



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, September 23, 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 June 17, 2025, be approved as circulated)	6:35 pm
A.4.	Public Questions/Comments *	6:45 pm
A.5.	Educational Presentation: Summer Learning	6:55 pm
B.	Action Items	
B.1.	Audited Financial Statements for the Year Ended June 30, 2025	7:15 pm
B.2.	Framework for Enhancing Student Learning	7:35 pm
B.3.	Notice of Motion - Policy 104: Board of Education - Meetings - Administrative Procedures - Submitted by Trustee Anderson	7:45 pm
C.	Information and Proposals	
C.1.	Ministerial Update AEDs and Naloxone	7:50 pm
C.2.	Proposed Revised Policy 201: Learning Resources for Classroom Use Policy added to package	7:55 pm
C.3.	Policy 807: Naming of Facilities or Part of Facilities (Cloverley Elementary School)	8:00 pm
C.4.	Policy 205: Outdoor Learning – Administrative Procedures – Posted Revised Administrative Procedures	8:05 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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Tuesday, September 23, 2025 at
6:30 pm

	Estimated Completion Time
C.5. Policy 416: Anti-Ableism – Administrative Procedures – Posted Updated Administrative Procedures	8:10 pm
C.6. Indigenous Education Council – Written Update	8:15 pm
C.7. Tuesday, September 16, 2025 Standing Committee Meeting	8:20 pm
C.8. Committee Reports – Written Update <ul style="list-style-type: none">• Audit Committee• Information & Communication Technology Advisory Committee	8:25 pm
C.9. Land Management - Written Update	8:30 pm
C.10. Superintendent's Report	8:45 pm
C.11. Report Out – British Columbia School Trustees Association and BC Public School Employers' Association	8:50 pm
C.12. Trustees' Reports/Highlights	8:55 pm
D. Future Meetings	9:00 pm
E. Public Question & Comment Period	9:05 pm
F. Adjournment	9:05 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, June 17, 2025.

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

A. Call to Order

Board Chair Linda Munro called the meeting to order at 7:02 p.m.

A.1. Acknowledgments

Board Chair Linda Munro acknowledged the traditional territorial lands of the Sk̓wxwú7mesh (Squamish) Nation and səliłwətaʔt (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 A. Wilson

Carried

A.3. Approval of Minutes

Moved by K. Mann

that the minutes of the public board meeting of May 20, 2025, be approved as circulated.

Seconded by G. Tsiakos

Carried

A.4. Public Question/Comments

Board Chair Munro read the communication that was received from the public on June 16, 2025. Secretary Treasurer and Privacy Officer, Jacqui Stewart, provided a response.

A.5. Educational Presentation: Celebration of Student Success

Dr. Pius Ryan, Superintendent, welcomed Jeremy Church, Director of Instruction, who provided a brief overview of the Capstone Project. Additionally, a Grade 12 student from Seycove Secondary shared her experiences with the Capstone project, providing valuable insights into challenges and rewards.

B.1. Five-Year Capital Plan 2026/27

Secretary Treasurer Stewart introduced Michael Chapman, Acting Director of Facilities and Planning, who provided an overview of the Five-Year Capital Plan, which is informed by the Long Range Facilities Plan. The presenter responded to Trustees' questions.

Moved by L. Munro

that the Board approve the Five-Year Major Capital Plan, Minor Capital Plan, and Food Infrastructure Resolutions as attached to Schedule B.1. of June 17, 2025.

Seconded by K. Mann

Carried

B.2. Notice of Motion - Policy 104: Board of Education - Meetings - Administrative Procedures – Submitted by Trustee Gerlach

Trustee Gerlach provided further detail and rationale for the proposed changes to the Administrative Procedures and took questions from the Trustees.

This agenda item was deferred for discussion at a Trustee Seminar in September; no vote was required.

B.3. Corporate Banking Services: Bankers and Signing Officers
- Toronto Dominion Bank
- BlueShore Financial

Board Chair Munro introduced the following standard bylaws and resolutions as a result to the change in staff who are assigned signing authority. Secretary Treasurer Jacqui Stewart explained the process.

Moved by A. Wilson

that the Toronto-Dominion Bank Resolution re: Bankers and Signing Officers as per Schedule B.3.(A). be approved.

Seconded by C. Gerlach

Carried

Moved by D. Anderson

that the BlueShore Financial Resolution re: Bankers and Signing Officers as per Schedule B.3.(B). be approved.

Seconded by K. Mann

Carried

B.4. Board Committees and Trustee Liaison Assignments

Board Chair Munro advised that in accordance with Policy 102: Board of Education - Committees and Representation, the Board of Education shall review annually all Trustee representational assignments. These appointments are effective September 2025, for the start of the new school year.

Moved by L. Munro

that the Board approve the Chair's appointments of Trustees as attached to this Administrative Memorandum of June 17, 2025, and make the appointments effective September 2, 2025.

