9: STRINGS	\$ 30.00
	MMUOR10	INSTRUMENTAL MUSIC 10: ORCHESTRA	\$ 30.00
	MMUOR11	INSTRUMENTAL MUSIC 11: ORCHESTRA	\$ 30.00
	MMUOR12	INSTRUMENTAL MUSIC 12: ORCHESTRA	\$ 30.00
PHYS ED	MPHE-08	PHYSICAL & HEALTH EDUCATION 8	\$ 15.00
	FEPSF08	EDUCATION PHYSIQUE EN PLIEN AIR 8	\$ 15.00
	MPHE-09	PHYSICAL & HEALTH EDUCATION 9	\$ 15.00
	MPHED-10	PHYSICAL & HEALTH EDUCATION 10	\$ 15.00
	YHRA-1C	KINESIOLOGY 11	\$ 10.00
ADST	MTAUT11	AUTOMOTIVE TECHNOLOGY 11	\$ 10.00
	MTAUT12	AUTOMOTIVE TECHNOLOGY 12	\$ 10.00
	MTEAD12	ENGINE AND DRIVE TRAIN 12	\$ 10.00
	MADD-08	DRAFTING 8	\$ 5.00
	MADD-09	DRAFTING 9	\$ 10.00
	MTDRF10	DRAFTING 10	\$ 10.00
	MTDRF11	DRAFTING 11	\$ 10.00
	MTDRF12	DRAFTING 12	\$ 10.00
	MADR-08	ROBOTICS 8	\$ 8.00
	MADER09	ELECTRONICS & ROBOTICS 9	\$ 40.00
	MTEAR10	ELECTRONICS & ROBOTICS 10	\$ 40.00
	MTROB12	ROBOTICS 12	\$ 40.00
	MTELE11	ELECTRONICS 11	\$ 40.00
	MTELE12	ELECTRONICS 12	\$ 40.00
	MADM-08	METALWORK 8	\$ 8.00
	MADM-09	METALWORK 9	\$ 40.00
	MTMET10	METALWORK 10	\$ 40.00
	MTMET11	METALWORK 11	\$ 40.00
	MTMET12	METALWORK 12	\$ 40.00
	MADW-08	WOODWORK 8	\$ 8.00
	MADW-09	WOODWORK 9	\$ 65.00
	MWWK-10	WOODWORK 10	\$ 65.00
	MWWK-11	WOODWORK 11	\$ 65.00
	MWWK-12	WOODWORK 12	\$ 65.00
	MTFAC12	FURNITURE & CABINETRY 12	\$ 65.00
	YED-1B-01	LEADERSHIP 11	\$ 25.00
ACADEMIES	SOCCER	SOCCER ACADEMY	\$ 1,900.00
	HOCKEY	HOCKEY SKILLS ACADEMY	\$ 2,330.00
	DANCE	DANCE ACADEMY	\$ 1,575.00



SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER) SCHEDULE OF SPECIALTY ACADEMY FEES FOR 2026/2027

Policy 706: School Fees requires that the Superintendent of Schools review annually the Schedule of School Fees for all schools and Specialty Academies and that the schedules be provided to Trustees for their information. Listed below are the Specialty Academy Fees established for the 2026/2027 school year. In accordance with the School Act, these Specialty Academy Fees have received the approval of their respective Parent Advisory Councils (PACs).

<i>Specialty Academies are offered subject to sufficient enrolment</i>		ANNUAL AMOUNT
AFK STUDIO ARTS ACADEMY (<i>Sutherland Secondary</i>)		\$ 450.00
BASKETBALL ACADEMY (<i>Seycove, Sutherland</i>)	Academy Stream	\$ 1,500.00
	Advanced Stream	\$ 1,500.00
DANCE ACADEMY (<i>Windsor Secondary</i>)		\$ 1,575.00
DIGITAL MEDIA ACADEMY (<i>Argyle Secondary</i>)	Full DMA	\$ 1,312.50
	DMA Lite	\$ 525.00
FIELD HOCKEY ACADEMY (<i>Argyle Secondary</i>)		\$ 2,700.00
HOCKEY SKILLS ACADEMY (<i>Windsor Secondary</i>)		\$ 2,330.00
ROWING ACADEMY (<i>Seycove Secondary</i>)		\$ 2,089.00
SOCCER ACADEMY (<i>Windsor Secondary</i>)		\$ 1,900.00
VOLLEYBALL ACADEMY (<i>Sutherland Secondary</i>)		\$ 2,195.50

Each NVSD school offering a Specialty Academy will post their Specialty Academy Fees for 2026/2027 on their individual school website and will publish the fees in their school newsletter. Fees are charged only for those direct costs incurred by the Board in providing the Specialty Academy that are in addition to the costs of providing a standard educational program. Please contact the school principal to discuss the availability of fee waivers in cases where financial hardship would otherwise preclude a student from participation in the academy.



