

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, February 24, 2026, 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 January 20, 2026, be approved as circulated)	6:35 pm
A.4.	Public Questions/Comments *	6:40 pm
A.5.	Educational Presentation – North Vancouver Online Learning	6:50 pm
B.	Action Items	
B.1.	School District No. 44 (North Vancouver) Amended Annual Budget and Internal Restriction of Operating Surplus for Fiscal Year 2025/26	7:20 pm
B.2.	Fromme Lease Extension Bylaw, 2026	7:35 pm
B.3.	Proposed Revised Policy 501: Recruitment and Selection of Personnel	7:45 pm
B.4.	Proposed 2026/27 School Calendar for Board Approval	7:55 pm
C.	Information and Proposals	
C.1.	Educational Update: Framework for Enhancing Student Learning	8:05 pm
C.2.	Proposed Revised Policy 211: Special Education Services and Programs	8:15 pm
C.3.	Tuesday, February 3, 2026 Standing Committee Report	8:20 pm

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



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Format and Date:

PUBLIC BOARD MEETING
 Tuesday, February 24, 2026 at
 6:30 pm

		Estimated Completion Time
C.4.	Committee Reports – Written Update <ul style="list-style-type: none"> • Audit Committee • Inclusion Committee • Policy Review Committee 	8:25 pm
C.5.	Land Management – Written Update	8:30 pm
C.6.	Superintendent's Report	8:40 pm
C.7.	Report Out – British Columbia School Trustees Association (BCSTA) and BC Public School Employers' Association (BCPSEA)	8:45 pm
C.8.	Trustees' Reports/Highlights	8:55 pm
D.	Future Meetings	9:00 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, January 20, 2026.

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

A. Call to Order

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

Moved by G. Tsiakos

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

Seconded by D. Anderson

Carried

A.1. Acknowledgments

Board Chair Wilson acknowledged the traditional territorial lands of the Sḵwx̱wú7mesh (Squamish) Nation and səliłwətaʔt (Tseil-Waututh) Nation.

A.2. Approval of Agenda

Moved by L. Munro

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

Seconded by L. Tumaneng

Carried

A.3. Approval of Minutes

Moved by K. Mann

that the minutes of the public board meeting of December 16, 2026, be approved as circulated.

Seconded by G. Tsiakos

Carried

Board Chair Wilson noted that Policy 104: Board of Education - Meetings - Administrative Procedure was not brought to this meeting as mentioned in the December meeting minutes. It will be brought to the February Board meeting.

A.4. Public Questions/Comments

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

A.5. Educational Presentation – District Student Leadership Council

Dr. Pius Ryan, Superintendent, welcomed the District Student Leadership Council (DSLCC) executives. The students presented on DSLCC Past, Present, and Future. The presenters responded to Trustees' questions.

B.1. Notice of Motions for BC School Trustees Association (BCSTA) Annual General Meeting (submitted by Trustee Gerlach)

Board Chair Wilson introduced Trustee Gerlach who spoke to the substantive Notice of Motion on the inclusion of Ableism in the BC Expect Respect & A Safe Education Program.

Moved by C. Gerlach

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 January 20, 2026.

Seconded by G. Tsiakos

Carried

Board Chair Wilson asked Trustee Gerlach to speak to the second substantive Notice of Motion on inclusive Child Care for Children and Youth with Support Needs (Up to Age 18).

Moved by C. Gerlach

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 childcare programs.

Seconded by K. Mann

Carried

Trustee Gerlach left the meeting at 7:05 pm.

C.1. Draft Policy 609 Information and Communications Systems and Resources

Superintendent Dr. Ryan introduced Teodora Dotzeva, Director of Information Communication and Technology. She summarized the changes to the updated policy and showcased the devices that are used by the students. Teodora took questions from the Trustees and made note of feedback to consider in the final version of the policy.

C.2. Artists for Kids Annual Report 2024/25

Superintendent Dr. Pius Ryan made opening comments and introduced Allison Kerr, Director of Artists for Kids & Gordon Smith Gallery. Allison presented the Artists for Kids Annual Report 2024/25 and heard comments from the Board. Antje Wilson. Board Chair thanked Allison for taking the time to present the 2024/25 Report to the Board.

C.3. North Vancouver Teachers' Association Professional Development Report – 2024/25

Dr. Pius Ryan, Superintendent made introductory comments and introduced Angelee Bulsara, Professional Development Chair and her colleague Tammy Daley, First Vice President, who presented the North Vancouver Teachers' Association Professional Development Report - 2024/25. The presenters took questions from the Trustees.

C.4. Tuesday, January 13, 2026 Standing Committee Meeting

Trustee Tsiakos reported on highlights of the Standing Committee meeting of Tuesday, January 13, 2026, titled Generative Artificial Intelligence (AI), Personal Digital Devices (PDD), and Critical Thinking in the K-12 Context. A written update on the Standing Committee Meeting was included in the Board package for information. No questions were asked.

C.5. Committee Reports – Written Update

Written updates on the Education Week Planning Committee and the Emergency Preparedness Committee were included in the Board Package; no questions were asked.

C.6. Land Management – Written Update

A written update on current land management projects was included in the Board Package. Trustee Munro and Trustee Mann each had a question about Cloverley Elementary. Construction is on target and the school district meets bi-monthly with the City of North Vancouver to make sure everything is on track. Trustee Mann asked if the Westview Elementary School modular classroom addition is on target to open as planned. Superintendent Dr. Pius Ryan confirmed that the Westview addition will likely open the second week of February.

C.7. 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.8. Report Out – British Columbia School Trustees Association (BCSTA) and BC Public School Employers’ Association (BCPSEA)

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

C.9. Trustees’ Reports/Highlights

Trustees shared recent highlights, for activities from December 17, 2025 to January 20, 2026, with an emphasis on their roles as school liaisons.

Meetings attended by Trustees included:

- Public Board Meeting
- Standing Committee Meeting
- Trustee Seminar
- District Student Leadership Council Meetings
- BCSTA Metro Branch Meeting, Finance and Audit Committee, and Board Chairs Meeting
- BCPSEA Regular Trustee Representatives Meeting
- BCPSEA Sector Bargaining Meeting for Trustee Representatives
- Education Week Planning Committee
- Emergency Preparedness Committee

Events attended by Trustees included:

- Enhanced Programs and Academies Open House at Carson Graham
- Parent Advisory Committee Meeting at Handsworth Secondary
- Various school visits or events: Blueridge Elementary, Braemar Elementary, Canyon Heights Elementary, Capilano Elementary, Carson Graham Secondary, Cleveland Elementary, Cove Cliff Elementary, Dorothy Lynas Elementary, Handsworth Secondary, Highlands Elementary, Lynnmour Elementary, Mountainside Secondary, Seymour Heights Elementary, Seycove Secondary, Sherwood Park Elementary, Westview Elementary, Windsor Secondary, and Christmas concerts

D. Future Meetings

The next Standing Committees and Public Board Meeting were included in the Board Package.

E. Public Question & Comment Period

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

No questions or comments were brought forward.

F. Adjournment

The established agenda being completed, Board Chair Wilson adjourned the meeting at 7:58 pm and thanked those who attended.

Certified Correct:

Emily Huner
Secretary Treasurer

Antje Wilson
Chair, Board of Education

Date

Date

Schedule .A.4..
of the
Administrative Memorandum

Meeting Date: February 24, 2026 **Board** **Board, in camera**

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

Narration:

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

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

Schedule .A.5..
of the
Administrative Memorandum

Meeting Date: February 24, 2026 **Board** **Board, in camera**

Topic (as per the Memorandum): **Educational Presentation – Noth Vancouver Online Learning**

Narration:

North Vancouver Online Learning (NVOL) is a Provincial Online Learning School that offers a wide variety of courses at the secondary level in English, French, and French Immersion. Students choose NVOL as a classroom alternative for flexible, personalized pathways towards earning the BC Graduation Diploma, Diplôme de fin d'études secondaires en Colombie-Britannique, Adult Graduation Diploma, or to upgrade courses for post-secondary school.

Students from across the province can enroll with NVOL at any time during the school year. From the date they begin, students have twelve months to complete a course. Students can study entirely remotely online; while local students also have the choice of engaging in a blended model of online and in-person learning by visiting the NVOL Centre at Mountainside Secondary School. This 'anywhere, anytime' asynchronous instructional model allows students to combine online with in-person courses, thus providing flexibility for students to take additional courses or design their schedules to meet their learning needs and to meet the demands of athletics, arts, or work. Students in grades 10-12 can choose to enroll with NVOL for some or all their courses while students taking courses at the grades 8 and 9 level may take only some of their courses at NVOL. Elementary age students in the North Vancouver School District can choose NVOL to work above grade level as a pathway for enrichment and advanced placement. Any family in BC can choose Online Learning. Students register with NVOL via the NVOL website.

NVOL provides engaging and interactive learning experiences delivered through the provincially mandated Brightspace Learning Management System. As a Provincial Online Learning School, NVOL strives to continue to grow to support individual differences in ways that foster academic success and a sense of belonging. While the concepts and content, as presented through the Learning Management System, are static, NVOL teachers are intentional in weaving relationship and community building opportunities into courses through teacher-student engagement opportunities. Teachers then tailor instruction and assessment to meet individual student's needs.

NVOL staff are committed to making students' online learning experiences personalized, engaging, and successful by supporting student goals, priorities, and definitions of success, and by providing opportunities for students to take control of their education and learning.

Principal Lucas King will present an overview of North Vancouver Online Learning at the school district.

Schedule B.1.
of the
Administrative Memorandum

Meeting Date: February 24, 2026 **Board** **Board, in camera**

Topic (as per the Memorandum): **School District No. 44 (North Vancouver) Amended Annual Budget and Internal Restriction of Operating Surplus for Fiscal Year 2025/26**

Narration:

The Board is being asked to adopt an Amended Annual Budget Bylaw for fiscal year 2025/26. Section 113 of the *School Act* provides the authority for a Board of Education to amend its annual budget bylaw. The Amended Annual Budget is the final budget for 2025/26 and includes a number of revisions for changes that have taken place since the adoption of the 2025/26 Preliminary Budget on May 20, 2025.

The Total Budget Bylaw amount is \$262,680,273. The Amended Annual Budget includes a balanced Operating Fund and Special Purpose Fund, as required by the *School Act* and includes a deficit in the Capital Fund of \$4,090,217. The deficit in the Capital Fund occurs as a result of the excess of amortization expense over recognition of deferred capital revenues, and is expressly permitted by the *Treasury Board Accounting Practices Order, December 2014*.

The 2025/26 Amended Annual Budget was reviewed by the Audit Committee on February 12, 2026, and passed the following motions:

Motion 1 *that the Audit Committee recommends the Board approve the 2025/26 Amended Budget*

Motion 2 *that the Audit Committee recommends the Board approve the utilization of the Accumulated Operating Surplus of \$280,631 to balance the 2025/26 Amended Annual Budget*

Attachments:

- Amended Annual Budget School District No. 44 (North Vancouver) for the year ending June 30, 2026
- Notes and Assumptions, 2025/26 Amended Annual Budget

RECOMMENDED MOTIONS:

Recommended Motion 1

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

Recommended Motion 2

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

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

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

Amended Annual Budget

School District No. 44 (North Vancouver)

June 30, 2026

School District No. 44 (North Vancouver)

June 30, 2026

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*NOTE - Statement 1, Statement 3, Statement 5 and Schedules 4A - 4D are used for Financial Statement reporting only.

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2025/2026 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 44 (North Vancouver) Amended Annual Budget Bylaw for fiscal year 2025/2026.
3. The attached Statement 2 showing the estimated revenue and expense for the 2025/2026 fiscal year and the total budget bylaw amount of \$262,680,273 for the 2025/2026 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2025/2026.

READ A FIRST TIME THE 24th DAY OF FEBRUARY, 2026;

READ A SECOND TIME THE 24th DAY OF FEBRUARY, 2026;

READ A THIRD TIME, PASSED AND ADOPTED THE 24th DAY OF FEBRUARY, 2026;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 44 (North Vancouver) Amended Annual Budget Bylaw 2025/2026, adopted by the Board the 24th DAY OF FEBRUARY, 2026.