Seconded by L. Tumaneng

Carried

C.1. Notice of Motion - Policy 104: Board of Education - Meetings - Administrative Procedures - Submitted by Trustee Anderson

Trustee Anderson spoke to the motion put forward for awareness. Board Chair Munro noted that this item will return to the September Public Board meeting.

C.2. Catchment Update: Planning for a new elementary school in the Cloverley neighborhood

Superintendent Ryan introduced the agenda item and invited Assistant Superintendent Adam Baumann to present the catchment review update. The presenter responded to Trustees' questions.

C.3 Policy 416: Anti-Ableism – Draft Administrative Procedures - Submitted by the Ableism Subcommittee

Superintendent Ryan introduced the agenda item and invited Dr. Vince White, Chair of the subcommittee and members, Jennifer Branston, representative for the North Vancouver Parent

Advisory Council, and Kevin Pokasuwan, representative for the Canadian Union of Public Employees to present to the Board. The presenters responded to Trustees' questions.

C.4. Proposed Revised Policy 201: Learning Resources

Trustee Anderson spoke to the revisions discussed at Policy Review Committee. Superintendent Ryan added further context and a brief overview of process. The proposed revised policy, included in the Board package for awareness will return to the Board for approval.

C.5. Policy 212: Animals in Schools – Administrative Procedures

Board Chair Munro noted that Policy 212: Animals in Schools – Administrative Procedures was included in the package for information only; no questions were asked.

C.6. Policy 611: Privacy – Administrative Procedure – Social Media

Board Chair Munro noted that this Administrative Procedure was previously presented to the Trustees at a recent Trustee Seminar. It was included in the Board package for information and no questions were asked.

C.7. Committee Reports – Written Update

Written updates on the Capital Planning Committee, Emergency Preparedness Committee, Occupational Health & Safety Committee, and Policy Review Committee were included in the Board Package, no questions were asked.

C.8. Land Management – Written Update

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

C.9. Superintendent's Report

Superintendent Dr. Ryan advised that in accordance to Policy 810: Child Care Programs on Board Property, that the Board has confirmed these programs will continue to be delivered through third party licenced service providers.

Dr. Ryan, Superintendent provided a reflection of the school year supported by a video featuring events across the school district.

C.10. Report Out – British Columbia School Trustees Association (BCSTA) and BC Public School Employers' Association (BCPSEA)

Trustee Anderson had no updates regarding the British Columbia School Trustees Association.

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

C.11. Trustees' Reports/Highlights

Trustees shared their recent highlights, for activities from May 21, 2025 to June 17, 2025, with an emphasis on their roles as school liaisons.

Meetings attended by Trustees included:

- Public Board Meeting
- Trustee In Camera Meeting
- Trustee Seminar
- Artist for Kids Meeting
- City of North Vancouver Advisory Planning Committee

- City of North Vancouver Integrated Transportation Committee
- Mayor and Council of the City of North Vancouver
- District Student Leadership Council Meeting and Forum
- Minister of Education and Child Care Meeting
- North Shore Standing Committee on Substance Use
- Capital Planning Committee
- Emergency Preparedness Committee
- French Immersion Advisory Committee
- Policy Review Committee
- Safe & Healthy Schools Committee
- Screening and Selection of Vice Principals Meetings
- BCSTA Metro Branch Meeting
- BCSTA Legislative Committee
- BCSTA English Language Learners Consortium
- BCPSEA Bargaining Communications for Trustees

Events attended by Trustees included:

- District of North Vancouver 2025 Youth Awards
- New Elementary School at Cloverley site tour
- North Shore Youth Queer Prom
- Swangard Track and Field Meet
- NVSD Ready, Set, Learn community event
- NVSD Retirement Dinner
- Superintendent's Celebration of Learning Luncheon
- Parent Advisory Committee Meetings at Handsworth Secondary and Windsor Secondary
- Various school visits or events: Braemar Elementary, Capilano Elementary, Carisbrooke Elementary, Carson Graham Secondary, Cleveland Elementary, Handsworth Secondary, Lynnmour Elementary, Mountainside Secondary, Norgate Elementary, Seycove Secondary, Seymour Heights Elementary, Sherwood Park Elementary and Windsor Secondary

D. Future Meetings

The annual schedule of Board Meetings for 2025/26 has been established and the list of meetings has been included in the meeting package. The next meeting will be September 23, 2025.

E. Public Question/Comment Period

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

No questions or comments were brought forward.

F. Adjournment

The established agenda being completed, Board Chair Munro adjourned the meeting at 9:40 pm and thanked those who attended.

Certified Correct:

Jacqui Stewart
Secretary Treasurer

Linda Munro
Chair, Board of Education

Date

Date

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

Meeting Date: September 23, 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: September 23, 2025

☒ **Board**

☐ **Board, in camera**

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

Educational Presentation: Summer Learning

Narration:

North Vancouver School District Summer Learning provides an engaging learning environment where students can challenge themselves and fulfill their personal learning goals through alternative pathways to September to June schooling. Two principals oversee the educational and operational aspects of the programs and work collaboratively with the Summer Learning Vice-Principals at each site. The Summer Learning administrative team, in collaboration with the Summer Learning staff, annually reviews and revises the various programs under the Summer Learning umbrella to provide direction for future programming.

