

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, October 21, 2025, at
6:30 pm

		Estimated Completion Time
A.	Call to Order	
A.1.	Acknowledgments	6:30 pm
A.2.	Approval of Agenda (that the agenda, as recommended in the Administrative Memorandum, be adopted.)	6:30 pm
A.3.	Approval of Minutes (that the minutes of the Public Meeting of September 23, 2025, be approved as circulated)	6:35 pm
A.4.	Public Questions/Comments *	6:40 pm
A.5.	Educational Presentation: Feeding Futures	6:50 pm
B.	Action Items	
B.1.	Proposed Revised Policy 201: Learning Resources for Classroom Use	7:00 pm
C.	Information and Proposals	
C.1.	Enrollment Update	7:15 pm
C.2.	Organization of Classes Update	7:30 pm
C.3.	Policy 416: Anti-Ableism – Administrative Procedures	7:35 pm
C.4.	Indigenous Education Council – Written Update	7:40 pm
C.5.	Tuesday, October 7, 2025 Standing Committee Meeting	7:45 pm
C.6.	Committee Report – Written Update <ul style="list-style-type: none"> District Screening Committee 	7:50 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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6:30 pm

		Estimated Completion Time
C.7.	Land Management - Written Update	7:55 pm
C.8.	Superintendent's Report	8:10 pm
C.9.	Report Out – British Columbia School Trustees Association and BC Public School Employers' Association	8:15 pm
C.10.	Trustees' Reports/Highlights	8:20 pm
D.	Future Meetings	8:25 pm
E.	Public Question & Comment Period	8:30 pm
F.	Adjournment	8:30 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, September 23, 2025.

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

REGRETS: L. Munro, Chair

A. Call to Order

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

A.1. Acknowledgments

Board Vice Chair Wilson acknowledged the traditional territorial lands of the Sk̓wx̓wú7mesh (Squamish) Nation and səliłwətaʔ (Tsleil-Waututh) Nation.

A.2. Approval of Agenda

Moved by D. Anderson

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

Seconded by G. Tsiakos

Carried

A.3. Approval of Minutes

Moved by K. Mann

that the minutes of the public board meeting of June 17, 2025, be approved as circulated.

Seconded by L. Tumaneng

Carried

A.4. Public Question/Comments

Board Vice Chair Wilson read two public comments regarding the Administrative Procedures for Policy 416: Anti-Ableism; the comments were shared with Trustees in advance of the meeting.

A.5. Educational Presentation: Summer Learning

Dr. Pius Ryan, Superintendent, welcomed Jeeniece Chand, District Principal Curriculum & Assessment and Greg Hockley, former District Principal of Curriculum, Assessment Secondary and Career Education, to provide an update on the various programs included in the 2025 Summer Learning Program. The presenters responded to Trustees' questions.

B.1. Audited Financial Statements for the Year Ended June 30, 2025

Secretary Treasurer Stewart gave opening remarks and introduced Eileen Chin, Director, Financial Services and Lenora Lee, Audit Partner with KPMG. Ms. Chin provided highlights of the financial statements including total operating revenues from all sources of \$258.2 million and total expenses of \$260.9 million, resulting in a deficit of \$2.7 million. Operating fund revenues were \$208.5 million and operating fund expenses were \$206.7 million, resulting in an operating surplus of \$1.7 million

before transfers to other funds for the purchase of capital assets. After recognition of all transfers, the accumulated operating surplus is \$5.6 million.

Lenora Lee, Partner, KMPG presented highlights from the Auditor's Report. Ms. Lee noted that the auditor's work is complete and resulted in a clean and unqualified audit opinion on the draft statements.

The draft audited financial statements were reviewed by the Audit Committee on September 11, 2025 and a motion recommending that the Board approved the statements was approved.

The presenters responded to questions from the Board.

Moved by K. Mann

that the Board of Education approve the Audited Financial Statements for the year ended June 30, 2025, as attached to this administrative memorandum of September 23, 2025.

Seconded by D. Anderson

Carried

Abstained: C. Gerlach

B.2. Framework for Enhancing Student Learning

Dr. Ryan, Superintendent, provided opening remarks and introduced Arlene Martin, Assistant Superintendent who provided a summary of the 2025 report on the Framework for Enhancing Student Learning. Ms. Martin provided context for the report and explained that it is part of the continuous improvement cycle of the school district, aimed at meeting the aspirational goals of the 10-year strategic plan. The presentation builds upon the discussions and feedback from the Standing Committee meeting on September 16, 2025.

Ms. Martin responded to Trustees' questions.

Moved by L. Tumaneng

that the Board of Education approve the North Vancouver School District Enhancing Student Learning Report as attached to this administrative memorandum of September 23, 2025.

Seconded by G. Tsiakos

Carried

B.3. Notice of Motion - Policy 104: Board of Education - Meetings - Administrative Procedures - Submitted by Trustee Anderson

Board Vice Chair Wilson reminded the Board that the Notice of Motion first appeared on the Board agenda on June 17, 2025 and is before the Board for decision. Trustee Anderson provided a brief overview of the recommended changes.