Secretary Treasurer

School District No. 44 (North Vancouver)

Statement 2

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2026

	2026 Amended Annual Budget	2026 Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	16,507,375	16,523,349
Adult	2,250	5,375
Other	147,250	134,125
Total Ministry Operating Grant Funded FTE's	16,656,875	16,662,849
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	221,006,544	216,542,752
Other	49,123	33,330
Federal Grants	14,000	14,000
Tuition	10,537,895	10,389,000
Other Revenue	9,936,259	10,042,282
Rentals and Leases	3,204,642	3,024,267
Investment Income	1,189,847	1,055,050
Amortization of Deferred Capital Revenue	10,914,577	10,834,039
Total Revenue	256,852,887	251,934,720
Expenses		
Instruction	214,132,156	210,084,624
District Administration	9,225,351	8,772,777
Operations and Maintenance	37,038,292	36,522,009
Transportation and Housing	811,086	689,973
Debt Services	16,850	
Total Expense	261,223,735	256,069,383
Net Revenue (Expense)	(4,370,848)	(4,134,663)
Budgeted Allocation (Retirement) of Surplus (Deficit)	280,631	
Budgeted Surplus (Deficit), for the year	(4,090,217)	(4,134,663)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(4,090,217)	(4,134,663)
Budgeted Surplus (Deficit), for the year	(4,090,217)	(4,134,663)

School District No. 44 (North Vancouver)

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2026

	2026 Amended Annual Budget	2026 Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	208,140,423	205,766,231
Operating - Tangible Capital Assets Purchased	715,000	596,000
Special Purpose Funds - Total Expense	36,515,390	33,965,319
Special Purpose Funds - Tangible Capital Assets Purchased	717,581	739,581
Capital Fund - Total Expense	16,567,922	16,337,833
Capital Fund - Tangible Capital Assets Purchased from Local Capital	23,957	
Total Budget Bylaw Amount	262,680,273	257,404,964

Approved by the Board

DRAFT

Signature of the Chairperson of the Board of Education _____ Date Signed _____

Signature of the Superintendent _____ Date Signed _____

Signature of the Secretary Treasurer _____ Date Signed _____

School District No. 44 (North Vancouver)

Amended Annual Budget - Changes in Net Financial Assets (Debt)
Year Ended June 30, 2026

	2026 Amended Annual Budget	2026 Annual Budget
	\$	\$
Surplus (Deficit) for the year	<u>(4,370,848)</u>	<u>(4,134,663)</u>
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(1,432,581)	(1,335,581)
From Local Capital	(23,957)	
Total Acquisition of Tangible Capital Assets	<u>(1,456,538)</u>	<u>(1,335,581)</u>
Amortization of Tangible Capital Assets	<u>16,551,072</u>	<u>16,337,833</u>
Total Effect of change in Tangible Capital Assets	<u>15,094,534</u>	<u>15,002,252</u>
	<u>-</u>	<u>-</u>
(Increase) Decrease in Net Financial Assets (Debt)	<u>10,723,686</u>	<u>10,867,589</u>

School District No. 44 (North Vancouver)

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund
 Year Ended June 30, 2026

	Operating Fund	Special Purpose Fund	Capital Fund	2026 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	5,606,302		85,415,607	91,021,909
Changes for the year				
Net Revenue (Expense) for the year	551,019	717,581	(5,639,448)	(4,370,848)
Interfund Transfers				
Tangible Capital Assets Purchased	(715,000)	(717,581)	1,432,581	-
Other	(116,650)		116,650	-
Net Changes for the year	(280,631)	-	(4,090,217)	(4,370,848)
Budgeted Accumulated Surplus (Deficit), end of year	5,325,671	-	81,325,390	86,651,061

School District No. 44 (North Vancouver)

Amended Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2026

	2026 Amended Annual Budget	2026 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	188,313,957	186,083,701
Other	29,600	29,600
Federal Grants	14,000	14,000
Tuition	10,537,895	10,389,000
Other Revenue	5,415,398	5,800,163
Rentals and Leases	3,204,642	3,024,267
Investment Income	1,175,950	1,021,500
Total Revenue	208,691,442	206,362,231
Expenses		
Instruction	179,178,874	177,253,726
District Administration	8,020,273	7,897,538
Operations and Maintenance	20,433,910	20,130,866
Transportation and Housing	507,366	484,101
Total Expense	208,140,423	205,766,231
Net Revenue (Expense)	551,019	596,000
Budgeted Prior Year Surplus Appropriation	280,631	
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(715,000)	(596,000)
Other	(116,650)	
Total Net Transfers	(831,650)	(596,000)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 44 (North Vancouver)

Amended Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2026

	2026 Amended Annual Budget	2026 Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	185,034,804	182,851,940
Other Ministry of Education and Child Care Grants		
Pay Equity	2,966,047	2,966,047
Student Transportation Fund	40,566	40,566
Support Staff Benefits Grant		207,408
FSA Scorer Grant	17,740	17,740
Online Learning May Count	254,800	
Total Provincial Grants - Ministry of Education and Child Care	188,313,957	186,083,701
Provincial Grants - Other	29,600	29,600
Federal Grants	14,000	14,000
Tuition		
Summer School Fees	51,395	55,500
International and Out of Province Students	10,486,500	10,333,500
Total Tuition	10,537,895	10,389,000
Other Revenues		
Miscellaneous		
Cheakamus	2,787,305	3,132,932
Band and Strings	741,000	781,150
Academy Fees	804,165	800,020
Donations and Recoveries	4,525	32,760
Artists for Kids	345,151	363,001
Cafeteria and Vending	147,209	110,000
Other	586,043	580,300
Total Other Revenue	5,415,398	5,800,163
Rentals and Leases	3,204,642	3,024,267
Investment Income	1,175,950	1,021,500
Total Operating Revenue	208,691,442	206,362,231

School District No. 44 (North Vancouver)

Schedule 2B

Amended Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2026

	2026 Amended Annual Budget	2026 Annual Budget
	\$	\$
Salaries		
Teachers	87,762,069	87,448,864
Principals and Vice Principals	12,365,379	12,532,831
Educational Assistants	19,690,427	19,777,850
Support Staff	13,320,043	13,122,259
Other Professionals	6,208,028	6,103,714
Substitutes	10,057,333	8,617,811
Total Salaries	149,403,279	147,603,329
Employee Benefits	39,049,599	38,889,293
Total Salaries and Benefits	188,452,878	186,492,622
Services and Supplies		
Services	10,630,746	10,546,380
Student Transportation	115,924	96,880
Professional Development and Travel	1,180,356	989,583
Rentals and Leases	46,241	41,765
Dues and Fees	60,339	58,000
Insurance	499,820	510,932
Supplies	3,958,317	3,735,326
Utilities	3,195,802	3,294,743
Total Services and Supplies	19,687,545	19,273,609
Total Operating Expense	208,140,423	205,766,231

School District No. 44 (North Vancouver)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	65,597,544	4,262,489	2,218,686	1,937,361		8,174,179	82,190,259
1.03 Career Programs	206,768			339,612		2,100	548,480
1.07 Library Services	3,130,819		254,936	209,587		27,000	3,622,342
1.08 Counselling	3,771,675					15,400	3,787,075
1.10 Inclusive Education	10,302,380	145,501	16,503,533		812,186	1,229,730	28,993,330
1.30 English Language Learning	2,563,259		373,464			36,684	2,973,407
1.31 Indigenous Education	637,292	124,455				2,600	764,347
1.41 School Administration		7,362,955		1,264,702	68,084	135,800	8,831,541
1.60 Summer School	491,566			32,146			523,712
1.62 International and Out of Province Students	1,060,766			120,229	226,287		1,407,282
1.64 Other		299,024		28,249	78,356	72,540	478,169
Total Function 1	87,762,069	12,194,424	19,350,619	3,931,886	1,184,913	9,696,033	134,119,944
4 District Administration							
4.11 Educational Administration					864,465		864,465
4.40 School District Governance					225,594		225,594
4.41 Business Administration		170,955		1,112,039	2,138,010		3,421,004
Total Function 4	-	170,955	-	1,112,039	3,228,069	-	4,511,063
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				240,284	1,129,822		1,370,106
5.50 Maintenance Operations				7,806,917	665,224	361,300	8,833,441
5.52 Maintenance of Grounds				228,917			228,917
5.56 Utilities							-
Total Function 5	-	-	-	8,276,118	1,795,046	361,300	10,432,464
7 Transportation and Housing							
7.70 Student Transportation			339,808				339,808
Total Function 7	-	-	339,808	-	-	-	339,808
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	87,762,069	12,365,379	19,690,427	13,320,043	6,208,028	10,057,333	149,403,279

School District No. 44 (North Vancouver)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2026 Amended Annual Budget	2026 Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	82,190,259	21,994,271	104,184,530	3,963,355	108,147,885	107,469,474
1.03 Career Programs	548,480	145,060	693,540	50,500	744,040	734,481
1.07 Library Services	3,622,342	975,593	4,597,935	92,030	4,689,965	4,413,085
1.08 Counselling	3,787,075	986,499	4,773,574	21,800	4,795,374	4,600,885
1.10 Inclusive Education	28,993,330	7,559,102	36,552,432	412,923	36,965,355	36,593,704
1.30 English Language Learning	2,973,407	700,339	3,673,746	13,100	3,686,846	3,246,374
1.31 Indigenous Education	764,347	299,989	1,064,336	78,490	1,142,826	1,536,363
1.41 School Administration	8,831,541	1,975,577	10,807,118	71,100	10,878,218	10,882,414
1.60 Summer School	523,712	135,352	659,064	6,675	665,739	409,571
1.62 International and Out of Province Students	1,407,282	372,426	1,779,708	2,108,869	3,888,577	3,668,133
1.64 Other	478,169	104,427	582,596	2,991,453	3,574,049	3,699,242
Total Function 1	134,119,944	35,248,635	169,368,579	9,810,295	179,178,874	177,253,726
4 District Administration						
4.11 Educational Administration	864,465	191,940	1,056,405	227,790	1,284,195	1,110,754
4.40 School District Governance	225,594	17,337	242,931	179,264	422,195	413,819
4.41 Business Administration	3,421,004	834,193	4,255,197	2,058,686	6,313,883	6,372,965
Total Function 4	4,511,063	1,043,470	5,554,533	2,465,740	8,020,273	7,897,538
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	1,370,106	325,989	1,696,095	1,297,373	2,993,468	2,723,631
5.50 Maintenance Operations	8,833,441	2,340,827	11,174,268	2,862,198	14,036,466	13,626,278
5.52 Maintenance of Grounds	228,917	-	228,917	710,000	938,917	1,171,957
5.56 Utilities	-	-	-	2,465,059	2,465,059	2,609,000
Total Function 5	10,432,464	2,666,816	13,099,280	7,334,630	20,433,910	20,130,866
7 Transportation and Housing						
7.70 Student Transportation	339,808	90,678	430,486	76,880	507,366	484,101
Total Function 7	339,808	90,678	430,486	76,880	507,366	484,101
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	149,403,279	39,049,599	188,452,878	19,687,545	208,140,423	205,766,231

School District No. 44 (North Vancouver)

Amended Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2026

	2026 Amended Annual Budget	2026 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	32,692,587	30,459,051
Other	19,523	3,730
Other Revenue	4,520,861	4,242,119
Total Revenue	37,232,971	34,704,900
Expenses		
Instruction	34,953,282	32,830,898
District Administration	1,205,078	875,239
Operations and Maintenance	53,310	53,310
Transportation and Housing	303,720	205,872
Total Expense	36,515,390	33,965,319
Net Revenue (Expense)	717,581	739,581
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(717,581)	(739,581)
Total Net Transfers	(717,581)	(739,581)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 44 (North Vancouver)

Amended Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2026

	Annual Facility Grant	Learning Improvement Fund	Special Education Equipment	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing
	\$	\$	\$	\$		\$	\$	\$	
Deferred Revenue, beginning of year			4,112,505		50,605	60,000			
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	626,391	632,087		238,000	61,250	376,176	1,304,811	6,959,186	13,389,458
Provincial Grants - Other									
Other			4,000,000						
	626,391	632,087	4,000,000	238,000	61,250	376,176	1,304,811	6,959,186	13,389,458
Less: Allocated to Revenue									
Recovered	626,391	632,087	4,000,000	238,000	111,855	436,176	1,304,811	6,959,186	13,389,458
Deferred Revenue, end of year	-	-	4,112,505	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	626,391	632,087		238,000	111,855	436,176	1,304,811	6,959,186	13,389,458
Provincial Grants - Other									
Other Revenue			4,000,000						
	626,391	632,087	4,000,000	238,000	111,855	436,176	1,304,811	6,959,186	13,389,458
Expenses									
Salaries									
Teachers						106,714	300,285		10,561,175
Principals and Vice Principals						29,229			
Educational Assistants		498,099					652,575	5,483,992	
Support Staff				187,549		15,775	58,859		
Other Professionals									
Substitutes					55,651				
	-	498,099	-	187,549	55,651	151,718	1,011,719	5,483,992	10,561,175
Employee Benefits		133,988		50,451	9,989	48,387	271,792	1,475,194	2,828,283
Services and Supplies	53,310		3,900,000		46,215	236,071	21,300		
	53,310	632,087	3,900,000	238,000	111,855	436,176	1,304,811	6,959,186	13,389,458
Net Revenue (Expense) before Interfund Transfers	573,081	-	100,000	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	(573,081)		(100,000)						
	(573,081)	-	(100,000)	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 44 (North Vancouver)

Amended Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2026

	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children (CR4YC)	SEY2KT (Early Years to Kindergarten)	ECL Early Care & Learning	Feeding Futures Fund	Health Career Grants	Dual Credit Program Expansion
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	131,718	114,685	13,879	9,992	27,261		309,288	1,009	44,780
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	1,687,320	189,035	51,000			175,000	1,746,166		
Provincial Grants - Other									
Other									
	1,687,320	189,035	51,000	-	-	175,000	1,746,166	-	-
Less: Allocated to Revenue	1,687,320	303,720	64,879	9,992	27,261	175,000	2,055,454	1,009	44,780
Recovered	131,718								
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	1,687,320	303,720	64,879	9,992	27,261	175,000	2,055,454	1,009	44,780
Provincial Grants - Other									
Other Revenue									
	1,687,320	303,720	64,879	9,992	27,261	175,000	2,055,454	1,009	44,780
Expenses									
Salaries									
Teachers							200,190		
Principals and Vice Principals						141,129	142,334		
Educational Assistants							400,000		
Support Staff							11,777		
Other Professionals							53,144		
Substitutes	1,330,904			8,471			60,000		
	1,330,904	-	-	8,471	-	141,129	867,445	-	-
Employee Benefits	356,416			1,521		33,871	235,582		
Services and Supplies		303,720	64,879		27,261		952,427	1,009	44,780
	1,687,320	303,720	64,879	9,992	27,261	175,000	2,055,454	1,009	44,780
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 44 (North Vancouver)

Amended Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2026

	Professional Learning Grant	National School Food Program	Violence Prevention Grant	Metro Regional Implementation	NSSSAA	Provincial Schools Outreach	Technology Careers Sample	TDHH Grant	TOTAL
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	221,496		38,485	116,573	122,533	1,018,896	100,596	14,623	6,508,924
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care		253,220				3,031,000			30,720,100
Provincial Grants - Other								4,900	4,900
Other			20,000		223,270				4,243,270
	-	253,220	20,000	-	223,270	3,031,000	-	4,900	34,968,270
Less: Allocated to Revenue Recovered	221,496	253,220	58,485	116,573	345,803	4,049,896	100,596	19,523	37,232,971
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	4,112,505
Revenues									
Provincial Grants - Ministry of Education and Child Care	221,496	253,220				4,049,896	100,596		32,692,587
Provincial Grants - Other								19,523	19,523
Other Revenue			58,485	116,573	345,803				4,520,861
	221,496	253,220	58,485	116,573	345,803	4,049,896	100,596	19,523	37,232,971
Expenses									
Salaries									
Teachers					133,125	437,141	24,504		11,763,134
Principals and Vice Principals						146,604			459,296
Educational Assistants									7,034,666
Support Staff					32,615				306,575
Other Professionals						1,151,934			1,205,078
Substitutes						10,000	36,672		1,501,698
	-	-	-	-	165,740	1,745,679	61,176	-	22,270,447
Employee Benefits					42,553	446,359	16,251		5,950,637
Services and Supplies	221,496	253,220	58,485	116,573	137,510	1,813,358	23,169	19,523	8,294,306
	221,496	253,220	58,485	116,573	345,803	4,005,396	100,596	19,523	36,515,390
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	44,500	-	-	717,581
Interfund Transfers									
Tangible Capital Assets Purchased						(44,500)			(717,581)
	-	-	-	-	-	(44,500)	-	-	(717,581)
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 44 (North Vancouver)