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

Meeting Date: December 16, 2025 ☒ **Board** ☐ **Board, in camera**

Topic (as per the Memorandum): **Notice of Motions for BC School Trustees Association (BCSTA) Annual General Meeting (submitted by Trustee Gerlach)**

Narration:

Following British Columbia School Trustee Association (BCSTA) procedures, in order to put forward a motion to the BCSTA Annual General Meeting (AGM), Boards of Education must pass the final wording of the motion by a majority vote of the Board of Education. This year's AGM is scheduled April 9 - 11, 2026, and the deadline to submit substantive motions is February 9, 2026 and the deadline for extraordinary motions is January 29, 2026.

Three motions are being brought forward to the Board of Education for consideration as attached to this memorandum. Trustee motions that are presented at a Public Board Meeting and that are subject to a vote should normally be introduced for discussion purposes at least one meeting prior to the meeting at which they are voted upon.

Attachments:

Inclusion of Ableism in the BC ERASE Program
Inclusive Child Care for Children and Youth With Support Needs (Up to Age 18)

RECOMMENDED MOTIONS:

Motion 1:

That the North Vancouver Board of Education approve the substantive motion relating to the inclusion of Ableism in the BC Expect Respect & A Safe Education Program (ERASE), as attached to this memorandum of December 16, 2025.

Motion 2:

That the BC School Trustees Association request the Ministry of Education and Child Care to ensure that students who are eligible for Supported Child Development services are explicitly included in the provincial Child Care Strategy for school districts, so that their access needs are recognized and accommodated in the planning and delivery of child care programs.

The following Motion for Consideration: Cyndi Gerlach
Email: cgerlach@sd44.ca
Phone: 604-831-6608

Inclusion of Ableism in the BC ERASE Program

Motion for Consideration:

That BCSTA request the Ministry of Education and Child Care to formally include ableism, its definition, impacts, and prevention strategies, within the provincial ERASE (Expect Respect & A Safe Education) program, including training modules, reporting tools, and provincial guidelines, to support safe, equitable, and inclusive learning environments for students with disabilities.

Rationale:

This motion asks the Ministry of Education and Child Care to explicitly include ableism in the ERASE program. While ERASE addresses multiple forms of discrimination, the absence of specific guidance on ableism creates a gap in safety and prevention efforts for students with disabilities. Explicitly including ableism will ensure that school districts have the tools needed to recognize, respond to, and prevent this form of discrimination.

Students with both visible and invisible disabilities experience higher rates of bullying, harassment, and discrimination. Much of this harm stems from ableism, which may be unintentional or unrecognized when not explicitly named.

ERASE currently omits explicit reference to ableism - the ERASE program includes training and resources on racism, homophobia, sexism, and other forms of discrimination. Adding ableism would align ERASE with equity-informed best practices and reflect the lived experiences of many students and families.

Aligns with the Accessible British Columbia Act - explicitly embedding ableism into ERASE would strengthen alignment between K–12 safety practices and provincial accessibility legislation, supporting the broader mandate for inclusive, barrier-free public services.

Supports early identification and prevention - naming ableism helps educators recognize early signs of bias—such as assumptions about capacity, exclusionary practices, or stigmatizing language—before they escalate into more serious incidents.

Improved educator competency and confidence - many staff express uncertainty about how to identify and respond to ableism. Including it in ERASE provides clear guidance, shared language, and consistent training across the province.

Stronger reporting and accountability - ERASE's reporting tools play a key role in school safety. Adding ableism to these tools allows students and families to accurately report their experiences and fosters greater trust in the system.

Explicitly addressing ableism within the ERASE program will enhance student safety, promote equitable treatment, and ensure that provincial guidelines reflect the full diversity of student identities and experiences.

Reference(s):

- Accessible British Columbia Act - <https://www2.gov.bc.ca/gov/content/governments/about-the-bc-government/initiatives/accessibility/legislation>
- BC Ministry of Education and Child Care – ERASE Program - <https://www2.gov.bc.ca/gov/content/erase>
- Inclusive Education Policy Frameworks - https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/inclusive_ed_policy_manual.pdf

The following Motion for Consideration: Cyndi Gerlach
Email: cgerlach@sd44.ca
Phone: 604-831-6608

Inclusive Child Care for Children and Youth With Support Needs (Up to Age 18)

Motion for Consideration:

That the BC School Trustees Association request the Ministry of Education and Child Care to ensure that students who are eligible for Supported Child Development services are explicitly included in the provincial Child Care Strategy for school districts, so that their access needs are recognized and accommodated in the planning and delivery of child care programs.

Rationale:

Students who are eligible for Supported Child Development (SCD) services often require individualized supports, predictable environments, and staff trained to meet their developmental, communication, or behavioural needs. These needs do not begin and end with the school day. Children and youth up to age 18 who require supports during instructional hours also require appropriate supports to participate safely and meaningfully in before and afterschool child care programs. When child care programs do not plan for or resource these supports, students with higher needs are unintentionally excluded.

Inclusion, as reflected in the United Nations Convention on the Rights of Persons with Disabilities, means ensuring that children with disabilities can participate fully, equally, and meaningfully in their community, with the supports they need to do so, without segregation or barriers.