Moved by G. Tsiakos

that the Board of Education requests that the Superintendent and Secretary Treasurer amend Policy 104: Board of Education – Meetings – Administrative Procedures as attached to this administrative memorandum of September 23, 2025.

Seconded by K. Mann

Carried

Opposed: C. Gerlach

A short break was observed

C.1. Ministerial Update AEDs and Naloxone

Superintendent Ryan introduced Nelson Dow, Manager, Occupational Health & Safety and Scott Stanley, Executive Director, Human Resources. Staff presented an overview of the Ministerial requirements and responded to questions.

C.2. Proposed Revised Policy 201: Learning Resources for Classroom Use

Superintendent Ryan introduced Suzette Dohm and Chanin Smyth, Directors of Instruction, who presented the proposed revised policy and responded to questions. The proposed revised policy will return for approval at a future meeting.

C.3 Policy 807: Naming of Facilities or Part of Facilities (Cloverley Elementary School)

Superintendent Ryan introduced Assistant Superintendent, Adam Baumann who provided highlights from policy concerning the naming of facilities relevant to the construction of a new Cloverley Elementary School. There were no questions.

C.4. Policy 205: Outdoor Learning – Administrative Procedures – Posted

Board Vice Chair Wilson noted that Policy 205: Outdoor Learning was included in the package for information only; no questions were asked.

C.5. Policy 416: Anti-Ableism – Administrative Procedures – Posted

Board Vice Chair Wilson reminded Trustees that the Administrative Procedures were presented June 17, 2025 by the subcommittee. Superintendent Ryan advised that staff will follow up with committee members regarding the public comments received.

C.6. Indigenous Education Council – Written Update

A written update on the Indigenous Education Council was included in the Board Package and was taken as read; no questions were asked.

C.7. Tuesday, September 16, 2025 Standing Committee Meeting

A written update on the Standing Committee Meeting was included in the Board Package for information; no questions were asked.

C.8. Committee Reports – Written Update

Written updates on the Audit Committee and Information Communication Technology (ICT) Committee were included in the Board Package; no questions were asked.

C.9. Land Management – Written Update

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

C.10. Superintendent's Report

Superintendent Ryan provided an update to Trustees regarding return to school and start-up activities in September.

C.11. Report Out – British Columbia School Trustees Association (BCSTA) and BC Public School Employers' Association (BCPSEA)

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

C.12. Trustees' Reports/Highlights

Trustees shared their recent highlights, for activities from June 18, 2025 to September 23, 2025, with an emphasis on their roles as school liaisons.

Meetings attended by Trustees included:

- Public Board Meeting
- Standing Committee Meeting
- Audit Committee Orientation and Meeting
- Trustee Seminar
- North Vancouver School District Year End Gratitude
- District Student Leadership Council Meeting
- Safe & Healthy Schools Committee
- BCPSEA Meetings and Webinar
- BCSTA Metro Branch Meeting and Finance & Audit Committee
- Canadian School Board Congress and National Gathering
- Dinner Meeting with the three North Shore MLAs
- North Shore Standing Committee on Substance Use Meeting and “Purple Chair Campaign”

Events attended by Trustees included:

- Swangard Track and Field Meet
- Artist for Kids Summer Camps Celebration and “From the Ground” Exhibit Opening
- City of North Vancouver Fire Department Ceremony for Gifting of two AEDs for Carson Graham and Sutherland Secondary Schools
- Tsleil Waututh Nation Unveiling Ceremony for “Every Child Matters” Crosswalk
- Parent Advisory Committee Meetings at Handsworth Secondary and Windsor Secondary
- Various school visits or events: Argyle Secondary, Blueridge Elementary, Braemar Elementary, Canyon Heights Elementary, Capilano Elementary, Carisbrooke Elementary, Carson Graham Secondary, Cleveland Elementary, Cove Cliff Elementary, Dorothy Lynas Elementary, Eastview Elementary, Esliha7an Learning Centre, Handsworth Secondary, Highlands Elementary, Larson Elementary, Lynnmour Elementary, Lynn Valley Elementary, Montroyal Elementary, Mountainside Secondary, Norgate Elementary, Ridgeway Elementary, Seycove Secondary, Seymour Heights Elementary, Sherwood Park Elementary, Squamish Nation Graduation Ceremony, Westview Elementary and Windsor Secondary

D. Future Meetings

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

E. Public Question/Comment Period

Board Vice 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 Vice Chair Wilson adjourned the meeting at 9:01 pm and thanked those who attended.

Certified Correct:

Jacqui Stewart
Secretary Treasurer

Antje Wilson
Vice Chair, Board of Education

Date

Date

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

Meeting Date: October 21, 2025

☒ **Board**

☐ **Board, in camera**

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

Narration:

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

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

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

Meeting Date: October 21, 2025 ☒ **Board** ☐ **Board, in camera**

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

Narration:

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

Attachment: Ministry of Education and Child Care - Feeding Futures Guiding Principles

Feeding Futures Guiding Principles

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



Ministry of
Education and
Child Care

In practice, this could look like...