The administrative team and staff champion the Summer Learning foundational tenets and values. They are at the forefront of all decisions and directional changes:

- Collaboration
- Communication
- Community
- Diversity
- Innovation
- Inquiry

These values manifest in unique ways across our programs: Elementary, Secondary Foundations and Secondary Full Credit.

Elementary Summer Learning is designed for students in grades four to seven with specific learning profiles. Numeracy and Literacy classes are designed for students in grades four, five and six. Social Connections is designed for students in grades five through seven. The English Language Learning Newcomers course is designed for English Language Learning students who have just arrived in North Vancouver. Entrance to the elementary programs is by referral and application through School Based Resource Teams.

The highly personalized Summer Learning Review and Completion at Esliha7an supports Indigenous students. Through careful teacher planning in collaboration with each student and an Indigenous Support Worker, individual course completion plans are made. Students can choose to review and complete any of the core academic courses from grades 8 through 12.

Secondary Foundations offers two programs: Transition and Academic Foundations. Transition courses are designed to support students making the transition from elementary school to secondary school. Students may choose from English Language Learners Transition, French Immersion Transition, International Baccalaureate Transition and Secondary Transition.

Academic Foundations, including Literacy 8/9 and Numeracy 8/9, are designed to support students who have completed grade 8 or grade 9 and aim to boost their competencies and knowledge in literacy or numeracy respectively. These courses are personalized and targeted to meet individual student needs. English Language Learning Foundations provides opportunities for students in high school to further develop their command of the English language.

Full Credit offers required courses for graduation including mathematics, sciences, social studies, and language arts, including opportunities for students to meet the Indigenous-focused graduation requirement.

In keeping with tradition, Summer Learning 2025 was the vibrant learning community people have come to expect with a focus on student engagement and learning, a culture of innovation and collaboration, and a community that embraces the uniqueness of our learners and staff members.

Secondary Summer Learning Principal, Greg Hockley, and Elementary Summer Learning Principal, Jeeniece Chand, will provide an overview and update of the 2025 Summer Learning program.

Schedule B.1...
of the
Administrative Memorandum

Meeting Date: September 23, 2025

☒ **Board**

☐ **Board, in camera**

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

Audited Financial Statements for the Year Ended June 30, 2025

Narration:

The 2024/25 audited financial statements have been prepared consistent with the format prescribed by the Ministry of Education and Child Care and audited by KPMG.

The attached statements are provided for review and approval by the Board of Education. In 2024/25, total revenues from all sources were \$258.2 million, and total expenses were \$260.9 million, resulting in a deficit of \$2.7 million (refer to Statement 2).

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 (refer to Schedule 2).

The School District Audit Committee met on September 11, 2025. The Committee consists of five voting members: three Trustees and two Independent Financial Experts. The ex-officio, non-voting members consist of the Superintendent, Secretary Treasurer, and Director of Financial Services.

In accordance with the Terms of Reference, the Audit Committee:

- Reviewed the audited financial statements and Financial Statement Discussion & Analysis report with management and KPMG;
- Reviewed the Audit Findings Report and met In-Camera with the Auditor, without staff present to discuss the internal controls, audit approach, and provide an opportunity to discuss management performance; and
- Passed the following motion concerning the 2024/25 audited financial statements.

Motion: *that the Audit Committee recommends that the Board approve audited financial statements for the year ended June 30, 2025.*

Eileen Chin, Director of Financial Services, will present the 2024/25 audited financial statements. The auditor, Lenora Lee, Audit Partner of KPMG, will attend to present the Auditor's Report to the Board and respond to questions.

Attachments:

- School District No. 44 (North Vancouver) Audited Financial Statements for year ended June 30, 2025
- Financial Statement Discussion & Analysis Report for the year ended June 30, 2025.

RECOMMENDED MOTION:

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.

Audited Financial Statements of

School District No. 44 (North Vancouver)

And Independent Auditors' Report thereon

June 30, 2025

School District No. 44 (North Vancouver)

June 30, 2025

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School District No. 44 (North Vancouver)

MANAGEMENT REPORT

DRAFT

Management's Responsibility for the Financial Statements.

The accompanying financial statements of School District No. 44 (North Vancouver) have been prepared by management in accordance with the accounting requirements of Section 23.1 of the Budget Transparency and Accountability Act of British Columbia, supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board, and the integrity and objectivity of these statements are management's responsibility. Management is also responsible for all of the notes to the financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements.

The preparation of financial statements necessarily involves the use of estimates based on management's judgment particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and reliable financial information is produced.