Including students who are eligible for SCD services, up to the age of 18, within the provincial Child Care Strategy:

- Promotes equity by ensuring that all children, regardless of support needs, have access to safe, inclusive child care spaces in their school community.
- Aligns with provincial commitments to inclusive education, child care, and the expansion of school-aged care under Bill 19, which formalizes school districts' responsibilities and opportunities to deliver child care on school grounds. For Bill 19 to achieve its intended outcomes, inclusion must be embedded in all aspects of implementation, not treated as an afterthought.
- Ensures consistent access across the province, recognizing that Bill 19 creates a framework in which districts will increasingly provide child care, making it vital that provincial direction includes clear expectations for supporting children with diverse needs.
- Supports families, many of whom rely on seamless, inclusive child care to maintain employment, reduce stress, and ensure stable routines for their children.

Reduces barriers by ensuring districts have the guidance and resources necessary to collaborate with SCD professionals and staff programs appropriately.

Without explicit inclusion—especially in the context of Bill 19's expansion of district-led child care—students eligible for SCD support risk being overlooked, resulting in unequal access to programs being developed in schools.

Schedule C.6...
of the
Administrative Memorandum

Meeting Date: December 16, 2025 ☒ **Board** ☐ **Board, in camera**

Topic (as per the Memorandum): **Policy 104: Board of Education - Meetings - Administrative Procedure**

Narration:

The Board of Education is considering three changes to the Administrative Procedure for Policy 104: Board of Education – Meetings. Two new sections would be added: Business Arising from the Minutes and Correspondence from the Board and the third section provides clarity on the Public Questions/Comments prior to Public Board Meetings.

1. Business Arising from the Minutes

Trustees may raise questions during Public Board Meetings for which information is not available at the time. When this occurs, a trustee may move that staff report back to the Board. Upon approval of such a motion, staff shall provide a written response in the next Public Board Meeting package. This new section of the agenda is used solely for follow-up information formally directed by Board motion and directly related to matters recorded in the minutes. While operational questions should not be directed to this section, clarifications that support Trustees in understanding governance matters may be included. This section is not a mechanism for introducing new topics.

2. Correspondence from the Board

The agenda includes a section for Board correspondence. The proposed language clarifies that this section is limited to formal outgoing letters issued by the Board or by the Chair at the Board's direction. This ensures consistent handling and transparency of our official communications.

3. Public Questions/Comments Prior to Public Board Meetings

The current Administrative Procedure outlines how the public may submit comments prior to meetings; however, there has been no guidance on how much of each submission is read aloud. The updated language retains the existing process (email or voicemail by 1 p.m.) and adds a clear limit: the Chair will read the first 300 words of each submission, within the existing 10-minute timeline for this agenda item.

Attachment:

Revised Policy 104: Board of Education – Meetings - Administrative Procedure

RECOMMENDED MOTION:

that the Board of Education approve the revisions to the Administrative Procedure for Policy 104: Board of Education – Meetings as indicated in Schedule C.6. of the Administrative Memorandum.

POLICY 104: BOARD OF EDUCATION - MEETINGS

ADMINISTRATIVE PROCEDURES

General Operating Procedures for Board Meetings

Notice of Meeting

Notice of all meetings shall be posted on the School District website. Except for meetings called with less than 24 hours' notice, the notice shall be posted at least 24 hours in advance of the meeting.

Time and Place of Meetings

Regular meetings of the Board of Education shall be held in the Board Room and shall begin at 6:30 p.m., unless otherwise decided by the Board of Education. No regular or special meeting, nor combination thereof, shall remain in session longer than three (3) hours, except by resolution of the Board of Education.

Meeting Agendas

The Secretary Treasurer in consultation with the Board Chair and Vice Chair and the Superintendent of Schools shall prepare an agenda for each Board of Education meeting. The Secretary Treasurer shall endeavour to provide the agenda and supporting materials to each Trustee 120 hours (Thursday) in advance of the meeting and no later than 24 hours prior to each regular meeting. Delivery of an agenda shall constitute notice of meeting. The agenda package shall be made available to the public on the School District website once the package has been delivered to Trustees.

Trustees who wish to have items included on the Public Board agenda may make a Notice of Motion at the Public Board meeting or may request the addition of the item to the Board Chair or Secretary Treasurer at least one (1) week in advance of the meeting.

Trustee motions that are presented at a Public Board Meeting and that are subject to a vote, should normally be introduced for discussion purposes at least one meeting prior to the meeting at which they are voted upon. The Board of Education may suspend the application of the above noted procedural requirement upon a motion approved by a two-thirds vote of Trustees present and entitled to vote on the motion at issue.

Order of Business for Regular Meetings

The order in which the Board of Education transacts its business at regular meetings shall be substantially as follows:

- Call to Order
- Adoption of Agenda
- Approval of Minutes
- Business Arising from the Minutes
- Public Questions/Comments
- Educational Presentation
- Delegations
- Correspondence from the Board-
- Action Items
- Information and Proposals
- Committee Reports
- Superintendent's Report
- Trustees' Reports/Highlights

Future Meetings
Public Question & Comment Period
Adjournment.