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

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



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

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

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



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

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



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

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



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

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

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

Meeting Date: October 21, 2025 ☒ **Board** ☐ **Board, in camera**

Topic (as per the Memorandum): **Proposed Revised Policy 201: Learning Resources for Classroom Use**

Narration:

The Board of Education is committed to fostering inclusive, resource-rich learning environments for all students that reflect diversity and ensure equitable access to educational materials. Schools will provide a wide range of learning resources that honour multiple perspectives, lived experiences, and diverse learning needs.

Policy 201: Learning Resources for Classroom Use was last revised October 15, 2019. The Policy Review Committee identified this policy as one that warranted a review to modernize language, including a change to the policy name. The school district engaged expertise from educators to update the policy. The proposed revised Policy 201: Learning Resources was shared with the Policy Review Committee on May 28, 2025, and further revised based on comments.

The proposed revised policy was brought to the Board of Education for information on June 17, 2025 and again on September 23, 2025. Further changes have not been made since September 2025. Attached is the proposed revised Policy 201: Learning Resources, followed by the current approved Policy 201: Learning Resources for Classroom Use.

Directors of Instruction Suzette Dohm and Chanin Smyth will present the proposed revised policy.

Attachments:

Proposed Revised Policy 201: Learning Resources
Policy 201: Learning Resources for Classroom Use (current approved)

RECOMMENDED MOTION:

that the Board of Education approve Policy 201: Learning Resources as attached to this Administrative Memorandum of October 21, 2025.

201 Learning Resources

Adopted: September 25, 2001

Revised: October 15, 2019

Revised: October 21, 2025

Policy Statement

The Board of Education is committed to fostering inclusive, resource-rich learning environments for all students that reflect diversity and ensure equitable access to educational materials. Schools will provide a wide range of learning resources that honour multiple perspectives, lived experiences, and diverse learning needs.

Definitions

“Learning resources” refers to information represented, accessible, or stored in a variety of media and formats, which assist student learning as defined by the learning outcomes of the provincial curriculum (Ministry of Education and Child Care, 2024).

Guiding Principles for Resource Selection and Use in Schools

The Board of Education is committed to ensuring that all learning resources align with the Vision and Values of the North Vancouver School District and:

- Are inclusive and equitable;
- Reflect diverse cultures, languages, identities, and ways of knowing, including Indigenous perspectives and knowledge systems;
- Prioritize the authentic voices and perspectives of people from communities that have traditionally been excluded, underrepresented or marginalized in society;
- Support multiple means of engagement, expression, and accessibility for all learners;
- Promote critical thinking about historical and contemporary issues without perpetuating discrimination and harmful stereotypes; and,
- Align with the Canadian Charter of Rights and Freedom, the Canadian Human Rights Act and the BC Human Rights Code.

Related Policies

- [Policy 210: Controversial Issues in Schools](#)
- [Policy 405: Political/Religious Activities or Materials](#)
- [Policy 409: Anti-Racism and Equity through Cultural Diversity](#)
- [Policy 412: Supporting Sexual Orientation, Gender Identity and Gender Expression](#)
- [Policy 416: Anti-Ableism](#)

Resources

- [North Vancouver School District Accessibility Plan](#)
- [Canadian Charter of Rights and Freedom](#)

- [Canadian Human Rights Act](#)
- [BC Human Rights Code](#)
- [Ministry of Education and Child Care](#)

201 Learning Resources for Classroom Use

Revised: September 25, 2001

Revised: October 15, 2019

Policy

The Board of Education promotes the development of a resource-rich learning environment in its schools by providing a wide variety of learning materials to meet student needs.

For purposes of this Policy and the Administrative Procedures, “learning resources” will refer to print and non-print materials that are curriculum-related, age-appropriate and accommodating to a wide range of learning abilities and interests.

The Board of Education will provide a variety of learning resources, which shall be fair, objective and free from bias, propaganda, discrimination and gender stereotyping, except where the use of such materials promotes critical thinking about these issues.

The selection of learning resources in the North Vancouver School District shall be in accordance with the following criteria:

- Specified in a previous Ministry of Education provincial curriculum program guide or
- Recommended by the Ministry of Education or
- Approved by *Focused Education Resources* (formerly ERAC) or
- Identified as authentic First Peoples Resources from the First Nations Education Steering Committee (FNESC) or
- Developed by the North Vancouver School District or
- Approved by the North Vancouver School District.

A parent/guardian of a North Vancouver School District student or a local resident may formally challenge the use of a learning resource in the North Vancouver School District through the procedures outlined in the Administrative Procedures.