Amended Annual Budget - Capital Revenue and Expense
Year Ended June 30, 2026

	2026 Amended Annual Budget			2026 Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Investment Income		13,897	13,897	33,550
Amortization of Deferred Capital Revenue	10,914,577		10,914,577	10,834,039
Total Revenue	10,914,577	13,897	10,928,474	10,867,589
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	16,551,072		16,551,072	16,337,833
Debt Services				
Capital Lease Interest		16,850	16,850	
Total Expense	16,551,072	16,850	16,567,922	16,337,833
Net Revenue (Expense)	(5,636,495)	(2,953)	(5,639,448)	(5,470,244)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	1,432,581		1,432,581	1,335,581
Capital Lease Payment		116,650	116,650	
Total Net Transfers	1,432,581	116,650	1,549,231	1,335,581
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	23,957	(23,957)	-	
Principal Payment				
Capital Lease	116,650	(116,650)	-	
Total Other Adjustments to Fund Balances	140,607	(140,607)	-	
Budgeted Surplus (Deficit), for the year	(4,063,307)	(26,910)	(4,090,217)	(4,134,663)



North Vancouver School District
the natural place to learn®

Amended Annual Budget

2025-2026

Introduction

The following is an overview of the planning assumptions incorporated into North Vancouver School District's Amended Annual Budget for 2025/2026. It is an update of the planning assumptions used in the school district's Annual Budget developed in spring of 2025 and should be read in conjunction with the Amended Budget.

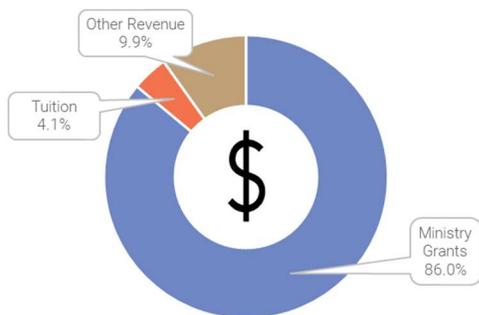
The overarching theme to the school district's budget is alignment of investments with operational requirements, strategic plan goals and educational priorities and outcomes as reported in the Framework for Enhancing Student Learning. In this Amended Budget, adjustments have been made to incorporate the changes resulting from the confirmed July and September 1701 student enrollment counts and its impact on classroom configurations, staffing levels and the services and resources needed to maintain service levels to our students and community.

Contacting the School District's Financial Management

This report is designed to provide a general overview of the school district's amended budget and to demonstrate accountability for the public funds it receives. If you have questions about this report or need additional financial information, please contact the Secretary Treasurer's Office (secretarytreasurer@sd44.ca).

Overview

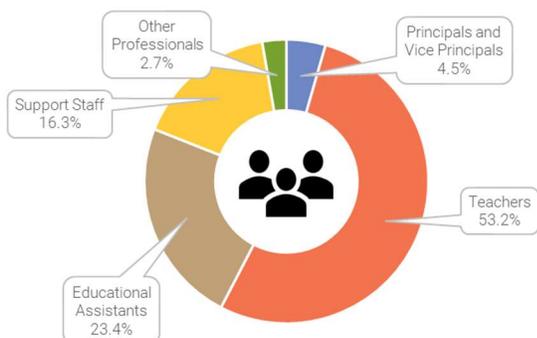
Our budgeted revenues



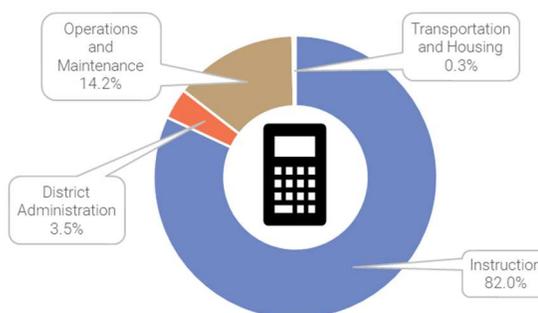
Our budgeted expenses



Our employees



How we plan to spend



One Funded Student



Total Revenue
\$15,420

Total Expenses
\$15,683

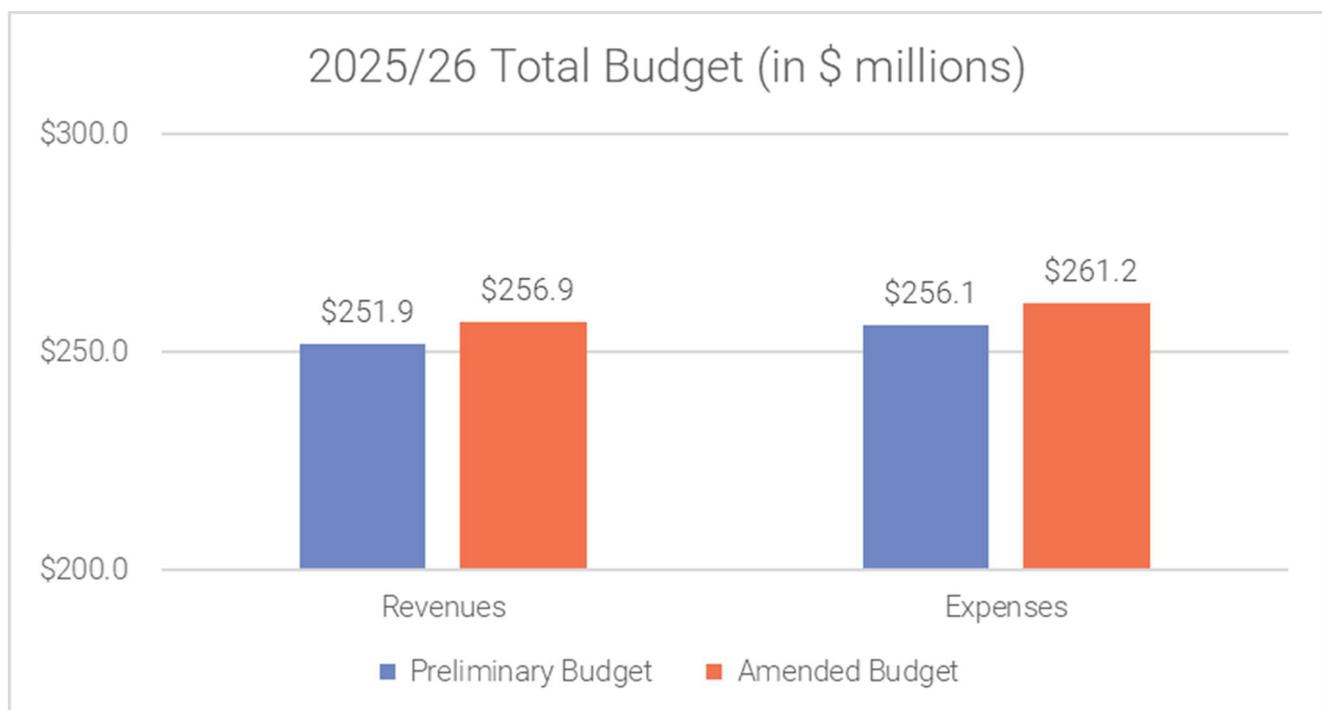
These charts reflect the school district's consolidated operations (Statement 2 of the amended budget)

Amended Budget Overview

The school district’s amended budget is a consolidation of the Operating Fund, Special Purpose Funds and Capital Funds. In the amended budget, the school district is planning for \$256.9 million in revenues, \$261.2 million in expenses, resulting in an overall deficit of \$4.4 million.

This table highlights the amended budget for all funds, with details by fund described in subsequent sections of this report.

	2025/26 Amended	2025/26 Preliminary	2024/25 Actual
Revenues	\$ 256,852,887	\$ 251,934,720	\$ 258,217,739
Expenses	261,223,735	256,069,383	260,915,839
Surplus (Deficit) for the year	(4,370,848)	(4,134,663)	(2,698,100)
Operating Fund Surplus (Deficit)	(280,631)	-	(1,512,264)
Special Purpose Funds Surplus (Deficit)	-	-	-
Capital Fund Surplus (Deficit)	(4,090,217)	(4,134,663)	(1,185,836)
Surplus (Deficit) for the year	(4,370,848)	(4,134,663)	(2,698,100)



Operating Fund

The Operating Fund represents the daily operations of the school district. Expenses and capital purchases for the operations should be within the revenues earned.

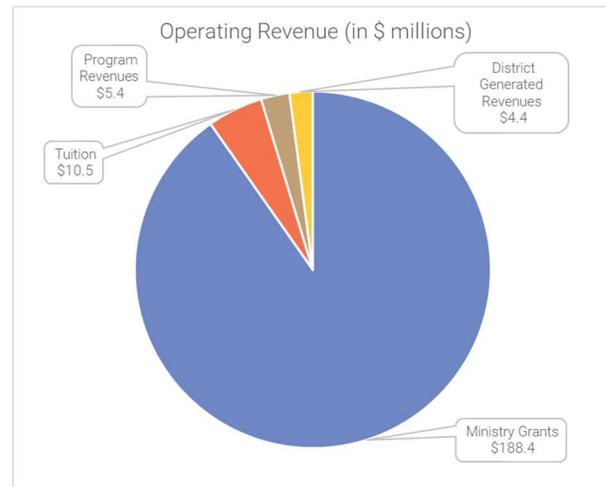
In the amended budget, the school district is planning for \$208.9 million in operating revenues, \$208.1 million in operating expenses, \$0.7 million in capital assets purchased, for an operating deficit of \$0.07 million.

	2025/26 Amended	2025/26 Preliminary	2024/25 Actual
Revenues	\$ 208,691,442	\$ 206,362,231	\$ 208,470,442
Expenses	208,140,423	205,766,231	206,735,062
Surplus (Deficit) for the year	551,019	596,000	1,735,380
Capital assets purchased	(715,000)	(596,000)	(1,680,251)
Transfers to other funds	(116,650)	-	(1,567,393)
Total Surplus (Deficit) for the year	(280,631)	-	(1,512,264)

Revenues

The school district’s operating revenues come from ministry grants, tuition from international students, program revenues and other districted generated revenues.

In the amended budget, total operating revenue is \$208.7 million, an increase of \$2.3 million from the preliminary budget.



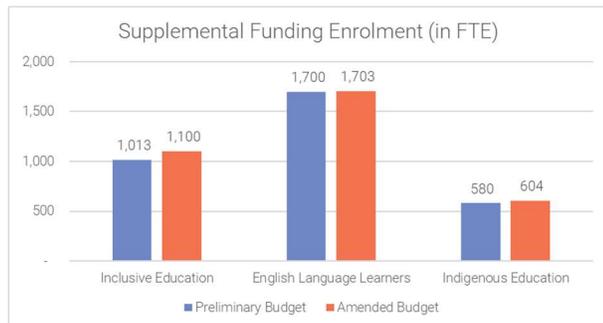
Ministry Grants and Student Enrolment

Over 90 percent of the operating revenues are received from the Ministry of Education and Child Care for student enrolment reported throughout the year. The school district receives \$9,015 per full-time school-aged students. In addition, supplemental funding is provided for unique student needs and unique factors of the school district.

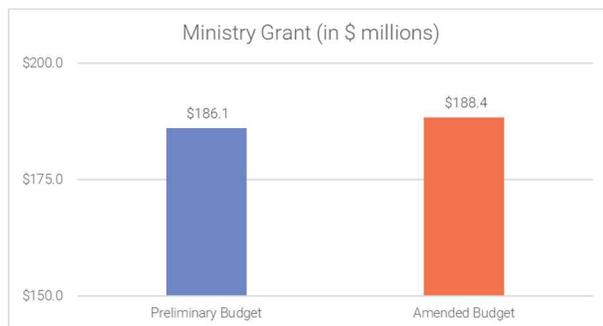
In September 2025, the confirmed funded student FTE decreased by 6 FTE (from 16,663 to 16,657).

Student identifications with Inclusive Education Levels 1, 2 and 3 increased by 87 FTE (from 1,013 to 1,100).

English Language Learners and Indigenous student enrolment increased by 27 FTE (from 2,280 to 2,307).



Overall, this increased the ministry grant by \$2.2 million, for a total of \$188.4 million.

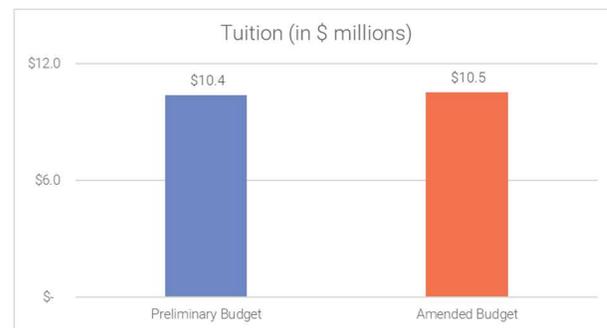


Tuition

Revenues include tuition and fees from international students and has some offsetting expenses under Services.

The total planned enrolment for international students increased by 9 FTE (from 600 to 609 FTE), while the annual fees remain unchanged.

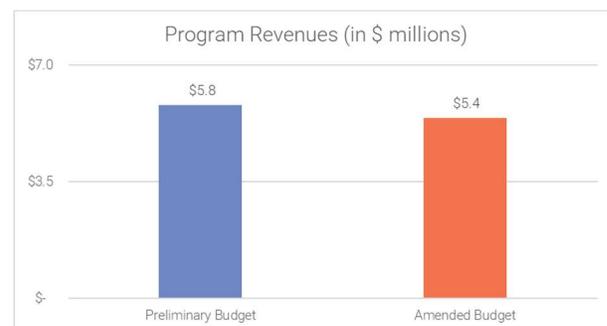
The total planned tuition revenue is \$10.5 million.