Prior to the agenda being voted on and adopted by trustees, it is subject to amendment by majority vote. After an agenda has been adopted by trustees, no change can be made in it except by a two-thirds majority vote.

Quorum

A quorum for all Public, Special and In Camera Board meetings shall be a majority of Trustees holding office at that time. At the appointed time for commencement of a meeting, the Chair shall ascertain that a quorum is present before proceeding to the business of the meeting. No business of the Board of Education shall be conducted unless a quorum is present.

Rules of Order at Regular Meetings

It is the intention of the Board of Education that its meetings be conducted in a dignified and efficient manner. Rules of order will be applied as a means of assisting the conduct of Board of Education business without providing undue formality or hindering useful discussion.

Except where otherwise provided in the *School Act* or in Board of Education policy, the procedures included in *Robert's Rules of Order (Newly Revised)* shall govern the conduct of meetings. The Secretary Treasurer will serve as parliamentarian, providing procedural advice to the Board.

Time Limits on Speech

Trustees speaking at a Board meeting shall adhere to the following rules:

- a) A Trustee may ask questions of clarification about the matter under consideration. Questions of clarification will not be counted in the time allotted for speaking to the question;
- b) A Trustee may speak to a question, or may speak in reply, for a maximum of three (3) minutes;
- c) After all other Trustees have had an opportunity to speak, Trustees may speak to a question, or may speak in reply for a second time for a further three (3) minutes;
- d) Trustees may only speak for a third time with the permission of the Chair of the meeting.

Attendance

Trustees are expected to attend all scheduled meetings of the Board of Education. Meeting attendance for Public Board Meetings and Standing Committee Meetings will be taken and made public by September of each year. Attendance will be recorded as:

Present
Absent
Absent – Illness
Absent – Personal
Absent – Leave of the Board of Education

Telephone and Electronic Participation

In accordance with Section 67 (6) of the *School Act*, the Board of Education shall allow Trustees to participate in or attend a meeting of the Board of Education by telephone or other means of communication if all Trustees and other persons participating in or attending the meeting are able to clearly communicate with each other. The Board of Education believes that Trustees must be publicly accessible and accountable to the electorate. Therefore, this form of participation should be used sparingly and only under

extenuating circumstances including, but not limited to, illness, family emergency, unavoidable travel, and extreme weather conditions. A Trustee participating in this way will be counted for the purposes of establishing a quorum.

Public Question/Comment Periods

While the Board of Education believes that communication with the public is important, the regular Board of Education meeting is the formally designated means of transacting Board of Education business and is not the appropriate setting for general discussion. Please view the [Public Participation Framework](#) that is designed to assist any public participation process. The Board of Education will provide two periods during the Public Board Meeting to hear questions and comments.

1. **Public Questions/Comments prior to Public Board Meetings:** 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 Chair will read out the first 300 words of each comment(s) 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.

2. **Public Question & Comment Period following Public Board Meetings:** 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 that 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.

Delegations at Meetings

As a vehicle for affirming its policy of open Board-community relations and the rights of citizens to make their views known to the Board of Education, delegations can express such views at regular Board of Education meetings or a Standing Committee meeting. Since issues can be considered and deliberated in more detail at the Committee level, whenever possible, the delegation may be requested to present at a Standing Committee meeting that relates to the topic.

Requests for delegations at a regular Board of Education meeting should be made in writing at least two (2) weeks in advance to either the Board Chair or the Secretary Treasurer. Requests to Standing Committees should be sent to the attention of the Secretary Treasurer at least two (2) weeks in advance.

A written statement outlining the issues should be presented at the time of the request for an appointment. Each delegation will be requested to name a spokesperson that will present the information to the Board of Education or Standing Committee and act as a contact person to whom the Board of Education may direct a reply at a later date. The delegation will be expected to limit any presentation to ten (10) minutes, followed by questions and comments. The Board of Education will ordinarily take the presentation under advisement

and may take action after due deliberation, usually at a subsequent meeting. If circumstances warrant, the Board of Education may receive such delegation "in camera".

If a delegation has already presented its brief at a Board of Education and/or Standing Committee meeting, its request to appear again before the Board of Education and or Standing Committee may be denied unless the delegation has new information that is significantly different from the information already presented. Such information must be provided in writing to the Secretary Treasurer.

Minutes of Board Meetings

The Secretary Treasurer shall record proceedings of all Board of Education meetings and keep on file the official copy of the minutes as well as necessary associated background materials. The minutes will contain a record of official actions taken and the general nature of the discussions for background purposes only but will not contain an account of comments or opinions expressed by individual Trustees. Wherever reasonable, Board of Education resolutions should include a complete record of recommendations acted upon or actions intended. A draft summary of motions will be posted on the School District website within three (3) days of the Board of Education meeting, whenever possible. Minutes of regular meetings will be available on the School District's website after they have been approved by the Board of Education (after the next Board of Education meeting). Copies may be obtained for an appropriate fee, in compliance with the *School Act*.