Administrative Procedures

[Policy 201: Learning Resources for Classroom Use - Administrative Procedures](#)

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

Meeting Date: October 21, 2025 ☒ **Board** ☐ **Board, in camera**

Topic (as per the Memorandum): **Enrolment Update**

Narration:

Enrolment projections are prepared each spring to assist with the preparation of the Estimated Operating Grant funded by the Ministry of Education and Child Care which informs development of the school district's operating budget and staffing levels. The enrolment projected for September 2025 was 16,496 full time equivalent (FTE) students. The projection was based on historical trends, local knowledge, and expected Kindergarten registration at all schools.

Actual enrolment is submitted to the Ministry at the end of September through the 1701 Report. The 1701 report collects detailed student-level data from BC schools, including demographic information, program enrolment, course participation for secondary students, and school attendance status. This data is used to determine funding, monitor enrolment trends, and support educational planning and policy development across the province. The 1701 Reports are submitted four times per year: September, February, May and July.

The presentation to the Board of Education provides comparisons between the projected and actual enrollments for September 2025, as well as comparisons to prior years. The Enrolment Update, based on September results report total actual enrolment at 16,490 which is consistent with the enrolment projection prepared in February 2025.

Assistant Superintendent Adam Baumann will update the Board of Education on actual enrolments for Fall 2025.

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

Meeting Date: October 21, 2025 ☒ **Board** ☐ **Board, in camera**

Topic (as per the Memorandum): **Organization of Classes Update**

Narration:

The requirement for reporting the Organization of Classes is no longer required by legislation or Ministry of Education and Child Care direction; however, the information contained within this report is useful for year-to-year comparison of class size and other demographic data within the school district. Since the Supreme Court of Canada's decision restored contract language on Class Size and Composition, the report has been modified to provide information that relates to the North Vancouver School District and North Vancouver Teachers' Association contract. The report will provide information on:

- General Student Enrolment information
- Supplemental Enrolment Information
- Review of Class Size Limits/Composition Requirements
- Class Size Average Comparison
- Combined Classes Comparison

Assistant Superintendent Adam Baumann and District Principal Brigette Gerandol will provide an overview for Fall 2025.

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

Meeting Date: October 21, 2025 ☒ **Board** ☐ **Board, in camera**

Topic (as per the Memorandum): **Policy 416: Anti-Ableism - Administrative Procedure**

Narration:

Subsequent to the September 23, 2025 Public Board Meeting, additional feedback on the Administrative Procedure for Policy 416: Anti-Ableism was received.

The feedback has been incorporated into the Administrative Procedure. Attached for information is the current version of the Administrative Procedure and the version highlighting the changes.

The Chair of the Subcommittee on Anti-Ableism has shared the current version of Administrative Procedure with the subcommittee members. On behalf of senior administration, the school district would like to acknowledge the subcommittee members for their advice and insights that informed the Administrative Procedure.

Attachments:

Policy 416: Anti-Ableism - Administrative Procedure – current version

Policy 416: Anti-Ableism - Administrative Procedure – current version with changes highlighted

416 Anti-Ableism - Administrative Procedure

Updated: October 10, 2025

Purpose

The North Vancouver Board of Education ("The Board") is committed to actively addressing ableism and disablism in the North Vancouver School District ("NVSD"). NVSD works to raise awareness, promote and advance inclusivity, and implement concrete measures to reduce and eventually eliminate instances of ableism and disablism within its school communities.

NVSD is also committed to working closely with community partners and the disability community to achieve these goals together. The North Vancouver School District Accessibility Plan 2023-2026 sets out specific actions to remove and prevent barriers caused by ableism and disablism. These administrative procedures are informed by, and designed to support, the goals of this plan.

To support the implementation of Policy 416: Anti-Ableism, the following administrative procedures will be followed.

Scope

These administrative procedures apply to all students as well as school district employees, independent contractors, volunteers, and visitors ("staff") and North Vancouver Board of Education Trustees. These individuals are expected to be aware of and follow these administrative procedures in their learning and work.

Definitions

Please see the resources section below to access language guides and definitions.

Procedures

These administrative procedures set out the expected actions NVSD will take to establish and maintain inclusive learning environments.

A) Ableism/Disablism Training and Awareness

- i. NVSD will develop and recommend a comprehensive guide identifying ableist language, euphemisms, and common ableist phrases.

- ii. NVSD will create guidelines for reviewing resources through the lens of ableism, disablism, and disability to be provided to all staff.
- iii. NVSD will review and create guidelines to plan for the inclusion and participation of all students within the NVSD to attend field trips, outdoor school, emergency preparedness drills, and school community events and programs.
- iv. In collaboration with people with visible and invisible disabilities, the NVSD will select and/or create professional development, in-service, and/or training focused on the following:
 - a. Understanding of disability, accessibility, barriers, inclusion, and ableism/disablism through an intersectional lens.
 - b. Promoting and acknowledging significant dates within the disability community including National Accessibility Week and the International Day of Persons with Disabilities.
 - c. Enhancing understanding of Individual Education Plan development and implementation, and the application of adaptations, accommodations, and neuro-affirmative supports within the classroom.
 - d. Providing professional learning for educators on the applications of Universal Design for Learning (UDL) principles to increase equitable access to learning, particularly for students with disabilities and those who are neurodivergent.
 - e. In alignment with the BC Ministry of Education and Child Care K-12 Reporting Order, assessing support needs, accommodations, and student-centred assessment.
 - f. Providing opportunities for staff to build their understanding of neuro-affirmative practices.