The Board of Education of School District No. 44 (North Vancouver) (called the "Board") is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises these responsibilities through the Board. The Board reviews internal financial statements on a monthly basis and externally audited financial statements yearly.

The external auditors, KPMG LLP, conduct an independent examination, in accordance with Canadian generally accepted auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to financial management of School District No. 44 (North Vancouver) and meet when required. The accompanying Independent Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the School District's financial statements.

On behalf of School District No. 44 (North Vancouver)

DRAFT	
Signature of the Comptroller of Education	Date Signed
Signature of the Superintendent	Date Signed

Signature of the Secretary Treasurer

Date Signed

**KPMG LLP**

St. Andrew's Square II
800-730 View Street
Victoria BC V8W 3Y7
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INDEPENDENT AUDITOR'S REPORT

To the Board of Education of School District No. 44 (North Vancouver), and
To the Minister of Education and Child Care, Province of British Columbia

Opinion

We have audited the consolidated financial statements of School District No. 44 (North Vancouver) (the Entity), which comprise:

- the consolidated statement of financial position as at June 30, 2025
- the consolidated statement of operations for the year then ended
- the consolidated statement of changes in net debt for the year then ended
- the consolidated statement of cash flows for the year then ended
- and notes to the consolidated financial statements, including a summary of significant accounting policies

(Hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements as at and for the year ended June 30, 2025 of the Entity are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "**Auditor's Responsibilities for the Audit of the Financial Statements**" section of our auditor's report.

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter – Financial Reporting Framework

We draw attention to Note 2(a) to the financial statements which describes the applicable financial reporting framework and the significant differences between the financial reporting framework and Canadian public sector accounting standards.

Our opinion is not modified in respect of this matter.



Other Information

Management is responsible for the other information. Other information comprises:

- Information, other than the financial statements and the auditor's report thereon, included in the Financial Statement Discussion and Analysis document.
- Unaudited Schedules 1-4 attached to the audited financial statements

Our opinion on the financial statements does not cover the other information and we do not and will not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

We obtained the Other Information, other than the financial statements and the auditor's report thereon, included in the Financial Statement Discussion and Analysis document and Unaudited Schedules 1-4 attached to the audited financial statements as at the date of this auditor's report. If, based on the work we have performed on this other information, we conclude that there is a material misstatement of this other information, we are required to report that fact in the auditor's report.

We have nothing to report in this regard.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation of the financial statements in accordance with the financial reporting provisions of Section 23.1 of the Budget and Transparency and Accountability Act of the Province of British Columbia and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.



Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.
- Plan and perform the group audit to obtain sufficient appropriate audit evidence regarding the financial information of the entities or business units within the group as a basis for forming an opinion on the group financial statements. We are responsible for the direction, supervision and review of the audit work performed for the purposes of the group audit. We remain solely responsible for our audit opinion.

Chartered Professional Accountants

Victoria, Canada
September 23, 2025

School District No. 44 (North Vancouver)

Statement 1

Statement of Financial Position

As at June 30, 2025

	2025 Actual	2024 Actual
	\$	\$
Financial Assets		
Cash and Cash Equivalents	52,982,386	51,132,324
Accounts Receivable		
Due from Province - Ministry of Education and Child Care	1,187,213	46,560
Other (Note 3)	2,331,932	1,676,419
Inventories for Resale (Note 4)	301,835	299,349
Total Financial Assets	56,803,366	53,154,652
Liabilities		
Accounts Payable and Accrued Liabilities		
Other (Note 5)	24,009,897	17,491,721
Unearned Revenue (Note 6)	10,790,376	11,640,605
Deferred Revenue (Note 7)	6,508,924	6,374,175
Deferred Capital Revenue (Note 8)	320,190,929	298,673,140
Employee Future Benefits (Note 9)	9,190,813	8,895,349
Asset Retirement Obligation (Note 10)	15,968,254	15,968,254
Capital Lease Obligations (Note 11)	495,942	608,015
Total Liabilities	387,155,135	359,651,259
Net Debt	(330,351,769)	(306,496,607)
Non-Financial Assets		
Tangible Capital Assets (Note 12)	419,408,801	398,884,680
Prepaid Expenses	1,964,877	1,331,936
Total Non-Financial Assets	421,373,678	400,216,616
Accumulated Surplus (Deficit) (Note 14)	91,021,909	93,720,009
Contractual Obligations (Note 17)		
Contingent Liabilities (Note 20)		
Approved by the Board		
Signature of the Chairperson of the Board		Date Signed
Signature of the Superintendent		Date Signed
Signature of the Secretary Treasurer		Date Signed

DRAFT

School District No. 44 (North Vancouver)