Audiovisual Recording of Regular and Special Meetings

- a) Public meetings of the Board of Education may be recorded by any member of the public, provided that notice is given by the Board of Education in advance of the meeting. This notice must be included as a notation to the Board of Education agenda and announced at the beginning of the meeting.
- b) Audiovisual recording (including live-streaming) is strictly limited to the Board of Education's proceedings.
- c) The filming of minors is not permitted unless prior consent, in accordance with the School District's procedures for student image release permissions and the protection of student personal information, has been secured.
- d) Personal recordings of board meetings are not the property or responsibility of the Board of Education. Any resulting audiovisual recording is not considered an official record of the meeting and the Board of Education is under no obligation to accept personal recordings as such.
- e) At no time may recording disrupt the view or hearing of attendees.
- f) At no time may recording disrupt the proceedings of the meeting.
- g) Requests made by an individual member of the public, who is not a Trustee, not to be recorded should be directed to the Chair in advance of the meeting. The Chair will communicate to the gallery accordingly. Where an advance request is not possible, the Chair will accommodate the request with appropriate direction as necessary.
- h) Staff of the North Vancouver School District who are invited to speak or present at a meeting do so with the understanding that they may be recorded.
- i) There shall be no recording of tablet screens or digital resources used at the Board of Education table, excluding public presentation materials.

- j) The Board of Education reserves the right to request that any recording that disrupts its proceedings or contravenes this, or any other Board of Education policy, be stopped immediately. The minutes of the meeting will record that such direction was given.
- k) Where a concern arises involving inappropriate recording or sharing of personally recorded audiovisual material, the Board of Education will review the use and may take action to request that the recording be deleted/destroyed.
- l) Any violations of these procedures are the sole responsibility of the individuals who make and distribute the recording and the Board of Education accepts no responsibility for the quality, completeness misuse, distortion, distribution, maintenance, access, preservation or destruction of such recordings.

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

Meeting Date: December 16, 2025 ☒ **Board** ☐ **Board, in camera**

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

Narration:

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

Attachment:

Board Update: Indigenous Education Council: November 24, 2025

Board Update: Indigenous Education Council November 24, 2025

The Indigenous Education Council (Council) met on November 24, 2025, with representatives from the Squamish Nation, Tsleil-Waututh Nation, and the school district. The meeting focused on staffing, culturally responsive supports, budget priorities, and strengthening collaborative structures between the school district and Nations.

Staffing, Enrolment, and Cultural Leaves

The Council reviewed current Indigenous Education staffing allocations in relation to 1701 enrolment data. Nations emphasized the significant impact of Indigenous Support Workers (ISWs), particularly those from the local Nations, in building family connection and cultural belonging. Nations raised the need for culturally specific language in CUPE and NVTa collective agreements related to bereavement, cultural leave, and mental health. Recommendations will be prepared for the next CUPE bargaining cycle.

Indigenous-Informed Guidance for Artificial Intelligence (AI)

The school district shared Abbotsford's approach to respectful use of AI. The Council expressed interest in developing a one-page protocol that protects against cultural appropriation and requires family permission for use of Indigenous content. A draft will be prepared collaboratively with Indigenous Support Teachers and reviewed by Nation cultural teams.

Standing Committee on Truth, Healing & Reconciliation

TWN members noted uncertainty about the purpose of the Standing Committee and expressed the importance of having more Indigenous participants involved. The Council affirmed support for the Committee's intent but requested earlier engagement of the IEC in planning future meetings to ensure clarity, preparation, and Nation representation.

IEC Budget Priorities for 2025–26

The Council reviewed the approved IEC and Capacity budgets (\$76,700). Allocations for Nation Education Staff Support (Squamish and Tsleil-Waututh) and IEC honoraria were confirmed. Members will consider recommendations for unallocated funds, including the potential development of local curriculum, before the next meeting.

Leadership Development and Indigenous VP Support

The school district shared that Vice Principal Shakti Baker has been providing support to Indigenous Education at the system level while receiving mentorship from school district leadership. Nations expressed interest in contributing to her mentorship, offering opportunities to deepen understanding of Nation contexts. Future leadership development opportunities for Indigenous teachers will also be explored for an upcoming professional development day.

Cultural Fridays

The school district outlined early thinking about opportunities for students to participate in cultural learning on Fridays. TWN expressed concern that scheduling such activities during the school day may force students to choose between academic and cultural commitments. Further dialogue will continue.

Student Attendance and Cultural Absence

The IEC discussed provincial chronic absenteeism trends, particularly the disproportionate rates for Indigenous students on-reserve. Nation representatives highlighted the lingering emotional and cultural impacts of the pandemic, noting that many students continue to experience trauma, anxiety, and fear around illness.

The District will investigate improved attendance reporting tools to better link attendance with achievement and support ISWs in connecting directly with Nation education offices. The IEC also discussed strengthening Nation involvement in the hiring process for ISWs through promotion within the Nation.