B) Technology Proficiency

- i. The Information and Communication Technology (ICT) department will develop a comprehensive training plan for staff to use tools within Microsoft 365 that enable inclusive learning. For example, training on “Text to Speech” and “Speech to Text” tool may be helpful.
- ii. All staff will ensure best efforts to communicate with students, staff, and families through multiple accessible formats.
- iii. Learning Services, in collaboration with other departments, will advance staff training, understanding, and proficiency in Alternative and Augmentative Communication (AAC) devices aimed at communication skill acquisition and

development. They will coordinate these efforts with families to best support nonspeaking students.

C) Human Resources Practices

- i. The Human Resources department will review current practices and materials, including job posting templates, application and interview processes, to identify barriers to accessibility, ableist/disablist practices, and terminology.
- ii. The Human Resources department will ensure inclusive language with explicit commitment to provide accommodations and accessibility within all aspects of the hiring process, including recruitment, applications, interviews, and onboarding processes.
- iii. The Human Resources department will provide training on accessibility principles in recruitment, employment, awareness of unconscious biases, and ableism.
- iv. The Human Resources department will incorporate information on inclusion, accessibility, and anti-ableist practices into NVSD's orientation program.

D) Collaboration and Partnerships

Collaboration is important for the creation of effective educational programs and services.

- i. Continue to collaborate with parents/guardians, staff, students, and community partners that support persons with disabilities and enrich/enhance neuro-affirmative and anti-ableist support systems for students, families, and staff.
- ii. To eliminate ableism/disablism, ableist/disablist practices, and exclusion, the NVSD Inclusion Committee, the NVSD Accessibility Committee, and the Student Intellectual Disability and Autism Sub Committee will identify and collaborate on addressing barriers to accessing equitable education.

E) Communicating and Reporting Instances of Ableism

- i. Proactive and collaborative parent-school relationships positively impact student success and well-being. The purpose of communication between families and school employees is to create, maintain and enhance positive relationships in support of the student's educational plan. (See [Collaborative Communications](#) and [Policy 406](#).)

- ii. Encourage and empower students and their families to utilize the [Expect Respect and a Safe Education \(ERASE\) website](#) as an online reporting tool available to students and their families to seek help or submit reports if they see, hear, or experience instances of ableism.
- iii. When barriers are experienced, any member of the NVSD community can share feedback through the [Accessibility Feedback Mechanism](#).

F) Monitoring and Evaluation

- i. Monitor the implementation of these administrative procedures to ensure adherence, consistency, and effectiveness, and to identify and implement potential updates or enhancements.
- ii. NVSD's Inclusion Committee will gather feedback from students and families on services and support provided. The Committee will use feedback to identify areas for enhancement and to improve accessible and equitable educational programming and services for students with disabilities or who are neurodivergent.

Resources

These Administrative Procedure support Policy 416: Anti-Ableism.

Language guides and definitions are helpful for understanding the terminology used in these Administrative Procedure:

- [Government of Canada language resource](#)
- [Autism Alliance of Canada language guide](#)

416 Anti-Ableism - Administrative Procedure

Updated: October 10, 2025

Purpose

The North Vancouver Board of Education ("The Board") is committed to actively addressing ableism and disablism in the North Vancouver School District ("NVSD"). NVSD works to raise awareness, promote and advance inclusivity, and implement concrete measures to reduce and eventually eliminate instances of ableism and disablism within its school communities.

NVSD is also committed to working closely with community partners and the disability community to achieve these goals together. The North Vancouver School District Accessibility Plan 2023-2026 sets out specific actions to remove and prevent barriers caused by ableism and disablism. These administrative procedures are informed by, and designed to support, the goals of this plan.

To support the implementation of Policy 416: Anti-Ableism, the following administrative procedures will be followed.

Scope

These administrative procedures apply to all students as well as school district employees, independent contractors, volunteers, and visitors ("staff") and North Vancouver Board of Education Trustees. These individuals are expected to be aware of and follow these administrative procedures in their learning and work.

Definitions

Please see the resources section below to access language guides and definitions.

Procedures

These administrative procedures set out the expected actions NVSD will take to establish and maintain inclusive learning environments.

A) Ableism/Disablism Training and Awareness

- i. NVSD will develop and recommend a comprehensive guide identifying ableist language, euphemisms, and common ableist phrases.
- ii. NVSD will create guidelines for reviewing resources through the lens of ableism, disablism, and disability to be provided to all staff.