Program Revenues

The school district delivers programs such as Academies, Band and Strings, Cheakamus Centre and Artists for Kids. Fees are collected for these programs with offsetting expenses in Services and Supplies.

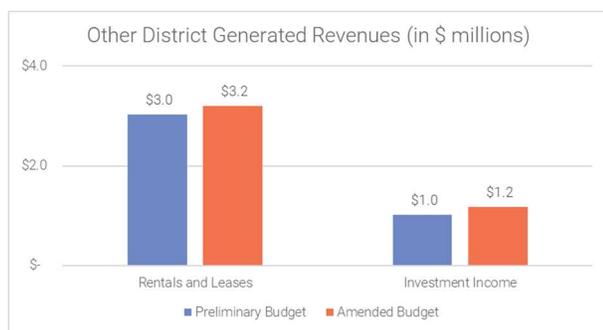
Total Program Revenues is \$5.4 million, which has decreased by \$0.4 million to reflect actual enrolment in these programs.



District Generated Revenues

In addition to Tuition, the school district also generates revenue from rentals and leases and investment income. There are also some offsetting expenses for rentals and leases included in Services.

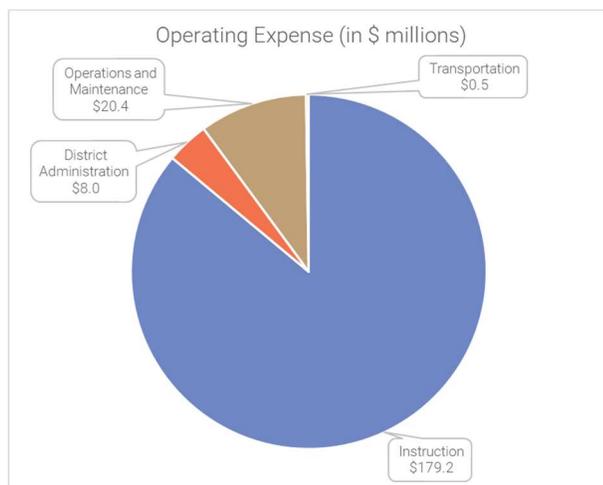
Total district generated revenue is \$3.2 million from Rentals and Leases and \$1.2 million from Investment Income.



Expenses

Most of the school district's operating expenses are salaries and benefits and are spent instruction, administration, operations and maintenance, and transportation.

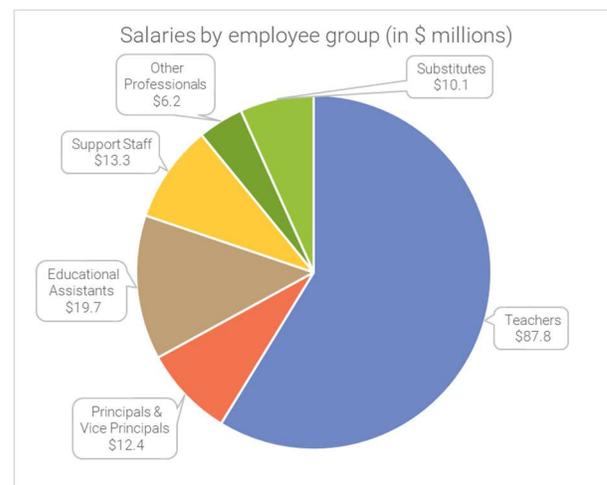
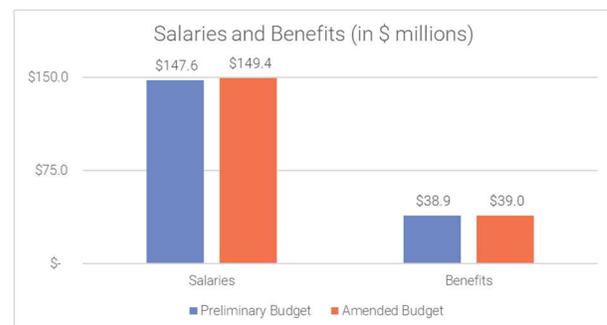
In the amended budget, total operating expense is \$208.1 million, an increase of \$2.4 million from the preliminary budget.



Salaries and Benefits

The most significant cost to the school district is staff salaries and benefits. The cost for benefits is based on total salary costs and employer contribution rates for each benefit cost. Benefits include payroll taxes such as Canada Pension Plan, Employment Insurance, Employer Health Tax and WorkSafeBC. The average benefit cost to the school district is an additional 26% of salaries and varies for different employee groups.

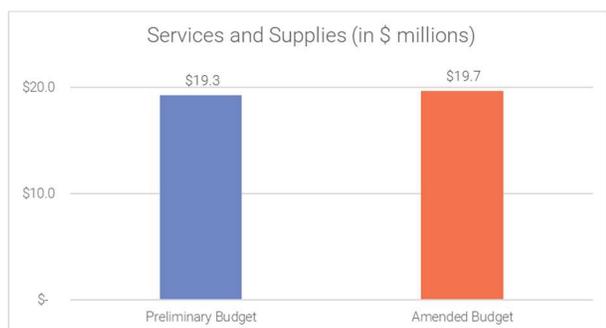
In the amended budget, total salaries and benefits is \$188.5 million, an increase of \$2.0 million from the preliminary budget. The increase is due to continued pressure arising from higher than average employee absenteeism and replacement costs.



Services and Supplies

The school district’s services and supplies expense includes utilities, insurance, software maintenance, business related travel and student transportation.

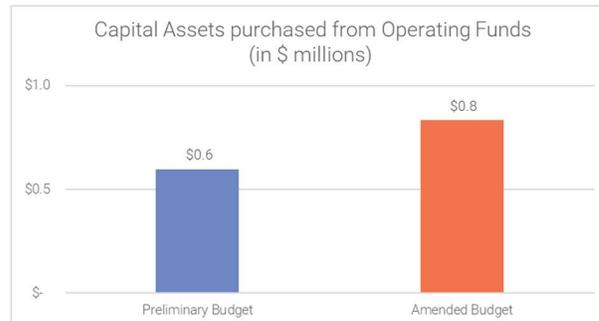
The planned services and supplies expense is \$19.7 million, an increase of \$0.4 million due to inflationary pressures.



Capital Assets Purchased

The school district must use operating funds to purchase tangible capital assets such as computer equipment and furniture & equipment.

The amended budget for capital assets purchased is \$0.8 million, an increase of \$0.2 million due to unexpected equipment replacement needs and photocopier leases.



Accumulated Operating Surplus

The accumulated operating surplus is the school district’s accumulated revenues in excess of expenses over time and includes both unrestricted and internally restricted surplus (held for specific future uses). The target range for the unrestricted accumulated operating surplus is between 2% and 4% of operating expenses as approved in the Preliminary Budget.

As the total operating expense exceeds total operating revenue by \$281k, the school district will need to use the accumulated operating surplus to balance the amended budget.

Based on the amended budget, the projected unrestricted operating surplus at June 30, 2026, will be \$2.0 million. This is 1.0% of budgeted operating expenses and below the minimum requirement of 2.0%.

Special Purpose Funds

Special Purpose Funds are restricted grants that have been provided for a specific program or purpose and are time limited, requiring that funds generally be spent between 12 to 24 months. All revenues and expenses must be accounted for and reported separately from the Operating Fund. Most of these funds are provided from provincial funding.

In the amended budget the school district is planning for \$36.5 million in expenses and \$0.7 million capital assets purchases.

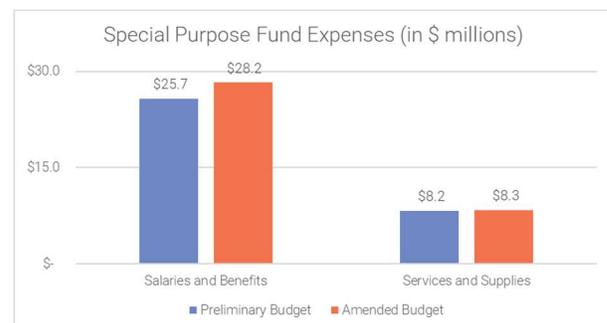
	2025/26 Amended	2025/26 Preliminary	2024/25 Actual
Revenues	\$ 37,232,971	\$ 34,704,900	\$ 39,047,344
Expenses	36,515,390	33,965,319	37,970,760
Capital assets purchased	717,581	739,581	1,076,584

New and increased funding

The school district received new funding for the National School Food Program of \$0.3 million and confirmed funding for the Early Care and Learning Grant of \$0.2 million.

The amended budget also reflects \$1.7 million in Classroom Enhancement Fund Remedy that is typically confirmed in December after school starts.

The additional funding received has supported an increase of \$2.5 million to the Salaries and Benefits budget.



Capital Fund

The Capital Fund holds the school district’s capital investments, funded from either government grants or from local sources. It includes revenue recognized from government funding and the amortization expense of the assets over their useful lives. As capital investments are not fully funded by government grants, the capital fund will always have an annual deficit.

In the amended budget the school district is planning for \$10.9 million in revenues and \$16.6 million in expenses.

	2025/26 Amended	2025/26 Preliminary	2024/25 Actual
Revenues	\$ 10,928,474	\$ 10,867,589	\$ 10,699,953
Expenses	16,567,922	16,337,833	16,210,017
Transfers from other funds	1,549,231	1,335,581	4,324,228

Major Capital Projects

Cloverley Elementary

Construction of a new elementary school started in summer 2024 and is planned to open in September 2026 for students and staff. The school’s enrolment capacity will be 585 students. The project budget is \$71.6 million with \$7.2 million dedicated for childcare spaces.

Lynn Valley Expansion

Construction of Lynn Valley’s expansion started in summer 2024 and the six new classrooms are expected to be ready by spring 2026. This will eliminate four portable classrooms currently in use at the school. The additional classrooms will increase capacity by 145 more students. The project budget is \$9.3 million.

Westview Expansion

Construction of Westview’s expansion started in summer 2025 and the four new classrooms are expected to be ready by spring 2026. The additional classrooms will increase capacity by 100 more students. The project budget is \$6.0 million.

Other Capital Investments

The school district also has a \$5.5 million budget for various other capital projects, including playgrounds and building envelope projects.

Local Capital

The local capital fund is comprised of previous years’ available operating surpluses that were transferred to local capital. It is set aside for future capital purchases funded by the school district, such as computer hardware or furniture & equipment. Based on the amended budget, the projected local capital balance at June 30, 2026, will be \$0.5 million.

Future Financial Stability

In preparing the 2025/26 amended budget, the school district has taken a conservative approach, and factors outside of the school district's control could have a material impact to the overall budget.

International Program

Recent changes to federal immigration policy and geopolitical concerns continue to impact the enrolment forecast for international students. As student enrolment fluctuates across the school district, this may also influence the school district's ability to accept international students in their preferred school of study.

Unpredictable Enrolment

In February of each year, the school district submits an enrolment forecast that drives revenues and staffing assumptions for the following school year. Although the school district typically submits a conservative enrolment forecast, any material change from the forecast or overall enrolment may have a material impact on the operating grant from the Ministry of Education and Child Care. In addition, enrolments for English Language Learners have become unpredictable given the recent changes in federal immigration policy.

Deferred Maintenance

The growth in deferred maintenance costs creates financial pressures and risks to buildings and school district assets. The school district's annual facilities grant of approximately \$4 million is insufficient to address the facility condition index costs (deferred maintenance), which is currently estimated to be \$210 million for enrolling sites.

The aging infrastructure of non-enrolling sites also creates additional pressure as these locations do not receive Ministry funding for maintenance.

Leave Management

The annual replacement costs for sick or absent employees have increased significantly since COVID-19. Work on leave management continues, including the review and analysis of statistics to understand the landscape and equip administrators and supervisors to have the necessary conversations and offer genuine care and support.

Inflation and Costs Pressures

Inflationary pressures continue to put pressure on the cost of services and supplies. Most of these expenditures are not optional and will continue to create future budgetary pressures.

The imposition of tariffs on cross-border trade will result in increased costs for goods and services procured from U.S. suppliers, impacting operations and projects. While the long-term impact remains uncertain, the school district is actively monitoring and mitigating the risks and impacts of the tariffs.

Reserves in Operating Surplus (Contingency)

The annual operating budget provides limited contingencies for any unbudgeted or unforeseen costs that may arise. The unrestricted accumulated operating surplus is relied upon to absorb unplanned budget changes. The projected unrestricted operating surplus based on the amended budget remains below the recommended minimum threshold of 2% to 4% of operating expenses.

Schedule .B.2..
of the
Administrative Memorandum

Meeting Date: February 24, 2026 **Board** **Board, in camera**

Topic (as per the Memorandum): **Fromme Lease Extension Bylaw, 2026**

Narration:

The current lease agreement with Cousteau, l'Ecole Francaise Internationale de Vancouver Society ("Cousteau School") for the Fromme Elementary School property ("Fromme Property") expires on July 31, 2026. In fall of 2025, Cousteau School requested a new lease for beyond July 31, 2026, and a change in permitted use to expand to K – 12 vs. the current permitted use of K -9.

In 2024, the Conseil scolaire francophone de la Colombie-Britannique (CSF) expressed an interest in any Board property that is not being utilized by the Board or is being disposed of by the Board. The courts have determined that majority language school boards such as the Board have a constitutional obligation to consult with the CSF regarding the disposal of any such property. The Board has therefore consulted the CSF regarding a long-term lease for the Fromme Property, and the CSF has expressed a strong interest in pursuing the Fromme Property. Pending determination by the CSF as to whether it will agree to a long-term lease of the Fromme Property, the Board is able to offer a one-year term lease for the Cousteau School at this time.

At the January 27, 2026, In-Camera Board meeting, the Board of Education passed the following motion in relation to the Fromme Property lease with the current tenant Cousteau School:

That the Board of Education approve a one-year lease agreement with Cousteau School with the permitted use of "pre-school to grades 12".