Statement 2

Statement of Operations

Year Ended June 30, 2025

	2025 Budget (Note 19) \$	2025 Actual \$	2024 Actual \$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	218,958,179	217,717,866	204,148,024
Other	40,005	49,840	41,960
Federal Grants	14,000	14,000	14,590
Tuition	10,845,500	11,260,706	10,436,924
Other Revenue	10,080,504	13,812,360	13,196,948
Rentals and Leases	2,996,500	3,199,381	2,941,625
Investment Income	1,714,500	1,533,918	2,219,574
Amortization of Deferred Capital Revenue	10,627,098	10,629,668	10,512,190
Total Revenue	<u>255,276,286</u>	<u>258,217,739</u>	<u>243,511,835</u>
Expenses			
Instruction	214,448,942	215,669,633	204,602,594
District Administration	8,625,216	7,510,990	7,657,237
Operations and Maintenance	36,895,470	37,080,211	35,457,495
Transportation and Housing	829,253	633,580	702,866
Debt Services		21,425	
Write-off/down of Buildings and Sites			17,671
Total Expense	<u>260,798,881</u>	<u>260,915,839</u>	<u>248,437,863</u>
Surplus (Deficit) for the year	<u>(5,522,595)</u>	<u>(2,698,100)</u>	<u>(4,926,028)</u>
Accumulated Surplus (Deficit) from Operations, beginning of year		93,720,009	98,646,037
Accumulated Surplus (Deficit) from Operations, end of year		<u>91,021,909</u>	<u>93,720,009</u>

School District No. 44 (North Vancouver)

Statement 4

Statement of Changes in Net Debt

Year Ended June 30, 2025

	2025 Budget (Note 19)	2025 Actual	2024 Actual
	\$	\$	\$
Surplus (Deficit) for the year	(5,522,595)	(2,698,100)	(4,926,028)
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets	(37,709,785)	(36,712,713)	(13,440,261)
Amortization of Tangible Capital Assets	16,136,831	16,188,592	15,569,010
Write-down carrying value of Tangible Capital Assets			23,732
Asset Retirement Obligation			277,581
Total Effect of change in Tangible Capital Assets	(21,572,954)	(20,524,121)	2,430,062
Acquisition of Prepaid Expenses		(2,610,854)	(1,478,271)
Use of Prepaid Expenses		1,977,913	1,118,341
Use of Supplies Inventory			17,657
Total Effect of change in Other Non-Financial Assets	-	(632,941)	(342,273)
(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)	(27,095,549)	(23,855,162)	(2,838,239)
Net Remeasurement Gains (Losses)			
(Increase) Decrease in Net Debt		(23,855,162)	(2,838,239)
Net Debt, beginning of year		(306,496,607)	(303,658,368)
Net Debt, end of year		(330,351,769)	(306,496,607)

School District No. 44 (North Vancouver)

Statement 5

Statement of Cash Flows

Year Ended June 30, 2025

	2025 Actual	2024 Actual
	\$	\$
Operating Transactions		
Surplus (Deficit) for the year	(2,698,100)	(4,926,028)
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	(1,796,166)	922,252
Inventories for Resale	(2,486)	961
Supplies Inventories	-	17,657
Prepaid Expenses	(632,941)	(359,930)
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	6,518,176	197,259
Unearned Revenue	(850,229)	1,252,070
Deferred Revenue	134,749	1,226,530
Employee Future Benefits	295,464	117,911
Asset Retirement Obligations	-	(127,209)
Amortization of Tangible Capital Assets	16,188,592	15,569,010
Amortization of Deferred Capital Revenue	(10,629,668)	(10,512,190)
Write-Off/down of Buildings and Sites	-	17,671
Total Operating Transactions	6,527,391	3,395,964
Capital Transactions		
Tangible Capital Assets Purchased	(7,770,821)	(9,465,582)
Tangible Capital Assets -WIP Purchased	(28,941,892)	(3,366,662)
Total Capital Transactions	(36,712,713)	(12,832,244)
Financing Transactions		
Capital Revenue Received	32,147,457	11,231,754
Capital Lease Payments	(112,073)	-
Total Financing Transactions	32,035,384	11,231,754
Net Increase (Decrease) in Cash and Cash Equivalents	1,850,062	1,795,474
Cash and Cash Equivalents, beginning of year	51,132,324	49,336,850
Cash and Cash Equivalents, end of year	52,982,386	51,132,324
Cash and Cash Equivalents, end of year, is made up of:		
Cash	47,724,683	48,456,683
Cash Equivalents	5,257,703	2,675,641
	52,982,386	51,132,324

SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2025

NOTE 1 AUTHORITY AND PURPOSE

The School District, established on April 12, 1946, operates under authority of the School Act of British Columbia as a corporation under the name of "The Board of Education of School District No. 44 (North Vancouver)", and operates as "School District No. 44 (North Vancouver)." A board of education ("Board") elected for a four-year term governs the School District. The School District provides educational programs to students enrolled in schools in the district, and is principally funded by the Province of British Columbia through the Ministry of Education and Child Care. School District No. 44 (North Vancouver) is exempt from federal and provincial corporate income taxes.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The financial statements of the School District are prepared by management in accordance with the basis of accounting described below. Significant accounting policies of the School District are as follows:

a) Basis of Accounting

The financial statements have been prepared in accordance with Section 23.1 of the *Budget Transparency and Accountability Act of the Province of British Columbia*. This Section requires that the financial statements be prepared in accordance with Canadian public sector accounting standards except in regard to the accounting for government transfers as set out in Notes 2(g) and 2(p).