Clarifying the Role of Indigenous Support Workers

The Council discussed the importance of ensuring teachers understand the ISW role and how to collaborate effectively. While cultural “pull-out” opportunities can be positive, there is agreement on the need for inclusive practices and dedicated student spaces.

Strengthening District - Nation Connection

Monthly meetings between school district Indigenous Education leadership and Nation partners will be coordinated to support stronger communication and shared planning.

Building stronger and more consistent communication structures between the North Vancouver School District (NVSD) and the local Nations remains a shared priority. At the November meeting, a TWN representative raised the topic of regular meetings with Education departments and teams to support ongoing collaboration.

With respect to the Squamish Nation, the District and the Nation have already held one meeting this fall. Based on the Nation’s recommendation, a second meeting will be hosted by the NVSD in the spring. The Squamish Nation did not request monthly meetings.

In response to the TWN suggestion, the District reached out to the TWN representative to offer monthly meetings, and it was indicated that monthly meetings may not always be necessary. The District has requested a meeting in January, during which a mutually agreeable meeting schedule will be established.

Next Meeting

The next IEC meeting is scheduled on February 16, 2026.

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

Meeting Date: December 16, 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:

Accessibility Advisory Committee
French Immersion Advisory Committee
Policy Review Committee
Safe & Healthy Schools Committee

Accessibility Advisory Committee - December 2025

The Accessibility Advisory Committee was formed in 2023 to support the development of the North Vancouver School District Three Year Accessibility Plan. In alignment with the requirements of the *Accessible BC Act*, the Committee assists and provides guidance on identifying, preventing and eliminating barriers to accessibility and inclusion for people with disabilities. The Accessibility Advisory Committee meets a minimum of four times a year.

The Accessibility Committee is co-chaired by Janis Mann, District Principal of Inclusive Education, and Michael Chapman, Director of Facilities and includes the following members:

- Jennifer Branston, North Vancouver Parent Advisory Council
- Liz Lee, North Vancouver Parent Advisory Council
- Rita Vilensky, North Vancouver Parent Advisory Council
- Kevin Pokasuwan, Canadian Union of Public Employees Local 389
- Wendy Matsubuchi, North Vancouver Teachers' Association
- Azaan Javier, Student
- Carly Roy, North Vancouver Administrators' Association

In the 2024/25 school year the Committee supported and guided work that included some of the following:

- Tried the School Site Accessibility Assessment Tool developed by BC CAISE in partnership with Untapped Accessibility, Disability Alliance BC and the Province of BC at Westview and Carson Graham, the site Accessibility Assessment Tool will be rolled out to all schools in January 2026
- AccessAbility Week opportunities and planning
- Recommending the installation of 7 Communication Boards at Elementary School Playgrounds
- Collaboration of committee members with Digital Media Academy teachers to support the creation of accessibility videos for student audiences
- Committee reviewed and provided feedback on Ableism presentation for schools, committee has decided to shift focus to the creation of the video to support building understanding around Ableism
- Reviewed accessibility videos created through another school district to determine next steps on creating an NVSD video, will be working towards creating a script this year

The Committee has set the following goals for this school year:

- Video Creation - promotion of understanding related to disability, accessibility, barriers, inclusion and ableism
- Review of Accessibility plan work completed to date and begin to update plan moving forward
- Prioritize small actions with big impacts, communication and celebrations
- Creating an awareness campaign for AccessAbility Week

French Immersion Advisory Committee Update - December 2025

The North Vancouver School District French Immersion Advisory Committee's purpose is to promote, develop and enhance French Immersion and Core French in our school community. French Immersion and Core French are valuable programs that provide opportunities for students to acquire an additional language.

The role of the Committee is to:

- Explore supports and enhancements to the French Immersion and Core French programs;
- Consult with the various stakeholder representative groups. Representatives will take topics of interest to the representative groups and bring forth voice and recommendations to the Committee;
- Discuss the voice from stakeholders and make recommendations to Senior Executive through the Committee Chair;
- Seek to enhance the School District's French Immersion and Core French programs K-12 by reviewing such issues as accessibility, programming options, student retention and staffing and making recommendations.

The Committee is comprised of representatives from all education partner groups including:

- Committee Co-chair Laura Ames, Principal Argyle Secondary and French Programs Lead;
- Committee Co-chair Megan Wheatley, Principal Sherwood Park Elementary and French Programs Lead;
- Adam Baumann, Assistant Superintendent;
- Kulvir Mann, Trustee representative for the Board of Education;
- Ashley Roe, Vice Principal, Dorothy Lynas Elementary and Kristy Godo, Vice-Principal, Ridgeway Elementary, Representatives for the North Vancouver Administrator's Association;
- Lindsay Sorthy, and Vikki Vinaric, Representatives for the North Vancouver Teachers' Association;
- Kerry Walker, Representative for the North Vancouver Parent Advisory Council;
- Jessica Young Representative for the Canadian Parents for French;
- DSLC Student Representatives - TBD.