- iii. NVSD will review and create guidelines to plan for the inclusion and participation of all students within the NVSD to attend field trips, outdoor school, emergency preparedness drills, and school community events and programs.
- iv. In collaboration with people with visible and invisible disabilities, the NVSD will select and/or create professional development, in-service, and/or training focused on the following:
 - a. Understanding of disability, accessibility, barriers, inclusion, and ableism/disablism through an intersectional lens.
 - b. Promoting and acknowledging significant dates within the disability community including National Accessibility Week and the International Day of Persons with Disabilities.
 - c. Enhancing understanding of Individual Education Plan development and implementation, and the application of adaptations, accommodations, and neuro-affirmative supports within the classroom.
 - d. Providing professional learning for educators on the applications of Universal Design for Learning (UDL) principles to ~~promote-increase~~ equitable access to ~~education~~learning, particularly for students with disabilities and those who are neurodivergent.
 - e. In alignment with the BC Ministry of Education and Child Care K-12 Reporting Order, assessing support needs, accommodations, and student-centred assessment.
 - f. Providing opportunities for staff to build their understanding of neuro-affirmative practices.

B) Technology Proficiency

- i. The Information and Communication Technology (ICT) department will develop a comprehensive training plan for staff to use tools within Microsoft 365 that enable inclusive learning. For example, training on “Text to Speech” and “Speech to Text” tool may be helpful.
- ii. All staff will ensure best efforts to communicate with students, staff, and families through multiple accessible formats.
- iii. Learning Services, in collaboration with other departments, will advance staff training, understanding, and proficiency in Alternative and Augmentative Communication (AAC) devices aimed at communication skill acquisition and development. They will coordinate these efforts with families to best support nonspeaking students.

C) Human Resources Practices

- i. The Human Resources department will review current practices and materials, including job posting templates, application, and interview processes to identify barriers to accessibility, ableist/disablist practices, and terminology.
- ii. The Human Resources department will ensure inclusive language with explicit commitment to provide accommodations and accessibility within all aspects of the hiring process, including recruitment, applications, interviews, and onboarding processes.
- iii. The Human Resources department will provide training on accessibility principles in recruitment, employment, awareness of unconscious biases, and ableism.
- iv. The Human Resources department will incorporate information on inclusion, accessibility, and anti-ableist practices into NVSD's orientation program.

D) Collaboration and Partnerships

Collaboration is important for the creation of effective educational programs and services.

- i. Continue to collaborate with parents/guardians, staff, students, and community partners that support persons with disabilities and enrich/enhance neuro-affirmative and anti-ableist support systems for students, families, and staff.
- ii. To eliminate ableism/disablism, ableist/disablist practices, and exclusion, the NVSD Inclusion Committee, the NVSD Accessibility Committee, and the Student Intellectual Disability and Autism Sub Committee will identify and collaborate on addressing barriers to accessing equitable education.

E) Communicating and Reporting Instances of Ableism

- i. Proactive and collaborative parent-school relationships positively impact student success and well-being. The purpose of communication between families and school employees is to create, maintain and enhance positive relationships in support of the student's educational plan. (See [Collaborative Communications](#) and [Policy 406](#).)
- ii. Encourage and empower students and their families to utilize the [Expect Respect and a Safe Education \(ERASE\) website](#) as an online reporting tool available to students and their families to seek help or submit reports if they see, hear, or experience instances of ableism.
- iii. When barriers are experienced, any member of the NVSD community can share feedback through the [Accessibility Feedback Mechanism](#).

F) Monitoring and Evaluation

- i. Monitor the implementation of these administrative procedures to ensure adherence, consistency, and effectiveness, and to identify and implement potential updates or enhancements.
- ii. NVSD's Inclusion Committee will gather feedback from students and families on services and support provided. The Committee will use feedback to identify areas for enhancement and to improve accessible and equitable educational programming and services for students with disabilities or who are neurodivergent.

Resources

These administrative procedures support Policy 416: Anti-Ableism.

Language guides and definitions are helpful for understanding the terminology used in these Administrative Procedures:

- [Government of Canada language resource](#)
- [Autism Alliance of Canada language guide](#)

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

Meeting Date: October 21, 2025 ☒ **Board** ☐ **Board, in camera**

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

Narration:

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

Attachment:

Board Update: Indigenous Education Council: September 22, 2025

Board Update: Indigenous Education Council: September 22, 2025

The Indigenous Education Council (IEC) met on September 22, 2025 at the Education Services Centre. While quorum was not achieved, the meeting provided an important opportunity for discussion, updates, and planning for the year ahead.

Key agenda items included updates to the Framework for Enhancing Student Learning (FESL), the Joint Verification Process (JVP) for Indigenous student enrolment, review of the IEC/Secretariat budget, and planning for the Cloverley Elementary School reopening in partnership with local Nations.

School district data shared through the FESL highlights continued positive trends for Indigenous learners. The Grade 11 to 12 transition rate has reached 99%, and the graduation rate now stands at 95%, both well above provincial averages. Student Learning Survey data further shows that Indigenous students have a stronger sense of belonging, welcome, and safety than peers across the province. The Council discussed ongoing work to close literacy and numeracy gaps and expressed interest in collaborating on a new literacy initiative with school district staff and Nation educators.