In November 2011, Treasury Board provided a directive through Restricted Contributions Regulation 198/2011 providing direction for the reporting of restricted contributions whether they are received or receivable by the School District before or after this regulation was in effect.

As noted in notes 2(g) and 2(p), Section 23.1 of the *Budget Transparency and Accountability Act* and its related regulations require the School District to recognize government transfers for the acquisition of capital assets into revenue on the same basis as the related amortization expense.

As a result, revenue recognized in the statement of operations and certain related deferred capital revenue would be recorded differently under Canadian Public Sector Accounting Standards.

b) Basis of Consolidation

These financial statements reflect the assets, liabilities, revenues, and expenses of the reporting entity, which is comprised of all controlled entities, including the Cheakamus Foundation for Environmental Learning. Inter-departmental balances and organizational transactions have been eliminated.

The School District does not administer any trust activities on behalf of external parties.

c) Cash and Cash Equivalents

Cash and cash equivalents include cash and term deposits that are readily convertible to known amounts of cash and that are subject to an insignificant risk of change in value. These cash equivalents generally have a maturity of three months or less at acquisition and are held for the purpose of meeting short-term cash commitments rather than for investing.

d) Accounts Receivable

Accounts receivable are measured at amortized cost and shown net of allowance for doubtful accounts.

SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2025

NOTE 2 **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**
(Continued)

e) Inventories for Resale

Artists for Kids print inventory is recorded using the specific identification method. These inventories for resale are measured at lower of cost and net realizable value. Cost includes all costs incurred to get ready for sale including production, taxes and duties. Net realizable value is the expected selling price in the ordinary course of business.

f) Unearned Revenue

Unearned revenue includes tuition fees received for courses to be delivered in future periods and receipt of proceeds for services or products to be delivered in a future period. Revenue will be recognized in that future period when the courses, services, or products are provided.

g) Deferred Revenue and Deferred Capital Revenue

Deferred revenue includes contributions received with stipulations that meet the description of restricted contributions in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. When restrictions are met, deferred revenue is recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability as detailed in Note 2(p).

Funding received for the acquisition of depreciable tangible capital assets is recorded as deferred capital revenue and amortized over the life of the asset acquired as revenue in the statement of operations. This accounting treatment is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met unless the transfer contains a stipulation that creates a liability in which case the transfer is recognized as revenue over the period that the liability is extinguished.

h) Employee Future Benefits

The School District provides certain post-employment benefits including vested and non-vested benefits for certain employees pursuant to certain contracts and union agreements. The School District accrues its obligations and related costs including both vested and non-vested benefits under employee future benefit plans. Benefits include vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, vacation, overtime and death benefits. The benefits cost is actuarially determined using the projected unit credit method pro-rated on service and using management's best estimate of expected salary escalation, termination rates, retirement rates and mortality. The discount rate used to measure obligations is based on the cost of borrowing. The cumulative unrecognized actuarial gains and losses are amortized over the expected average remaining service lifetime of active employees covered under the plan.

The most recent valuation of the obligation was performed at March 31, 2025 and projected to March 31, 2028. The next valuation will be performed at March 31, 2028 for use at June 30, 2028. For the purposes of determining the financial position of the plans and the employee future benefit costs, a measurement date of March 31 was adopted for all periods subsequent to July 1, 2004.

The School District and its employees make contributions to the Teachers' Pension Plan and Municipal Pension Plan. The plans are multi-employer plans where assets and obligations are not separated. The costs are expensed as incurred.

SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2025

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(Continued)

i) Asset Retirement Obligations

A liability is recognized when, as at the financial reporting date:

- there is a legal obligation to incur retirement costs in relation to a tangible capital asset;
- the past transaction or event giving rise to the liability has occurred;
- it is expected that future economic benefits will be given up; and
- a reasonable estimate of the amount can be made.

Liabilities are recognized for statutory, contractual or legal obligations associated with the retirement of tangible capital assets when those obligations result from the acquisition, construction, development or normal operation of the assets. The liability includes costs for the removal of asbestos and other hazardous material in several of the buildings owned by the School District. The estimate of the asset retirement obligations includes costs directly attributable to the asset retirement activities. The resulting costs have been capitalized into the carrying amount of tangible capital assets and are being amortized on the same basis as the related tangible capital asset (see note 2 k). The carrying value of the liability is reviewed at each financial reporting date with changes to the timing or amount of the original estimate of cash flows recorded as an adjustment to the liability and related tangible capital asset.

j) Liability for Contaminated Sites

Contaminated sites are a result of contamination being introduced into air, soil, water or sediment of a chemical, organic or radioactive material or live organism that exceeds an environmental standard. The liability is recorded net of any expected recoveries. A liability for remediation of contaminated sites is recognized when a site is not in productive use and all the following criteria are met:

- an environmental standard exists;
- contamination exceeds the environmental standard;
- the School District:
 - is directly responsible; or
 - accepts responsibility;
- it is expected that future economic benefits will be given up; and
- a reasonable estimate of the amount can be made.