Attachment:

Board of Education of School District No. 44 (North Vancouver) Fromme Elementary School Lease Extension Bylaw, 2026

RECOMMENDED MOTION:

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

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

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

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)
FROMME ELEMENTARY SCHOOL LEASE EXTENSION BYLAW, 2026**

WHEREAS a board of education may dispose of land or improvements under the authority of Section 96(5) of the *School Act* (British Columbia), subject to the order of the minister under the *School Act* (British Columbia) (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, a lease;

AND WHEREAS the Minister issued Order M193/98 (the “**Order**”), effective September 3, 2008, requiring fee simple sales and leases of land or improvements for a term of ten (10) years or more to be specifically approved by the Minister, unless the transferee is an independent school or another school board;

AND WHEREAS Section 65(5) of the *School Act* (British Columbia) provides that a board of education to 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 registered owner of the property formerly known as the Fromme Elementary School site with a civic address of 3657 Fromme Road, North Vancouver, British Columbia V7K 2E6 and legally described as follows:
 - Parcel Identifier: 009-033-408,
 - Legal Description: Lot 5 Block 4 District Lot 2003 Plan 11599(the “**Property**”);
- (ii) the Property is facility number _____;
- (iii) pursuant to a lease dated August 1, 2024 (the “**Original Lease**”) between the Board, as landlord, and Cousteau, l’Ecole Francaise Internationale de Vancouver Society (“**Cousteau**”), as tenant, the Board leased to Cousteau the Fromme Elementary School building and the portable classroom located on the Property (the “**Premises**”), and as shown on Schedule A hereto, for a term of two (2) years commencing on August 1, 2024 and ending on July 31, 2026, all on the terms and conditions set forth in the Original Lease;
- (iv) Cousteau has requested an extension of the Original Lease for an additional term of one (1) year commencing on August 1, 2026 and ending on July 31, 2027 (the “**Extension Term**”) and a modification to the permitted use under the Original Lease to permit a school for grades pre-school through 12 on the terms and conditions set forth in a Lease Extension and Modification Agreement (the “**Lease Extension and Modification**”) between the Board, as landlord, and Cousteau, as tenant;
- (v) the Board is satisfied that it was in the best interests of the Board to enter into the Original Lease with Cousteau for a lease of the Premises and that the granting of the Original Lease

did not conflict nor detract from the regular or extracurricular program of the Board or the educational needs of School District No. 44 (North Vancouver) (the “**School District**”);

- (vi) the Board is satisfied that it would be in the best interests of the Board to enter into the Lease Extension and Modification with Cousteau for an extension of the Original Lease for the Extension Term and that the granting of the extension for the Extension Term and the Lease Extension and Modification will neither conflict with nor detract from the regular or extracurricular program of the Board or the current or future educational needs of the School District;
- (vii) the Board is satisfied that the Original Lease benefitted the Board and that the Lease Extension and Modification will benefit the Board; and
- (viii) the Board is satisfied that it will not require the Premises during the Extension Term for future educational purposes.

NOW THEREFORE be it resolved as a Bylaw of the Board that the Original Lease and the lease of the Premises to Cousteau pursuant to the Original Lease be and is hereby authorized, ratified, confirmed and approved and the execution by the Board of the Original Lease is hereby authorized, ratified, confirmed and approved.

BE IT FURTHER resolved as a Bylaw of the Board that the extension of the Original Lease for the Premises to Cousteau for the Extension Term pursuant to the Lease Extension and Modification be and is hereby authorized and approved and the Board be authorized and approved to enter into the Lease Extension and Modification with Cousteau for the Premises for the Extension Term.

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 grant the lease of the Premises to Cousteau for the initial term of the Original Lease and the Extension Term and to execute and deliver the Original Lease and the Lease Extension and Modification and 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 grant the lease of the Premises to Cousteau for the initial term of the Original Lease and the Extension Term 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) Fromme Elementary School Lease Extension Bylaw, 2026”.

Read a first time this _____ day of _____, 2026.

Read a second time this _____ day of _____, 2026.

Upon unanimous agreement of the Trustees of the Board in attendance, this Bylaw was read a third time on the _____ day of _____, 2026, and finally passed and adopted this _____ day of _____, 2026.

Chairperson of the Board

Corporate Seal

Secretary-Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 44 (North Vancouver) Fromme Elementary School Lease Extension Bylaw, 2026, adopted by the Board the _____ day of _____, 2026.

Secretary-Treasurer

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

Meeting Date: February 24, 2026 **Board** **Board, in camera**

Topic (as per the Memorandum): **Proposed Revised Policy 501: Recruitment and Selection of Personnel**

Narration:

The Board of Education recognizes that effective leadership and sound administration at both the District and school levels are foundational to the successful and accountable operation of the school system. Clear policy direction is central to the Board's governance role.

Consistent with guidance from the British Columbia School Trustees Association (BCSTA) to streamline and modernize policy frameworks, four related, dated Human Resources policies (501, 502, 503, 504) have been consolidated into a single, comprehensive policy. This amalgamation reduces redundancy and more clearly articulates the Board's intent and expectations.

The proposed revised policy has been shared with the Policy Review Committee and further revised based on comments from the Board of Education. Revised policy language from the Board of Education has been integrated into the revised draft.

This draft is being presented for approval.

Attachment:

Proposed Revised Policy 501: Recruitment and Selection of Personnel

501 Recruitment and Selection of Personnel

Adopted: February 24, 2026 subject to approval of the Board

Revised: 501, 503, 504 - September 25, 2011

Revised: 502 - October 22, 2002

Policy Statement

The North Vancouver Board of Education recognizes that effective leadership and sound administration at both the District and school levels are essential to the successful and efficient operation of the school system. Accordingly, the Board is committed to attracting, developing, supporting, and retaining highly qualified, capable, and adaptable employees.

Specifically:

- The Board holds sole authority to recruit and appoint the Superintendent and delegates to the Superintendent the authority to recruit and appoint all other employees.
- The Superintendent shall exercise this authority in consultation with the Board, without encroaching on operational decision making, and shall establish and implement human resources practices that align with the School District's values and strategic plan. The Superintendent shall act in accordance with all applicable legislation, approved budgets, and the provisions of relevant contracts and collective agreements.
- The School District shall strive to provide fair and competitive compensation and benefits and to foster a supportive and inclusive work environment in which employees feel valued and experience a sense of belonging, purpose, and connection to the work of the District.
- While roles and responsibilities vary, all employees of NVSD contribute to the quality of the learning environment and to positive student experiences.

Schedule .B.4..
of the
Administrative Memorandum

Meeting Date: February 24, 2026

Board

Board, in camera

Topic (as per the Memorandum):

Proposed 2026/27 School Calendar for Board Approval

Narration:

BC school districts are required by the *School Act* to individually design and establish annual school calendars for their respective districts. Specific criteria and requirements are defined by the School Calendar Regulation 314/12, including the minimum number of instructional hours to be provided to students, and the timelines and processes for the development and submission of school calendars. School districts are required to provide a minimum one-month opportunity for employees and parents of students to comment on proposed calendars prior to a Board of Education confirming a final school calendar. School calendars must be submitted to the Ministry of Education by March 31st of the year prior to the calendar implementation.

Development of school calendar proposals for the Board's consideration is tasked to the North Vancouver School District's School Calendar Committee. The Committee, supported by NVSD staff and chaired by Assistant Superintendent Adam Baumann, is comprised of representatives from NVSD education partner groups: the North Vancouver Teachers' Association, CUPE Local 389; the North Vancouver Administrators' Association, the North Vancouver District Parent Advisory Council; the District Student Leadership Council. Additionally, committee membership includes two Board of Education Trustees.

The School Calendar Committee met in October and November of 2025 to finalize a proposal for the 2026/27 School Calendar. The Committee's proposed School Calendar was provided to the Board of Education, for their information, at their Public Meeting held December 16, 2025.

The 2026/27 Proposed School Calendar provides for:

- the first day of school on September 8, 2026, the first day following Labour Day
- a two-week Winter Break from December 21, 2026 to January 1, 2027*
- a two-week Spring Break from March 15, 2027 to March 29, 2027*
- four (4) Staff Collaboration Dates on which students will attend for a shortened day
- the last day of attendance for students to be Tuesday, June 29, 2027.

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

The School Calendar Regulation requires that proposed calendars be made available for public comment and, accordingly, a public comment period was established effective January 13, 2026. The 2026/27 Proposed School Calendar was published to the school district's Calendar webpage and notification of the public comment opportunity was sent by email to parents of students as well as to all NVSD staff. In addition to the NVSD public website and email notification, information regarding the public comment period and the proposed calendar was shared on each of the NVSD social media channels.

Public comment was collected via MS Forms, which provided an overview and a copy of the proposed calendar, and asked: What are your thoughts about the PROPOSED calendar dates for 2026/2027? Survey participants were also asked to identify as: student; staff member; parent/guardian; community member; or other.

A total of 153 submissions were received during this year's public comment period. Each of these responses indicated satisfaction or dissatisfaction with the proposed calendar. A significant number of submissions did not provide comments or provided comments that did not apply to the proposed school calendar and identified calendar dates, reducing the comment submissions to 86. This compares to 217 submissions last year (122 comments when non-applicable entries were removed) and 285 submissions the previous year (65 comments).

The majority (65%) of the respondents indicated satisfaction with the proposed 2026/27 School Calendar. The most commonly submitted comment other than support for the proposal was with respect to the school start-up date September 8, 2026, was too late and that the school year ended too late and would prefer Friday, June 25th as the last day of school.

A listing of the public comments and feedback is attached to this Board schedule. The listing was also shared with members of the School Calendar Committee.

Assistant Superintendent Adam Baumann will review the results of the public comment period and the final version of the Proposed 2026/27 School Calendar.

Should the Board approve the Proposed 2026/27 School Calendar, the calendar will be submitted to the Ministry of Education prior to the legislated March 31, 2026, submission deadline. In May, upon confirmation of the dates selected by the NVTAs for non-instructional days next year, the 2026/27 calendar will be updated with the confirmed Pro D dates and will be re-published and circulated to the community as the finalized NVSD 2026/27 Approved School Calendar.

Attachments:

2026/27 School Calendar Public Comments
Proposed 2026/27 School Calendar for Board Consideration

RECOMMENDED MOTION:

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

PUBLIC COMMENTS RECEIVED – 2026/27 PROPOSED SCHOOL CALENDAR

Comments are as received, typos and/or grammatical errors are those of the writer.	
What are your thoughts about the Proposed 2026/27 School Calendar?	
1	When Easter is attached to spring break Good Friday should also be given as an extra day off in the week school goes back.
2	Please don't merge spring break and Easter
3	As a parent and educator in the district, I prefer Spring Break and Easter be separate.
4	Concerns about a 10th week of summer holidays. Would love to see school start the week of August 31 rather than September 8 and go half way into the final week of June 2027. The extra week of holidays for summer 2026 poses challenges for childcare as the 9 week summer is already long enough for needing to find care for my child.
5	Happy it aligns with other school districts :)
6	So many pro d days and long breaks make it hard for working parents
7	Great, but there should be fewer Pro-D days and weeks with early dismissals every afternoon. It means time taken from work or money spent on after-school care, if that's even an option.
8	Is the same at the one that we already have and is good for me
9	It would make mores sense to me to start the school year on Thursday, September 3, and end the school year on Friday, June 25.
10	I would encourage you to consider the first PD day in Sept to be later in the month as the kids won't even have had a full week at school or to get through a full 2-week rotation.
11	Don't think we need the first day of school to be a pd day-Sept 2 as the students only go for a portion of the day anyways. Leaving the remaining Dee of the day to prep for startup. This would also reduce anxiety for some students. Also having the last day of school be on a Tuesday is not ideal either. Might be an idea not to have spring breaks align with other districts so teachers and parents could get a bit of a break on travel!
12	Like spring break into easter
13	Please push back spring break by one week to align better with spring. You don't have to follow what the VSB does. Districts outside of the lower mainland start a week later.
14	Its a good plan. thank you
15	Why do you need to get feedback about this?
16	September 8 seems to be a late start and adds an additional week to summer holidays. This is a significant financial and mental burden especially for working parents that need to coordinate camps or child care.
17	Makes complete sense based on dates and alignment with other districts.
18	Needs to start a week later in September, finish a week earlier in December and end 1-2 weeks earlier in June. Also start times need to be adjusted to accommodate children's ever changing need for later starts. Young kids wake up at at it early and older kids gr7-12 need later starts. Period

PUBLIC COMMENTS RECEIVED – 2026/27 PROPOSED SCHOOL CALENDAR

19	The last day of school is too late. June 29th is too late and it's awkward that it ends on a Tuesday. The last instructional day for students should be the Friday June 25.
20	End the school year on Friday June 25th, kids do no learning on the Monday Tuesday.
21	I find the school calendar very burdensome for parents who work full time. There are so many pro d days and school based pro d days make it even harder to find care. I feel awful that i am constantly putting my kids in camps and many of the camps are not good quality Just the number of non instructional days are very stressful to homes of 2 working parents. and then summer break in addition
22	Strongly dislike having spring break aligned with Easter. Many families go away for spring break and then you will have to miss out on Easter. This is an important holiday for many families.
23	I feel September 8 is too late of a date to start school. Would September 1 be a possibility?
24	Overall, the proposed 2026/27 school calendar seems reasonable and well balanced, with breaks that support rest and predictable planning.
25	it looks reasonable
26	Much much aligned.
27	All good
28	No, starting 8th of September is outrageous. You're already teaching only half the days of the year. It will make the summer holidays almost 11 weeks long. ELEVEN WEEKS. Consider the impact to all levels, kids, working parents, community. Adding on a week to June is also pointless, kids are already checked out by that point of the school year. Get some rigour back. Please. For Canada.
29	It seems resonable and lines up with the what other districts are doing
30	Even though it's awkward, I'm glad to wait until after the September long weekend to start school Would be preferred to end school on June 25th rather than the 29th.
31	fine
32	Stop with Spring Break being for 2 weeks. Our kids already get a 2 week break at Christmas that parents need to account for and take time off work, and then again in March we are forced to accommodate 2 more weeks off. This is unfair to working parents, especially the parents that cannot afford camps or daycares, etc..
33	Proposed dates are good
34	School start date seems late. I think it would be better on September 2nd. Families have long enough summers without childcare and being able to start the kids a bit sooner than Sept 8th is what many families will expect and benefit greatly from re: work, income, childcare camp costs. Even if it means school ends a bit earlier (ie June 24 or 25), as the end of June is better for local weather and families likely to be away that last week anyways.
35	June 29th as last day of school too late in June. Kids are burnt out by then