Topics of consideration for the committee include:

- Promoting, developing, supporting and enhancing French Immersion, Core French and the culture of language acquisition in our community;
- Reviewing current initiatives and opportunities;
- Building connections between the Board, staff, students, and community supports such as the CPF (Canadian Parents for French);
- Providing a body for parents, students, and staff to have a voice in the district French Immersion and Core French programs.

The last meeting was October 9, 2025 where the following items were discussed:

- Reviewed and update goals of the committee and terms of reference;
- Discussed program highlights within current operations:
 - Level of interest in the program, involved parent community, late French Immersion program, strong teachers and administrators, student and district pride in the program.
- Discussed ideas for potential program support:
 - Increased connection points between schools and community, staffing and enrolment support for speciality positions and key enrolment points.
- Discussed wishes/hopes for the program in next 10 years:
 - Balancing demand for early and late French Immersion against sustainable staffing models (classroom teachers and specialist staff including LSTs);
 - Increased socio-cultural events and promotion/ celebration of French Immersion in North Van.

- Discussed school district vision for French Immersion in 2025-26:
 - Laura Ames and Megan Wheatley leading French Immersion at District level;
 - Goal for the year: Investing in people and culture including universal, targeted, and intensive staff support, professional development, socio-cultural events.

The Committee will meet again in January and April 2026.

Policy Review Committee – December 2025

At the December 8 Policy Review Committee meeting, all partner groups were represented (Board, North Vancouver Teachers' Association, North Vancouver Parent Advisory Council, CUPE, North Vancouver Administrators' Association and District Student Leadership Council).

The following agenda items guided the conversation:

1. Update on British Columbia School Trustees Association (BCSTA) Policy Review Committee
2. Review of Policy 609: Information and Communication Systems and Resources
3. Final Review: Administrative Procedures for Unexpected Health Emergencies
4. Review of Policy 501: Employee Recruitment and Retention
5. For Awareness Policy 211: Special Education Services and Programs

The session began with a review of the distinction between board policy and administrative procedures, along with the legislative frameworks that inform both.

The Superintendent provided an update on the current work of the BCSTA Policy Review Committee, which is examining how best to support boards in modernizing policy. This update included a review of historical decision-making practices and ministerial directives that, over time, have blurred or conflicted the boundaries between policy and administrative procedure.

Initial recommendations from the BCSTA Policy Review Committee suggest that Boards consider which existing or proposed policies may be more appropriately housed as administrative procedures. One example is the proposed direction regarding medical emergencies (AEDs and naloxone), which may be better addressed through an administrative procedure rather than Board policy.

This work is ongoing. As the BCSTA committee provides further clarity, recommendations will be brought forward for consideration by the Board of Education and, subsequently, the Policy Review Committee.

Following the update, four policies were reviewed. The naloxone/AED administrative procedure will be presented to the Board at the December 16 meeting, along with the proposed draft Human Resources policy, which will come forward for information.

Policy 609 will come back to Policy Review Committee in February. Policy 211 was brought forward for awareness; it was identified for review last year due to its age, and that process has been underway since that time.

During the meeting, the Committee spent time discussing the formatting of policies moving forward. As the policy framework evolves, this will be an important topic for the Committee to bring to the Board for further feedback.

The Committee will meet again on February 9, 2026.

Safe and Healthy Schools Committee – December 2025

The North Vancouver Board of Education acknowledges the vital connection between safety, health, and the myriad advantages for students, which extend to their journey of learning and personal development. North Vancouver schools hold significant responsibility within the broader community to foster safety, connectivity, health, and overall well-being.

In support of the well-being of school communities in the North Vancouver School District, it is important for students, parents/guardians and employees to work towards educational opportunities and initiatives, as well as school/district policies and processes, that promote feelings, experiences and development of safety, connection, and health.

The Safe and Healthy Schools Committee key roles include:

- Reviewing current process and initiatives in relation to various Safe and Healthy Schools topics, including; reporting of suspected child/youth abuse protocols, threat risk assessment, codes of conduct, substance use, sexual health, consent, healthy relationship education, social emotional learning and mental health education.
- Reviewing and reflecting upon assessment data connected to Safe and Healthy Schools, including; Middle Years Development Instrument (MDI), Youth Development Instrument (YDI), McCreary Adolescent Health Survey (AHS), Mental Health Dashboard and Student Learning Survey (SLS)
- Recommending to the Board and Superintendent updates to policies relating to Safe and Healthy Schools.
- Establishing task-driven Safe and Healthy Schools sub-committees, as necessary
- Supporting communication and promotion of Safe and Healthy Schools initiatives amongst North Vancouver School District partner and employee groups

The Committee is comprised of representatives from all education partner groups including:

- Sarah Best, Committee Chair, District Principal of Safe and Healthy Schools
- Cyndi Gerlach, Trustee representative for the Board of Education
- Nicky Mey, Shahrzad Motaghedi, Cynthia Zhu, Dave Cadman, representatives for the North Vancouver Administrators' Association
- Vickie Vinaric, 1st Vice-President, Regan Rankin, Trish Summers, North Vancouver Teachers' Association
- Dawn Gabert, Canadian Union of Public Employees (CUPE 389)
- Ashkaan Mohtadi and Vicky Sra, North Vancouver Parent Advisory Council
- David Peng, District Student Leadership Council