The Cloverley Elementary rebuild was discussed as a significant opportunity to deepen understanding of local histories and relationships with the land. Council members explored ideas for engaging both the Squamish and Tsleil-Waututh Nations in ensuring the school's cultural foundations are grounded in respect and reciprocity, potentially including a companion name reflecting the local context and connection to place.

The Secretariat also shared updates on communication processes, Teams resources, and the IEC budget, noting that the 2024–25 operating budget of \$76,700 will support ongoing Council activities, honoraria, and professional learning opportunities. The approved Terms of Reference were confirmed as submitted to the Ministry of Education and Child Care, with future dialogue anticipated regarding Métis representation.

Council members from the Squamish Nation provided updates on the continued growth of Capilano Little Ones (now at 120 students), staffing pressures, and the upcoming Nation elections. Discussion included opportunities to connect staff for professional learning, enhance communication between schools and Nations, and support equitable access to extracurricular activities through information-sharing with families.

The meeting concluded with updates on staff collaboration, Indigenous Support Worker assignments, and the importance of maintaining inclusive access to programs and financial supports for all Indigenous students.

The next IEC meeting will take place in November, when quorum is anticipated and further discussion of the 2025/26 budget and planning priorities will continue.

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

Meeting Date: October 21, 2025 ☒ **Board** ☐ **Board, in camera**

**Topic (as per the
Memorandum):** **Tuesday, October 7, 2025 Standing Committee Meeting**

Narration:

The Board of Education will find attached the meeting summary from October 7, 2025 Standing Committee Meeting.

Trustee Lailani Tumaneng will report on highlights of the meeting.

Attachment:

Meeting Summary – Board of Education Standing Committee, October 7, 2025

BOARD OF EDUCATION STANDING COMMITTEE
Education and Programs

NORTH VANCOUVER SCHOOL DISTRICT

Meeting Summary of October 7, 2025

Meeting Summary of the Board of Education's Standing Committee Meeting held at the Education Services Centre, 2121 Lonsdale Avenue, North Vancouver, British Columbia on Tuesday, October 7, 2025.

Call to Order

Standing Committee Chair Lailani Tumaneng called the meeting to order at 7:00 p.m., welcoming attendees and thanking them for their participation. She acknowledged that the meeting was taking place on the traditional territories of the Skwxwú7mesh (Squamish) Nation and the səliłwətaʔ (Tsleil-Waututh) Nation.

Meeting Overview

Assistant Superintendent Adam Baumann introduced the evening's agenda, which focused on *Mental Health and Well-Being*, one of six strategic goals outlined in the North Vancouver School District's Strategic Plan 2021–2031. The meeting was hosted by Jeremy Church, Director of Instruction and Sarah Best, District Principal, with a focus on:

1. Role of Public Education including current landscape of mental health, school roles and supports and strategies
2. Role of Community: Importance of partnership and integrated support and overcoming barriers to access

Laura Ames, Principal of Argyle Secondary School shared insights into how Argyle Secondary has incorporated mental health and well being in their School Plan. Attendees also participated in table discussions reflecting on the presentations.

Closing Remarks

Trustee Lailani Tumaneng offered closing comments, and Assistant Superintendent Adam Baumann concluded the meeting by thanking all participants for their contributions.

Resources

The presentation is available online: [2025/26 Public Meetings](#).

Next Meeting

Tuesday, November 4, 2025

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

Meeting Date: October 21, 2025 ☒ **Board** ☐ **Board, in camera**

**Topic (as per the
Memorandum):** **Committee Report - 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.

Attachment:
District Screening Committee

District Screening Committee – October 2025

The District Screening Committee reviews and recommends decisions for all Ministry of Education and Child Care Special Education Identification requests for the North Vancouver School District, for students in Kindergarten to Grade 12. The District Screening Committee also reviews requested support hours submitted by individual schools' Extended School Based Resource Teams.

The process of pursuing and receiving the Ministry identifications is an important function of the North Vancouver School District, both for guiding educational supports and programming, as well as ensuring that those programs and supports are adequately funded by the Ministry. The District Screening Committee also works to ensure that designation files that have been approved and claimed for funding are fully meeting the Ministry of Education and Child Care criteria, thus also ensuring that those files are audit ready.