PUBLIC COMMENTS RECEIVED – 2026/27 PROPOSED SCHOOL CALENDAR

36	How has this not been flagged? School is breaking for Xmas on dec 21st two days before Christmas Eve. School is scheduled to start on January 1st, which for reasons I don't need to go into this doesn't work. Kids are supposed to stay in school Until June 29th???? Ludicrous! Start later in September, a week before Xmas, start Jan 8th end June 15th
37	Please separate Spring Break from the Easter Break. With this current schedule the students (and their families) lose 1 day off. Thank you for the consideration.
38	I am wondering why the students start so late in September. Shouldn't they start on the 2nd? Do they have the same amount of learning time than usual if they start on the 8th? If yes, then no problem with starting on the 8th.
39	Please ensure you are including the several important Jewish holidays throughout the year: Rosh Hashanah Yom Kippur Hanukkah Holocaust Memorial Day Passover Thank you
40	Because of work life balance, starting classes on September 8th is not suitable. Please consider working parents and schedule first day of school for September 2nd
41	I would prefer for the school year to start a week earlier
42	The summer vacation and spring breaks are problematic in terms of the cost of childcare. As a single mother, these breaks terrify me. I also wonder why you can't have short breaks mid-term like in the UK? The kids and teachers both need a mini-break. Finally, please ensure that pro-d days are aligned across all elementary schools. For those that choose their own, it is again a nightmare trying to negotiate and pay for care.
43	Please start during the first week of September. Can't secure child care for an extra week!
44	To be honest I think school start day needs to be earlier than September 8 most the kids don't want to go to school after that long of a break and it's hard to get them to go, after staying home this long and parents with kids who have disability need a break. Highschools need to be more organized with timetable and class arrangements this year first week of September there were many who ends up in the wrong class or not getting the class or elective they want
45	Calendars are fine.
46	It is a fine schedule. However, I am wondering if the district would be open to having a Pro-D day on Oct 13 or Oct 9 for a 4 day weekend. Hopefully it will be both helpful for teachers, parents and the kids with less transitions.
47	Starting on September 8th is very late in to the school year. I understand you try to start after Labour Day however school has always started the week before and the extra week off school makes it very challenging for working parents. Please consider an August 31st start.
48	It would be cool if we could start the year earlier in order to have a longer winter or spring break. Or if school started earlier, to end the school year earlier, allowing students taking summer school to have a short break in between.
49	I find the kids starting later in September makes for a harder transition. By the end of August, kids are ready for the routine. More importantly, ending the last week of June is tough on summer travel plans. It would be much appreciated if the school year started and ended earlier.
50	Prod d day in conjunction with the Nov 11 day?

PUBLIC COMMENTS RECEIVED – 2026/27 PROPOSED SCHOOL CALENDAR

51	<p>Thank you for sharing the proposed 2026–27 calendar. I wanted to flag the proposed last day of school on Tuesday, June 29. With marks already submitted by that point, the final days don't feel instructional or particularly valuable for students, and I suspect teachers are just as ready to wrap up by then.</p> <p>I'd strongly encourage ending the school year on Friday, June 25 instead. It better reflects when learning is actually complete and avoids several low-value days at the end of June. To balance the calendar, I'd suggest reconsidering two Pro-D days earlier in the year, which often feel less impactful from a student and parent perspective.</p> <p>I hope you'll reconsider the end-of-year timing. Thanks for taking the feedback into account.</p>
52	<p>I understand why the start date is delayed until after labour day. However, I wish the school year would end on the last Thursday/Friday in June (for students/staff). Coming back for 2 more days on June 28th/29th for students (and 30th for staff) seems unnecessary. The dates are almost aligned with this school year and students finish on Thursday the 25th, staff on Friday the 26th. I imagine it comes down to instructional minutes and I would rather add minutes to our daily schedule and always finish the last Friday in June. Thank you for your consideration.</p>
53	<p>I agree with the proposed 2026/27 school calendar.</p>
54	<p>Yes, I approve of the Proposed 2026/27 School Calendar.</p>
55	<p>Having the last day of the school year be on a Tuesday will have very little attendance and not much learning is happening on that last Monday and Tuesday anyways. Could a pro-d day or a non instructional day be added to the Friday before Labour Day so that the last day of school doesn't have to fall on a Tuesday at the end of June? (Ie bump the school year up a bit by one day). Childcare for Aug 31-Sept 4, 2026 will be tricky as most summer camps aren't running that week. I'd love if my child could return to school for a day or two before Labour Day weekend (to assist with my childcare dilemmas, even though I know the first day of school is a short day), but I doubt that will be a possibility. Worth the ask though.</p>
56	<p>Spring break is too early in the year. We don't have spring weather and it needs to be at least 2 weeks later. It is unfortunate the district tries to align it with other districts for the staff of SD44 but these decisions should be based on the student and parent/guardian of the district needs. If the staff does not live in the district and want the time off then they need to move to the district to make it work for them. Hire local if this is a problem for staff.</p>
57	<p>Please include early dismissal days for teacher conferences on the school calendar in addition to the "staff collaboration" early dismissal days to help families plan childcare. This is a big miss on the current calendars when only some early dismissal days are posted/shared well ahead of time and are on the printed calendar sent out at the start of the year.</p>
58	<p>June 29th is so late to end the year! Can school start a few days earlier in September instead? Thank you for all you do!</p>
59	<p>Too bad that march break and easter are rolled into one.</p>
60	<p>Please align the schools in that school based pro-d should not be planned on the last day before the Admin Day. Thank you</p>
61	<p>I would like to see Pro-D combined with long weekends (or next to any stat holiday) to make 4 day weekends so families can enjoy extended time away without kids missing school.</p>
62	<p>Good</p>

PUBLIC COMMENTS RECEIVED – 2026/27 PROPOSED SCHOOL CALENDAR

63	Students last day of school should be Friday, June 25th and staff should have to be in attendance on Monday 28th and Tuesday 29th to clean out classrooms/organize resources and cupboards/relook at sept class placements/ unit planning for the following year etc.
64	The school year should end later into July, alleviating pressure on parents who sadly do not get 12 weeks of leave each year.
65	No - pro d day in September love to another month like end of January Last day of school - move to the proir week, June 28 and 29th 2 days will not be productive
66	Would prefer to have the school year start earlier (Sept 2) and end earlier (June 24/25). I think many families will end up not sending kids for the last two days of school as proposed, and so it just puts more burden on finding care for the longer summer in 2026.
67	Those dates are right dates for off from school
68	The proposed calendar looks great. Thank you.
69	My recommendations. Finishing instruction on December 22nd vs 18th would be preferred or other ways to find two additional days of instruction, this would allow you to finish on June 25th vs June 29th which is an odd way to start summer holiday.
70	Perfect.
71	Fine.
72	I would prefer Spring Break moved earlier in March on years where it runs into Easter weekend. This allows for an additional break for families and staff and makes a clean start on a Monday following two weeks off.
73	I have heard parents speak of teachers getting an extra long summer. However, moving the start date to not coincide with Labour Day would be confusing. Keep it the way it is!
74	I recommend that the placement of Curriculum Implementation Day the first week of December be moved into November (Nov. 20 or Nov. 27). The first week of December is overwhelming for teachers due to the fact term marks are due the following week. CI Day is the only day of the year when all teachers (elementary and secondary) have the opportunity to come together, learn, and hear a common message. The placement of this day is crucial. If this is a day created by teachers for teachers, the movement of this date should be considered.
75	I know that you have to fit certain dates around holidays and weekends. My only comment is that the last day of school is too close to July 1 and seems strange to continue school to a Tuesday instead of ending on a Friday. I just know a lot of families will probably dip out early and skip those last 2 days.
76	I would like to see spring break from March 8-19 (inclusive), instead of combining it with the Easter long weekend.
77	What is spring break 2 weeks long? With the late start in September, the 2 week winter break, and 2 week spring break, this is really difficult for working parents.
78	I think that starting the second term on January 2nd feels a little rushed but understandable. I do not like though to have Easter during the Spring Break. I feel that we are cheated by two days when it happens. Could the spring break start a week later?
79	Easter Friday has been pushed into the break and is not made up anywhere else. I propose either a day off on March 12th or 30th to compensate for this.

PUBLIC COMMENTS RECEIVED – 2026/27 PROPOSED SCHOOL CALENDAR

80	would be nice to have predetermined proD days that are consistent across the nvsd and not up in the air from fos to fos or school to school
81	I appreciate the thought put into the calendar and the opportunity to review it. It's great Easter and March break align well timing wise. Thank you.
82	Would rather see one week spring break, not two, and then the school could end one week earlier in June-every school year-instead. Most of the world's elementary, middle and high schools have only 1 week spring break.
83	Too many days off to start the year in September. Should move the September pro day to October around Thanksgiving. October pro-day should be moved to coincide with Thanksgiving if September is not. No need to have 2 short weeks back to back when the pro-day could be added to the holiday to make travel and childcare easier. Spring Break should be moved a week earlier, like it was a few years ago. That makes travel easier for us and less busy. It is also not ideal to have Spring Break run into and through Easter as many families may not want to be away over Easter.
84	I find this calendar very useful, as fewer breaks make it more convenient for families.
85	It looks great but please attach Pro D days to holiday long weekends. No, the optics do not look as though teachers are taking Pro d days off- we know they are working. But for students and families, having long weekends to get away or just have a mental reset is huge! We just end up taking the 4 day weekend anyway and missing school and I'm sure if you look at attendance data, we aren't the only ones. It just makes sense!
86	Thank you for allowing us to see the proposal and send feedback!

PROPOSED 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
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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)
- SCHOOL-BASED PRO D DAY (2)
EXAMPLE DATES ONLY - ACTUAL DATES NOT SET
- DISTRICT (NVTA) PRO D DAY (3)
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.1..
of the
Administrative Memorandum

Meeting Date: February 24, 2026 **Board** **Board, in camera**

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

Narration:

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

Assistant Superintendent Arlene Martin will provide a brief update with regard to the 2025/26 school year, and members of the FESL Leads Team will be available to receive questions.

NVSD Framework for Enhancing Student Learning 2025-26
January 2026 Update



Framework for Enhancing Student Learning: February 2026

Overview

The Framework for Enhancing Student Learning (FESL) continues to guide coherent, system-wide improvement across North Vancouver School District. Progress this year reflects sustained emphasis on instructional excellence, equity and accessibility, student well-being, and future readiness, aligned with the provincial mandate for public education and the District Strategic Plan. Investments in professional learning, cross-department collaboration, and community partnerships are strengthening learning conditions for students across K–12.

Intellectual Development

Literacy

Literacy remains a central focus. All Kindergarten teachers, joined by Learning Support Teachers, have been trained in Ministry-mandated literacy screening tools. A collaboratively developed Literacy Assessment Portfolio (K–7) is being piloted, with feedback from more than 100 educators informing refinement. Professional learning networks across elementary and secondary levels are strengthening instructional consistency, refining assessment practices, and culturally responsive practices, including Indigenous Storywork.

Next steps:

Refine the Literacy Assessment Portfolio based on pilot feedback; identify students exempt from FSA in Grades 4 and 7 and implement aligned alternative literacy assessments to track baseline skills, with a focus on data review for priority learners; enhance and align the Literacy Centre program; deepen collaboration with District Indigenous Literacy Teachers; and co-develop Comprehensive Literacy 44 resources.

Numeracy

The Numeracy Resource Pilot has entered its second year, supporting educators to examine achievement trends and strengthen instructional practices, particularly in the intermediate grades. Connections between literacy and numeracy development continue to be emphasized through targeted professional learning.

Next steps:

Create/refine resources; expand professional learning opportunities, strengthen collaboration with District Indigenous Numeracy Teachers, and deepen LST networking focused on numeracy instructional strategies.

Curricular Enhancement and Inclusive Practice

Through the Designing Learning for All (DL4A) series, educators across K–12 are strengthening inclusive instructional and assessment practices grounded in Universal Design and accessibility. Professional learning in Arts Education, Physical Literacy, Outdoor Learning, and English Language Learning continues to enhance student engagement and access.

Next steps:

Update the Communicating Student Learning Manual for Secondary, refresh proficiency scale exemplars, and continue DL4A professional learning on district professional development days.

Accessibility Through Technology

Targeted professional learning has expanded educator capacity to use assistive and adaptive technologies, including AI-supported tools, to reduce learning barriers. Collaboration between Learning Services and ICT has improved efficiency in device access and deployment.

Next steps:

Continue targeted training for teachers, EAs, and LSTs, and expand partnerships with ARC-BC and SET-BC.

Human and Social Development

Mental Health and Well-Being

The NVSD is strengthening its service delivery model by deepening partnerships with community organizations and building staff capacity to support student safety, well-being, and mental health. Progress includes expanded Violent Threat Risk Assessment training for administrators and counsellors, with attention to neurodivergent learners and Indigenous perspectives. The NVSD has collaborated with VCH to develop health and wellness curricular toolkits and a satellite Foundry site at one secondary school. Community engagement has grown through parent education events and neurodivergent-affirming mental health sessions, while student supports have been enhanced through additional Youth Engagement Workers, improved inter-agency communication protocols, and preparation for the North Shore Situation Table to further coordinate community-based supports.

Next steps:

Student supports will be further enhanced through the hiring of additional Elementary Youth Engagement Workers, the implementation of identification and support systems for Children in Care at each school, and continued emphasis on inclusive, proactive approaches that promote student well-being across all grades.