The liability is recognized as management's estimate of the cost of post-remediation including operation, maintenance and monitoring that are an integral part of the remediation strategy for a contaminated site.

SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2025

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(Continued)

k) Tangible Capital Assets

The following criteria apply:

- Tangible capital assets acquired or constructed are recorded at cost which includes amounts that are directly related to the acquisition, design, construction, development, improvement or betterment of the assets. Cost also includes overhead directly attributable to construction as well as interest costs that are directly attributable to the acquisition or construction of the asset.
- Donated tangible capital assets are recorded at their fair market value on the date of donation, except in circumstances where fair value cannot be reasonably determined, which are then recognized at nominal value. Transfers of capital assets from related parties for no consideration are recorded at carrying value.
- Work-in-progress is recorded as an acquisition to the applicable asset class at substantial completion.
- Tangible capital assets are written down to residual value when conditions indicate they no longer contribute to the ability of the School District to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. The write-downs are accounted for as expenses in the Statement of Operations.
- Buildings that are demolished or destroyed are written-off.
- Works of art, historic assets and other intangible assets are not recorded as assets in these financial statements.
- The cost, less residual value, of tangible capital assets (excluding sites), is amortized on a straight-line basis over the estimated useful life of the asset. It is management's responsibility to determine the appropriate useful lives for tangible capital assets. These useful lives are reviewed on a regular basis or if significant events indicate the need to revise. Estimated useful life is as follows:

Buildings	40 years
Furniture & Equipment	10 years
Vehicles	10 years
Computer Software	5 years
Computer Hardware	5 years
Assets Under Capital Lease	Term of the lease

l) Capital Leases

Leases that, from the point of view of the lessee, transfer substantially all the benefits and risks incident to ownership of the property to the School District are considered capital leases. These are accounted for as an asset and an obligation. Capital lease obligations are recorded at the present value of the minimum lease payments excluding executory costs, e.g., insurance, maintenance costs, etc. The discount rate used to determine the present value of the lease payments is the lower of the School District's rate for incremental borrowing or the interest rate implicit in the lease.

All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

m) Prepaid Expenses

Payments for insurance, commissions, subscriptions, membership and maintenance contracts for use within the School District in a future period are included as a prepaid expense and stated at acquisition cost and are charged to expense over the periods expected to benefit from it.

SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2025

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(Continued)

n) Supplies Inventory

Supplies inventory held for consumption or use include data processing equipment and are recorded at the lower of historical cost and replacement cost.

o) Funds and Reserves

Certain amounts, as approved by the Board are set aside in accumulated surplus for future operating and capital purposes. Transfers to and from funds and reserves are an adjustment to the respective fund when approved (see Note 14 – Accumulated Surplus).

p) Revenue Recognition

Revenues are recorded on an accrual basis in the period in which the transactions or events occurred that gave rise to the revenues, the amounts are considered to be collectible and can be reasonably estimated.

Contributions received or where eligibility criteria have been met are recognized as revenue except where the contribution meets the criteria for deferral as described below. Eligibility criteria are the criteria that the School District has to meet in order to receive the contributions including authorization by the transferring government.

For contributions subject to a legislative or contractual stipulation or restriction as to their use, revenue is recognized as follows:

- Non-capital contributions for specific purposes are recorded as deferred revenue and recognized as revenue in the year related expenses are incurred,
- Contributions restricted for site acquisitions are recorded as revenue when the sites are purchased, and
- Contributions restricted for tangible capital assets acquisitions other than sites are recorded as deferred capital revenue and amortized over the useful life of the related assets.

Donated tangible capital assets other than sites are recorded at fair market value and amortized over the useful life of the assets. Donated sites are recorded as revenue at fair market value when received or receivable.

The accounting treatment for restricted contributions is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met unless the transfer contains a stipulation that meets the criteria for liability recognition in which case the transfer is recognized as revenue over the period that the liability is extinguished.

Revenue from transactions with performance obligations is recognized when (or as) the performance obligation is satisfied. Revenue from transactions with no performance obligations is recognized when the School District (a) has authority to claim or retain an inflow of economic resources; and (b) identifies a past transaction or event that gives rise to an asset.

Investment income is reported in the period earned. When required by the funding party or related Act, investment income earned on deferred revenue is added to the deferred revenue balance.

SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2025

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(Continued)

q) Expenditures

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed. Interest expense includes interest on capital lease.