The Safe and Healthy Schools Committee has met one time this year, with 3 more meeting scheduled (January, February, and May). The group adopted the Terms of Reference produced in the spring of 2023 to guide the work. Key discussion points at this year's meeting have been:

- Ministry Student Learning Survey and YDI Data - closing gaps;
- The Framework for Enhancing Student Learning goals that align with the work of the Committee;
- **FESL Goal:** To create safe, welcoming and inclusive school environments that actively promote health, well-being and a sense of belonging, recognizing and celebrating the diverse backgrounds and identities of our communities.
 - **Safety/Mental Health/Well-being:** NVSD is expanding the integration of community partners as part of the district's service delivery model, while also enhancing staff capacity to recognize, respond to, and proactively support the safety, well-being, and mental health of all students.
 - **Increase Belonging / Enhance Welcoming and Inclusive Culture:** Promote and support inclusion, equity and belonging through increasing representation and increasing opportunities for students to share their perspectives.
- Continued health curriculum development and partnership with Vancouver Coastal Health
- Creating a sense of belonging and connectedness for all
- Accessing and incorporating student perspective
- Creation of an Anti-Racism Plan

- Creation of a SOGI Education Plan

In the upcoming meetings, the Committee will further discuss strategies to create a sense of belonging for all, as well as suggest opportunities to include student perspective. These discussions will align with key focus areas, including the Code of Conduct, SOGI Plan, Anti-Racism Plan, Mental Health and Wellbeing, Restorative Practices, and Curriculum initiatives such as SEL Programs, Substance Use Prevention & Mental Health, Sexual Health, Anti-Racism, SOGI, and Online Safety and Digital Devices. Additionally, the Committee will consider Community Safety topics, including safe routes to school, traffic, and the use of e-scooters and bikes.

**Schedule ..C.9..
of the
Administrative Memorandum**

Meeting Date: December 16, 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 – December 2025

Land Management Update – December 2025

Cheakamus Centre

- Longhouse: The structural repair scope of work approved by the insurer is scheduled to be completed by the end December 2025. Additional studies are being undertaken by an architect, electrical engineer, mechanical engineer and a code consultant to develop potential options that consider requirements for programming within the structure and occupancy requirements with the authorities having justification (Municipality of Squamish and Squamish Fire Department). Reports are expected early January 2026.

Cloverley Elementary School

- Most of the scheduled activities are progressing as scheduled; however, significant rainfall in November has impacted completion of the roofing scope.
- The City of North Vancouver Site Servicing Agreement has been accepted by the CNV and will require a Board bylaw to be passed and adopted.
- The delay in achieving the Site Services Agreement with the CNV has required off-site work planned for the summer of 2025 to be rescheduled to the spring and summer of 2026.
- Additionally, the CNV will be planning to construct improvement in some areas on the opposite sides of the Cloverley site in the spring/summer of 2026. Scheduling of the concurrent CNV activities with the Cloverley offsite works will require close coordination.

Handsworth Secondary School – Artificial Turf Field (ATF)

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

Lucas Centre Partial Demolition

- The project is complete. The consulting team is assembling documents to close out permits with the City of North Vancouver.

Lynn Valley Elementary School - Expansion Project

- Construction of the addition is in progress, with completion anticipated in spring 2026. Move-in to the new spaces is tentatively scheduled for mid-January, with minor renovation work to the existing school to follow.

Westview Elementary School – Modular Classroom Addition

- Construction of the addition is in progress, with completion anticipated in mid-January 2026. Landscaping improvements will follow during the spring planting season.

School Enhancement Project - Windsor Secondary School – Envelope Project

- Phase 3 is nearing completion. The remaining envelope upgrade work is scheduled to proceed during the winter break.
- Off-site civil upgrades required by District of North Vancouver are partially complete, and intended to be finalized during the winter break

Playground Equipment Program – Seymour Heights Elementary

- Construction of the new playground began November 17, 2025, with completion scheduled for early 2026.

**Schedule C.10.
of the
Administrative Memorandum**

Meeting Date: December 16, 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.11.1.
of the
Administrative Memorandum

Meeting Date: December 16, 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.12.
of the
Administrative Memorandum**

Meeting Date: December 16, 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: December 16, 2025 ☒ **Board** ☐ **Board, in camera**

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

Narration:

Date and Time	Event	Location
Tuesday, January 13, 2026 at 7:00 p.m.	Standing Committee Meeting	Virtual
Tuesday, January 20, 2026 at 6:30 p.m.	Public Board Meeting	Education Services Centre 2121 Lonsdale Avenue North Vancouver
Tuesday, February 3, 2026 at 7:00 p.m.	Standing Committee 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: December 16, 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 complete the [Public Board Meeting Questions/Comments Form](#) online or call 604-998-5100 and leave a voice mail. Questions and comments will be accepted until one hour after the adjournment of the meeting. Questions and comments submitted via the online form or phone will be circulated to the Board of Education.

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

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

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