The District Screening Committee is comprised of North Vancouver School District administration and North Vancouver Teachers' Association members. Membership includes:

- Co-Chairs: Jeremy Church (North Vancouver School District) and Trish Summers (North Vancouver Teachers' Association)
- Directors of Instruction: Chanin Smyth and Suzette Dohm
- School Administrators: Janis Mann, Jeeniece Chand, Carly Roy, and Sarah Best
- North Vancouver Teachers' Association Members: Beverly Buckingham, Trish Summers, Trevor Baker, Megan Rogers, Meagan Stoker, and Ilona Oszadzsky

The District Screening Committee meets monthly between September and May, with two meetings in May. In support of the efficiency of the District Screening Committee, and in awareness of all members time, three sub-committees have been created, each with balanced representation from the District Screening Committee. Each subcommittee reviews a section of the submitted designation requests, and have been organized as follows:

- Category R/H - Trevor Baker, Beverly Buckingham (North Vancouver Teachers' Association), Sarah Best (North Vancouver School District)
- Category Q/P/K - Trish Summers, and Ilona Oszadzsky (North Vancouver Teachers' Association), Jeeniece Chand and Carly Roy (North Vancouver School District)
- Category A through G - Meagan Stoker, Megan Rogers (North Vancouver Teachers' Association), Janis Mann (North Vancouver School District)

In the 2024/25 school year, the District Screening Committee reviewed 753 designation packages. In September 2025, the District Screening Committee reviewed 252 designation packages.

Link to Ministry Designation Categories and Criteria. See pages 91 to 98 of the of the [Inclusive Education Handbook](#).

Schedule ..C7...
of the
Administrative Memorandum

Meeting Date: October 21, 2025 ☒ **Board** ☐ **Board, in camera**

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

Narration:

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

Attachment:
Land Management Update – October 2025

Land Management Update – October 2025

Cheakamus Centre

- Environmental Learning Centre – Envelope Rehabilitation: roof warranty inspection is scheduled for October 15, 2025. No leaks observed since 2023/2024 winter season.
- Longhouse: structural engineer, insurance adjuster and fire investigation specialist visited the site on June 12, 2025. An investigation is underway to determine the cause of the fire. A structural scope of repair has been approved by the insurer and a general contractor has been engaged to undertake the repairs.

Cloverley Elementary School

- Building foundation, major steel structure and mass timber elements are nearing completion.
- The 2nd floor concrete slabs for the east and west sides of the building have been poured. The concrete slab-on-grade pour in the gymnasium is scheduled for October 15, 2025.
- Activities in progress: roof waterproofing, site services, interior framing, mechanical and electrical rough-ins and retaining walls around the playfield and the north side of the building.
- Revised civil and landscaping off-site drawings were submitted to the City of North Vancouver on October 7, 2025; final approved off-site drawing package expected from the City of North Vancouver imminently.
- Revised BC Hydro drawings received on October 8, 2025 and awaiting updated drawings from Telus.

Handsworth Secondary School – Artificial Turf Field (ATF)

- The District of North Vancouver awarded the civil construction tender for the ATF field project. The general contractor has installed construction fencing and started site preparation. Completion of the project is scheduled for late 2026.

Lucas Centre Partial Demolition

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

Lynn Valley Elementary School - Expansion Project

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

Westview Elementary School – Modular Classroom Addition

- Construction of the addition is in progress, with completion anticipated by the end of December 2025.

School Enhancement Project - Windsor Secondary School – Envelope Project

- Phase 3 is nearing completion. Some minor additional work will be coordinated around the school schedule in the next two months.
- Off-site civil upgrades required by District of North Vancouver are nearing completion.

Playground Equipment Program – Seymour Heights Elementary

- Design of the new accessible playground is advancing with stakeholder input and should be finalized by late October.
- Project completion is anticipated in spring 2026.

Playground Communication Boards

- Installation of Communication boards completed at 7 elementary schools: Brooksbank, Larson, Lynn Valley, Lynnmour, Norgate, Queen Mary and Westview.

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

Meeting Date: October 21, 2025 ☒ **Board** ☐ **Board, in camera**

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

Narration:

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

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

Meeting Date: October 21, 2025 ☒ **Board** ☐ **Board, in camera**

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

Narration:

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

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

Meeting Date: October 21, 2025 ☒ **Board** ☐ **Board, in camera**

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

Narration:

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

Schedule D...
of the
Administrative Memorandum

Meeting Date: October 21, 2025 ☒ **Board** ☐ **Board, in camera**

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

Narration:

Date and Time	Event	Location
Tuesday, November 4, 2025 at 7:00 p.m.	Standing Committee Meeting	Education Services Centre 2121 Lonsdale Avenue North Vancouver
Tuesday, November 18, 2025 at 6:30 p.m.	Public Board Meeting	Education Services Centre 2121 Lonsdale Avenue North Vancouver
Tuesday, December 16, 2025 6:30 p.m.	Public Board Meeting	Education Services Centre 2121 Lonsdale Avenue North Vancouver

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

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

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

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

Meeting Date: October 21, 2025 ☒ **Board** ☐ **Board, in camera**

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

Narration:

At the end of the Public Board Meeting, members of the public attending the meeting have an opportunity to obtain clarification concerning the meeting's proceedings. Those who are attending virtually can email publiccomments@sd44.ca or call 604-998-5100 and leave a voice mail. Questions and comments will be accepted until one hour after the adjournment of the meeting. Questions and comments submitted by email or phone will be circulated to the Board of Education.

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

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

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