Belonging and Inclusive Culture

In support of promoting inclusion, equity, and belonging, the district has expanded initiatives that increase representation and elevate student voice. Progress includes the implementation of the Circles Program in partnership with North Shore Restorative. Collaboration and professional learning around SOGI, Anti-Racism and Anti-Ableism has been strengthened through district networks, professional learning, and administrator in-service sessions, while curriculum supports have been enhanced with expanded resources reflecting diverse histories, identities, and experiences.

Next steps:

The district will focus on developing practical tools and resources that support inclusive language and practices, including a comprehensive guide addressing ableist language. Targeted funding will continue to enhance representation in classroom and library resources through an equity lens. The district will also gather and analyze student feedback via YDI and MDI surveys in Grades 5 and 11 to inform decision-making, while continuing the development and refinement of a Draft SOGI Action Plan and Anti-Racism Plan to strengthen inclusion and support across schools.

Physical Well-Being

Food security initiatives, outdoor learning mentorship, and physical literacy programming continue to expand. Community partnerships support universal and targeted food access and strengthen students' connection to land and community.

Next steps:

Expand Indigenous food initiatives, increase outdoor learning access, and scale physical literacy mentorship models.

Career Development

Career exploration opportunities continue to grow across K-12, with strong participation in work experience, trades, and skills programs. Targeted supports and grant funding are reducing barriers for Indigenous students, neurodivergent learners, and students facing financial challenges.

Next steps:

Expand Skills Ready BC, pilot post-secondary pathway programs with Capilano University, and grow inclusive work experience opportunities. Expand Dual Credit Programs including Culinary Arts at Carson in partnership with VCC Further development of partnership programs with the Squamish Nation, Tsleil-Waututh Nation, as well as non-profits like JABC and post-secondary education like UBC are also areas of interest.

Conclusion

Progress on the Framework for Enhancing Student Learning reflects a coherent and sustainable approach to improving student outcomes across intellectual, human and social, and career development domains. Continued focus on equity, inclusive practice, professional learning, and partnership will guide next steps as the district deepens impact and sustainability.

Please see the attached *detailed report* on progress to date and next steps in each of the above areas.

Area for Growth	Progress to Date	Next Steps
Intellectual Development		
<p>Literacy Strategy Update literacy assessments, data tracking, and resources. Expand literacy focused professional learning.</p>	<ul style="list-style-type: none"> All Kindergarten teachers were released, and joined by LSTs, to receive professional learning on literacy screening as per the recent mandate by the Ministry of Education and Child Care. Teacher Leaders created 33 books as part of the K – Gr 7 NVSD's Literacy Assessment Portfolio in collaboration with Family of Schools Leaders, District Indigenous Literacy Teachers, ELL Specialists, etc. Secondary Instruction Network has been initiated with Teacher Leader and Admin reps from each school Teacher Leader team ran several professional learning focused on literacy from K – Gr 7, literacy instructional routines at the secondary level Primary Instruction Network and Intermediate Instruction Network focused on literacy with approximately 60 educators involved with reps from schools within each FOS. Educational leaders helped co-design and co-facilitate a successful Curriculum Implementation Day on December 5, 2025. Staff from all elementary and secondary schools attended to listen to Dr. Hope Rigby-Wills (Elementary) and Tashi Kirincic (Secondary) present on literacy. All staff started the day by listening to Dr. Jo-ann's message on Indigenous Storywork and its connection to education from K – Gr 12. They also attended breakout sessions led by Teacher Leaders, Educational Leaders who volunteered from Networks, and Vice-Principals. All K-Gr7 teachers were taught how to conduct Acadience Reading (screener) and Core Phonics Survey/ÉCLAIR (diagnostic/targeted formative assessment). Provided opportunity for LSW's to meet to align resources, assessments and processes, including training on UFLI. ELL Specialists engaged in professional learning focused on literacy screening and resources. All LST's engaged in Professional Learning on literacy screening, literacy assessments, instructional strategies including UFLI and the Snapshot Assessment tool for Emergent Literacy learners. All EA's engaged in Professional learning on Literacy strategies and supports to increase access for all learners. All Kindergarten students will complete a literacy screener – Acadience or Snapshot Assessment Completed training for all LST's on Core Phonics as the Assessment tool for LST's pre-post assessment for small group/individualized instruction 	<ul style="list-style-type: none"> Deepening collaboration with Literacy Centre staff and District Indigenous Literacy Teachers to expand educator skillsets and sustain effective practices Literacy Assessment Portfolio pilot has been initiated from Gr 1 – Gr 7 and feedback will be collected from over 100 educators to inform next steps Collaborative development of Comprehensive Literacy 44 resources to support literacy instruction Identify students exempt from FSA in Grades 4 and 7, identify alternative Literacy assessments to document and track student baseline skills (focus on review of data for priority learners)
<p>Numeracy Strategy The district is updating its framework, assessments, and resources to reflect current research. Professional learning in numeracy is being expanded through pilot assessments at both the universal and targeted levels, helping identify skill gaps and guide instructional strategies for students who</p>	<ul style="list-style-type: none"> The Numeracy Resource Pilot is well underway for a second year with educators participating in professional development opportunities, including examining the relationship between literacy and numeracy. Educators engaged in dialogue focused on analyzing the trends seen within the FSAs and connections between literacy and numeracy development, particularly in intermediate grades were explored. 	<ul style="list-style-type: none"> Professional learning will be offered at a universal level in May Gather feedback on the Numeracy Scope and Sequence and Framework across participating schools, in order to refine the resources based on

<p>require additional support</p>		<p>educator and student outcomes.</p> <ul style="list-style-type: none"> • Opportunity to collaborate on numeracy initiatives with the District Indigenous Numeracy Teachers. • LST Networking beginning in February focused on Numeracy programming, supports and instructional strategies
<p>Curricular Enhancement Strategy Through the <i>Designing Learning for All (DL4A)</i> professional learning series, educators across K–12 have engaged in strengthening inclusive instructional and assessment practices. Supporting resources have been developed to provide practical tools for embedding accessibility and universal design in daily teaching and learning</p>	<ul style="list-style-type: none"> • Continued focus on professional learning through multi-sensory engagement and the First Peoples Principles of Learning, with emphasis on Arts Education, Physical Health, and Outdoor Learning. • Inclusive Physical Literacy opportunities and updated Outdoor Learning curricular materials shared with educators • Artist for Kids hosted engagements: Curators' Tour for Educators, <i>From the Ground</i>; Introduction to the Artists for Kids' Clay Kit Pro D; Art in the Intermediate Classroom: Lessons, Assessment and Organization; Clay, Maps, and Movement: A Collaborative Workshop • Secondary teachers focused on literacy through the following lens on CI Day: Music, Visual Arts, Performing Arts • Some elementary and secondary ELL Specialists attended Sheltered Instruction Observation Protocol (SIOP) training which supports creating inclusive classrooms; and the elementary reps shared their learning with colleagues on CI Day to support ELL students 	<ul style="list-style-type: none"> • Review and update the Communicating Student Learning Manual, including refreshed Proficiency Scale exemplars and guidance on inclusive assessment practices • Facilitate DL4A professional learning on the two District Professional Development days (Feb & May 2026)
<p>Strategy to Increase Accessibility through Technology NVSD is strengthening accessibility by expanding staff and student capacity to use assistive technology. Targeted training ensures educators can implement tools effectively, while students gain equitable access to learning supports that reduce barriers in the classroom.</p>	<ul style="list-style-type: none"> • The Teacher Leader team, including the Embedded Technology Helping Teachers, have had approximately 45 requests in the last three months for supports and professional development opportunities related to curriculum and assessment at the universal, targeted, and intensive levels. This has included professional learning focused on Canva and AI for both elementary and secondary • Professional Learning opportunities on Assistive Technology provided through SET-BC and ARC-BC • Training for all Elementary Teacher Librarians on accessing accessible resources through ARC-BC <p>Expanded targeted professional learning to deepen staff knowledge of how assistive technologies can reduce barriers and increase equitable access to learning; examples include:</p> <ul style="list-style-type: none"> • Staff at Larson Elementary engaged in professional learning related to AI-supported tools to reduce literacy and accessibility barriers using assistive and adapted technologies. • Approximately 34 participants attended the NVPAC workshop to explore strategies for modifying readings, scaffolding assignments, and increasing access to curriculum materials while maintaining learning intent for neurodiverse learners using AI and assistive technologies. • ADST educators focused on literacy within ADST contexts and how technology and assistive tools can reduce barriers for learners with diverse needs on CI Day. • French Immersion teachers explored literacy supports and workflow tools on CI Day. • Sharpening the Saw Series at Carson Graham – using Canva to design, clear accessible learning. • Facilitated AI Literacy Virtual Series with 8 elementary schools, including over 200 Gr 5-7 students and 9 educators to explore AI and Ethics; AI in the Workplace; Prompt Engineering and Critical Thinking; Bias, Reliability, and Responsible Use. • Deepfake lessons at Ross Road & Capilano. Multi-day lessons focused on media literacy, misinformation, and ethical decision-making. Students learned to question authenticity, recognize bias, and understand the real-world impact of emerging technologies, directly supporting equitable access to information. 	<ul style="list-style-type: none"> • Continue to expand targeted professional learning to deepen staff knowledge of how assistive technologies can reduce barriers and increase equitable access to learning for EA's, LST's and Teachers • ARC-BC training opportunities for staff on Professional learning days, school-based lunch and learns • Training for LST's on Assistive Technology tools through LST Networking

	<ul style="list-style-type: none">• Learning Services and ICT have collaboratively created a shared process for supporting the efficient and effective distribution and use of necessary equipment based on student need, including new devices and replacement of damaged devices.• Learning Services and ICT have collaboratively worked to improve order coding to increase efficiency, leading to quicker response time to student needs.	
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Human and Social Development		
<p>Mental Health / Well-Being Strategy 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</p>	<ul style="list-style-type: none"> • Violent Risk Threat Assessment Training (VTRA) Level 2 for admin and counsellors. • VTRA training for some administrators (<i>VTRA for Neurodivergent Children and Youth</i>) • Training for some admin (<i>VTRA Through an Indigenous Perspective</i>) • Collaboration with Secondary PHE teachers and Vancouver Coastal Health on creating and implementing their health and wellness curricular toolkits (Mental Health, Physical Activity, Sexual Health, Substance Use). • Parent Ed Series: In partnership with Foundry North Shore, the NVSD hosted a community information evening, "Keeping Kids Safe Online", presented by Children of the Street Society. • Neurodivergent Mental Health Working Group hosted two free online events focusing on Neurodivergent Affirming Care: Supporting Autistic Girls and Women (Session 1) and The Experience of Autism for Girls and Women (Session 2). • Continued training and access for all schools to the Everyday Speech online Curriculum • CUPE Professional Day Keynote presentation on October 24th – Inclusive Experiences Anti-Ableism • November 10th – Braemar and Westview Elementary whole staff Professional Learning – Inclusive Experiences Anti Ableism • 3 Additional Elementary Youth Engagement Workers hired, supporting 8 schools • Foundry Satellite Site at Seycove Secondary • Communication protocols created with MCFD for supporting Children and Youth in Care • Community Mentor Training in preparation for the North Shore Situation table to begin in Spring 	<ul style="list-style-type: none"> • Anti-Ableism Dinner and Dialogue opportunity for all staff • Anti-Ableism and Accessibility Presentations for all staff at each school site • PBIS Admin networking session • Support for secondary English teachers on integrating mental health curriculum into Grade 8-12 English courses. • Hiring of 1-2 additional Elementary Youth Engagement Workers • Grade 8-10 Sexual Health lessons for PHE • Implement identification and support system for Children in Care in each school
<p>Strategy to 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</p>	<ul style="list-style-type: none"> • Implementation of the Circles Program with North Shore Restorative Justice at 5 elementary schools and 1 high school including <i>VTRA for Neurodivergent Children and Youth</i>. • The Sexual Orientation and Gender Identity (SOGI) School Leads Network met to collaborate and celebrate inclusion, sense of belonging and the implementation of SOGI Curriculum. Two administrators also attended the SOGI Summit Conference on behalf of the District. • Admin In-Service: Parent Rights and SOGI • Grade 10 Holocaust and Hogan's Alley resources provided to Social Studies 10 teachers to support the changes in the Socials 10 Curriculum • Increased representation and diversity in resources – December 5th presentation for Teacher Librarians on Anti-Ableism in Children's Books, presented by Carly Christensen • Continued opportunities for student engagement and input – Accessibility Advisory Committee, Student Inclusion Sub-Committee, Student Forums • Installation of playground Communication Boards at 7 Elementary Schools • 4 High schools participating in the <i>Student Voice Wellbeing Initiative</i> in partnership with Chart Lab. 	<ul style="list-style-type: none"> • Through Inclusion Committee - develop and/or recommend a comprehensive guide identifying ableist language, euphemisms, and common ableist phrases • Continue targeted funding for resource collections through an equity lens, enhancing representation in school libraries and classrooms. • YDI and MDI Surveys in grades 5 and 11 • Continue working on Draft SOGI Action Plan • Continue working on Draft Anti-Racism Action Plan

<p>Physical Well-Being Strategy NVSD is committed to supporting students' health and wellness by maintaining universal food access, strengthening outdoor place-based learning, and building physical literacy through mentorship and networks of practice.</p>	<ul style="list-style-type: none"> • Free Breakfast programs at 6 secondary schools, 25,000 breakfast served this school year, 3 meals served daily at Mountainside • Food access for all elementary schools, including fresh fruit deliveries • 2 elementary schools have universal lunches one day a week for all students • Listening to and working with Indigenous students on food choices served: <ul style="list-style-type: none"> ○ Students at Eshla7an took part in preparing and creating food menus for the week. ○ \$8000, ISPARC grant focused on Indigenous food education and access secured for Eshla7an. ○ Eshla7an has engaged in canning fruit and created their own labels to give jars of canned pears to Elders in the community. ○ Eshla7an students have meals offered at school 4 days a week • Carson Indigenous students creating weekly shopping list for Kins to purchase fruits and vegetables of choice. • In-house lunch programs at Carson, Seycove and Windsor provided for students. Now serving 130 students a day lunch compared to 55 last year. • Weekly Summer food deliveries to the Squamish Nation Food Pantry which distributed food to all their members on and off reserve. • Clothing and household items were distributed to Squamish Nation's Capilano Little Ones School through the principal and staff who attended the donation event in November at Mountainside • With the focus on local purchases and in-house food production, SD 44 is above the target of 30% BC products. Food like bagels, cream cheese, granola bars and all lunches served are made in BC. • Specific units created around fundamental movement skills in PHE, team taught with teachers across the district to support professional development. • Games focused learning at Norgate for all divisions with 6-7 new games per session targeting specific physical literacy outcomes • Oneability lesson plans for have been shared with all schools, individual schools are implementing lessons with training when needed, • Oneability event will be run by Sutherland's athletic director and student leadership group on June 16, 2026. • 24 teachers participated in a multi-session professional learning on outdoor learning incorporating hands-on experiential learning for all students 	<ul style="list-style-type: none"> • Outdoor club to be established at Handsworth starting in 2026-2027 • Pilot lacrosse instruction in Grades 4–7, integrating Indigenous teachings and perspectives. • Continue to source out local food items, such as jams • Expand canning practices to multiple schools • Oneability Games training of leaders • Expand mentorship in Physical Literacy units at Norgate, Highlands, Ridgeway and Sherwood Park
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Career Development		
<p>Strategy to Expand Opportunities NVSD is promoting and expanding career exploration opportunities to increase student awareness of diverse career pathways and help them make informed choices about their futures. Opportunities begin early, ensuring that even elementary students can imagine a wide range of possibilities for post-secondary education, training, and employment.</p>	<ul style="list-style-type: none"> • Continue to support and expand inclusive WEX opportunities within NVSD schools, the ESC and district departments • Youth Train in Trades – 15 students participating • Youth Work in Trades – 9 students participating • WEX – 390 students enrolled at 6 Secondary sites • Aviation Week – 19 students participating representing all Secondary schools • Skills Ready BC at 4 Elementary sites • Find Your Fit (Argyle FOS) & Skills Future (Seycove FOS) - 1200 students participated • Literacy in Career Education at December CI Day 	<ul style="list-style-type: none"> • Spring partnership with Capilano University to pilot a Pathways to Post- Secondary course supporting neurodivergent students and students with disabilities to access university opportunities • Expand Skills Ready BC Program • District Career Arts Fair
<p>Strategy to Remove Barriers To empower all students, targeting those who may have experienced barriers, with the knowledge, experiences, and support needed to confidently pursue a range of post-secondary pathways, including academic, vocational, and workforce opportunities.</p>	<ul style="list-style-type: none"> • Successful implementation and completion of the JABC/UBC Sauder Entrepreneur Program for Indigenous students. Twelve students from four different schools completed the program. • Inclusive WEX Program – 30 students supported • Grant funding available to assist students with financial barriers to participate in WEX, YWIT, YTIT, and Dual Credit programs. • Online workshops for parents and students to educate and to explore career pathways. Parents As Education and Career Coaches (PECC) - 200 registered • Early Childhood Assistant Program – Provides full financial and academic support allowing students to access post-secondary programs and receive high school credit. • CMOLIK Foundations Grant supported the expansion of “Robotics for All” program (Gr 5-6). • Vancouver Regional Construction Association offered free transportation to 3 high schools which facilitated student participation in the Bring Your Trades to School event hosted in Vancouver • Career Coordinator and WEX facilitators have been able to support students in attending career exploration activities offered in the community by providing transportation and supervision 	<ul style="list-style-type: none"> • Planning for Yr 2 of the JABC/UBC Sauder Entrepreneur Program with partner groups.
<p>Strategy to Expand and Strengthen Partnerships Leverage relationships with local employers, post-secondary institutions, and local First Nations to co-create authentic learning experiences and mentorship opportunities that connect students to meaningful career pathways.</p>	<ul style="list-style-type: none"> • Partnership with SEAPAN is in development stages • Squamish Trades Center to host Try a Trade Session for Indigenous student in May • As part of the Chamber of Commerce, the NVSD is looking to leverage more employer partnerships to support increasing enrollments in WEX and YWIT. 	<ul style="list-style-type: none"> • May “tapas” event will be hosted by NVSD Careers to entice Chamber of Commerce members to support student in the workplace

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

Meeting Date: **Board** **Board, in camera**

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

Narration:

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

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

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

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

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

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

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

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

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

This draft is being presented for information.

Attachments:

- Policy 211: Inclusive Education Services and Programs (new)
- Policy 211: Special Education Services and Programs (original)

211 Inclusive Education Services and Programs

Adopted: Forthcoming

Revised: February 24, 2026

Policy Statement

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

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

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

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

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

Related Policies

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

Resources

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

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

DRAFT

211 Special Education Services and Programs

Revised: September 25, 2001

Revised: October 8, 2002

Policy

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

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

To translate this philosophy into successful practice, schools require:

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

Administrative Procedures

Guiding Principles

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

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

Organization of Special Education Services and Programs

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

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

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

Identification, Assessment and Planning

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

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

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

Individual Education Plans

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

Services and Special Program Options Available in the School District

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

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

Other Useful References

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

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

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

North Vancouver School District Policies:

Policy 203 Student Evaluation and Report to Parents

Policy 209 Student Assessment

Policy 601 Access to Student Records

Policy 605 Admission of Students to Schools

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

Meeting Date: February 24, 2026 **Board** **Board, in camera**

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

Narration:

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

Superintendent Dr. Pius Ryan will report on highlights of the meeting.

Attachment:

Meeting Summary of February 3, 2026

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

NORTH VANCOUVER SCHOOL DISTRICT

Meeting Summary of February 3, 2026

Meeting Summary of the Board of Education's Standing Committee Meeting held on Tuesday, February 3, 2026.

Call to Order:

Superintendent Dr. Pius Ryan called the Standing Committee meeting to order at 7:00 pm, thanking those in attendance for participating. The traditional territorial lands of the Skwxwú7mesh (Squamish) Nation and səliłwətaʔt (Tseil-Waututh) Nation were acknowledged.

Budget Session – Development of the 2026/27 Operating Budget

Senior staff provided the context for developing the annual operating budget including highlights from the current year and planning assumptions that inform student enrolments, school district funding and revenues, staffing requirements and obligations for next year. This was followed by brief presentations aligned to the Framework for Enhancing Student Learning (FESL) and the Mandate for Public Schooling.

Attendees participated in facilitated table discussions to share perspectives and identify considerations for the Board of Education and Senior Leadership Team as they continue budget planning for the 2026/27 school year.

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

Next Meeting:

March 3, 2026

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

Meeting Date: February 24, 2026 **Board** **Board, in camera**

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

Narration:

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

Attachments:

Audit Committee
Inclusion Committee
Policy Review Committee

Audit Committee – February 12, 2026

The Audit Committee was introduced in 2016 to assist the Board of Education in fulfilling its oversight responsibilities for the financial reporting process, the system of internal control, the audit process, the Board of Education's process for monitoring compliance with laws and regulations and the codes of conduct, and the budget process.

Committee members include three representatives from the Board of Education: Daniel Anderson, Lailani Tumaneng and George Tsiakos, and two Independent Financial Experts Roy Uyeno and Jodi Rustad. The Committee is supported by Dr. Pius Ryan, Superintendent, Emily Huner, Secretary Treasurer, Eileen Chin, Director of Financial Services, and Rain Hou, Manager, Budgets and Forecasting

The Committee met on February 12, 2026. The primary purpose of the February meeting is to review the 2025/26 Amended Annual Budget. Additional items discussed included:

- Financial results as of December 31, 2025;
- Capital Fund update; and
- Student enrolment projections.

The next Committee meeting will be held on May 7, 2026.

Inclusion Committee Update – February 2026

The Inclusion Committee is a joint committee, comprised of members from the Board of Education, North Vancouver Administrators' Association, North Vancouver Parent Advisory Council, the North Vancouver Teachers' Association, the Canadian Union of Public Employees (Local 389) and the District Student Leadership Council. The Inclusion Committee is dedicated to advancing inclusive practice and advocating for supports and services that maximize success and independence for all learners.

In the 2025/26 school year, the Inclusion Committee has four scheduled meetings on the following dates: November 13th, January 15th, February 26th, and April 23rd.

The 2025/26 Committee is comprised of the following members:

- Janis Mann, Chair, District Principal of Inclusive Education
- Cyndi Gerlach, Trustee Representative for NVSD Board of Education
- Menina Colangelo, Elementary School Vice Principal, Representative for North Vancouver Administrators Association
- Cheryl Ham, Elementary School Principal, Representative for North Vancouver Administrators Association
- Shannon Smart, Secondary School Vice Principal, Representative for North Vancouver Administrators Association
- George Dusenberry, Representative for North Vancouver Parent Association Council
- Liz Lee, Representative for North Vancouver Parent Association Council
- Vicky Sra, Representative for North Vancouver Parent Association Council
- Bryce Bennett, Representative for the North Vancouver Teacher's Association
- Karen Birchenall, Representative for the North Vancouver Teacher's Association
- Regan Rankin, Representative for the North Vancouver Teacher's Association
- Trish Summers, Representative for the North Vancouver Teacher's Association
- Helena Garcia, Representative for the District Student Leadership Council
- Heybin Lee, Representative for the District Student Leadership Council

The focus of the first meeting was to update this year's Committee on the work that was supported by the 2024/2025 Inclusion Committee. In 2024/2025, through the Superintendent, Policy 211 – Special Education Services and Programs, was put forward for revision. As part of the process for revising this policy, input and feedback was provided through the Inclusion Committee. The 2025/2026 Inclusion Committee reviewed the revised Policy 211 and provided feedback and recommendations on the Policy revisions. The committee was also updated on Inclusive Education Planning and Goals for the 2025-2026 school year which includes a focus on Anti-Ableism Professional Learning and Literacy screening and instruction for all students.

The committee's goals for this year are to support the development of a guide identifying ableist language, euphemisms, and common ableist phrases. Following the development of this guide, the committee will provide guidance on and support the development of an Inclusive Education survey to gather feedback on supports and services. Information from the survey will provide guidance on area for enhancement and to improve accessible and equitable educational programming and services for students with disabilities or who are neurodivergent. This work is in alignment with the Anti-Ableism Policy Administrative Procedures.

Policy Review Committee – February 2026

The Policy Review Committee met virtually on February 9, 2026, with the following partner groups represented: Board, NVTA, NVPAC, NoVA and DSLC.

The Committee received an update on the revised Inclusive Education Policy from Janis Mann, District Principal of Inclusive Education. Clarification was provided that the policy focuses on students with disabilities, while Universal Design for Learning principles embedded within it benefit all learners. Detailed Administrative Procedures have been removed and replaced with links to public resources and the Ministry's Manual of Policies, Procedures and Guidelines for Inclusive Education. The policy will move forward to the Board as an information item.

The Committee also discussed emerging direction from the British Columbia School Trustees Association (BCSTA) Policy Review Working Group.

Key themes include: clarifying the distinction between Board policy (strategic direction) and Administrative Procedures (operational detail). A provincial scan suggests many districts operate with fewer, higher-level policies, prompting consideration that "less may be more."

Using the 300 Series (Health & Safety) as an example, the Committee discussed consolidating multiple policies into one or two overarching policies supported by detailed administrative procedures to improve clarity and coherence.

This work is ongoing, with further provincial guidance anticipated.

The Committee will meet again on April 27, 2026.

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

Meeting Date: February 24, 2026 **Board** **Board, in camera**

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

Narration:

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

Attachment:
Land Management Update – February 2026

Land Management Update – February 2026

Cheakamus Centre

- Longhouse: The structural repair scope of work approved by the insurer was completed in December 2025. Cheakamus has been approved to resume using the longhouse during daytime hours with no overnight accommodation and no wood burning fires. Additional studies have been undertaken by an architect, electrical engineer, mechanical engineer and a code consultant to develop potential options to allow for a propane fire and resumption of overnight accommodation within the structure that comply with occupancy requirements of the authorities having jurisdiction (Municipality of Squamish and Squamish Fire Department). Final reports are expected by the end of February 2026.

Cloverley Elementary School

- January weather improvements allowed interior work to proceed at an accelerated pace. There were no further schedule losses in the last month.
- Exterior work is proceeding on schedule.
- Off-site work is scheduled to start by the end of February 2026.
- Anticipated school occupancy is September 2, 2026.
- CNV forces started with water main replacement along Kennard. It is anticipated that work will take 3-4 weeks.

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 and renovation of two existing classrooms is progressing. Occupancy of the new spaces is tentatively scheduled for mid-March 2026, with minor renovation work to the existing school to follow. Total project completion is anticipated for late spring 2026.

Westview Elementary School – Modular Classroom Addition

- Construction of the addition is substantially complete, with occupancy of the ground floor anticipated for the week of February 23, 2026.
- Landscaping improvements will follow during the spring planting season.

School Enhancement Project - Windsor Secondary School – Envelope Project

- Off-site civil upgrades required by District of North Vancouver are partially complete and intended to be finalized by the end of March break.

Playground Equipment Program – Seymour Heights Elementary

- Construction of the new playground began November 17, 2025. The project was completed on January 29, 2026, and was opened for use to the school community.

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

Meeting Date: February 24, 2026 **Board** **Board, in camera**

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

Narration:

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

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

Meeting Date: February 24, 2026 **Board** **Board, in camera**

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

Narration:

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

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

Meeting Date: February 24, 2026 **Board** **Board, in camera**

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

Narration:

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

Schedule D...
of the
Administrative Memorandum

Meeting Date: February 24, 2026 **Board** **Board, in camera**

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

Narration:

Date and Time	Event	Location
Tuesday, March 3, 2026 at 7:00 p.m.	Standing Committee Meeting	Education Services Centre 2121 Lonsdale Avenue North Vancouver
Tuesday, March 10, 2026 at 6:30 p.m.	Public Board Meeting	Education Services Centre 2121 Lonsdale Avenue North Vancouver
Tuesday, April 14, 2026 at 7:00 p.m.	Public Board Meeting	Education Services Centre 2121 Lonsdale Avenue North Vancouver

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

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

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

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

Meeting Date: February 24, 2026 **Board** **Board, in camera**

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

Narration:

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

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

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

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