Categories of Salaries

- Principals, Vice-Principals, and Directors of Instruction employed under an administrative officer contract are categorized as Principals and Vice-Principals.
- Superintendents, Assistant Superintendents, Secretary-Treasurers, Trustees and other employees excluded from union contracts are categorized as Other Professionals.

Allocation of Costs

- Operating expenses are reported by function, program, and object. Whenever possible, expenditures are determined by actual identification. Additional costs pertaining to specific instructional programs, such as special and aboriginal education, are allocated to these programs. All other costs are allocated to related programs.
- Actual salaries of personnel assigned to two or more functions or programs are allocated based on the time spent in each function and program. School-based clerical salaries are allocated to school administration and partially to other programs to which they may be assigned. Principals and Vice-Principals salaries are allocated to school administration and may be partially allocated to other programs to recognize their other responsibilities.
- Employee benefits and allowances are allocated to the same programs, and in the same proportions, as the individual's salary.
- Supplies and services are allocated based on actual program identification.

r) Financial Instruments

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the financial statements. The School District recognizes a financial instrument when it becomes a party to a financial instrument contract.

Financial instruments consist of cash and cash equivalents, accounts receivable, accounts payable and accrued liabilities.

Except for portfolio investments in equity instruments quoted in an active market that are recorded at fair value, all financial assets and liabilities are recorded at cost or amortized cost and the associated transaction costs are added to the carrying value of these investments upon initial recognition and amortized using the effective interest rate method. Transaction costs are incremental costs directly attributable to the acquisition or issue of a financial asset or a financial liability.

SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2025

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(Continued)

r) Financial Instruments (continued)

Unrealized gains and losses from changes in the fair value of financial instruments measured at fair value are recognized in the statement of remeasurement gains and losses. Upon settlement, the cumulative gain or loss is reclassified from the statement of remeasurement gains and losses and recognized in the statement of operations. Interest and dividends attributable to financial instruments are reported in the statement of operations. There are no measurement gains or losses during the periods presented; therefore no statement of remeasurement gains or losses is included in these financial statements. All financial assets except derivatives are tested annually for impairment. When financial assets are impaired, impairment losses are recorded in the statement of operations. A write-down of a portfolio investment to reflect a loss in value is not reversed for a subsequent increase in value.

For financial instruments measured using amortized cost, the effective interest rate method is used to determine interest revenue or expense.

s) Measurement Uncertainty

Preparation of financial statements in accordance with the basis of accounting described in note 2 requires management to make estimates and assumptions that impact reported amounts of assets and liabilities at the date of the financial statements and revenues and expenses during the reporting periods.

Areas requiring the use of management estimates relate to the potential impairment of assets, asset retirements obligations, estimates for contingent liabilities, rates for amortization and estimated employee future benefits. Actual results could differ from those estimates.

NOTE 3 ACCOUNTS RECEIVABLE

	30-Jun-25	30-Jun-24
Due from Province includes:		
Grants Receivable	\$ -	\$ 30,000
COA Draws Receivable	1,187,213	16,560
	<u>\$ 1,187,213</u>	<u>\$ 46,560</u>
Other Receivables Include:		
GST/PST Receivable	\$ 345,608	\$ 252,438
Recoverable Insurance Claims	197,287	61,086
Recoverable Payroll	43,731	5,146
Sundry Billings	165,474	175,903
Miscellaneous Receivables	1,560,696	1,163,360
Special Purpose	19,136	18,486
	<u>\$ 2,331,932</u>	<u>\$ 1,676,419</u>

SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2025

NOTE 4 INVENTORIES FOR RESALE

Inventories for resale at June 30, 2025 and 2024 consist solely of Artists for Kids prints.

NOTE 5 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	30-Jun-25	30-Jun-24
Trade payables	\$ 11,181,639	\$ 5,756,334
Salaries and benefits payable	11,421,176	10,365,049
Accrued vacation pay	1,407,082	1,370,338
	<u>\$ 24,009,897</u>	<u>\$ 17,491,721</u>

NOTE 6 UNEARNED REVENUE

	30-Jun-25	30-Jun-24
Balance, beginning of year	\$ 11,640,605	\$ 10,388,535
Tuition fees received	10,112,706	11,622,170
Other fees received	2,108,526	1,819,026
Revenue earned in the year from Tuition	(11,260,706)	(10,435,924)
Revenue earned in the year from Other	(1,810,755)	(1,753,202)
Balance, end of year	<u>\$ 10,790,376</u>	<u>\$ 11,640,605</u>

NOTE 7 DEFERRED REVENUE

Deferred revenue includes unspent grants and contributions received that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board, i.e., the stipulations associated with those grants and contributions have not yet been fulfilled.

	30-Jun-25	30-Jun-24
Balance, beginning of year	\$ 6,374,175	\$ 5,147,645
Provincial grants	30,991,263	28,599,573
Other Grants	8,264,019	7,644,607
	<u>\$ 39,255,282</u>	<u>\$ 36,244,180</u>
Allocated to revenue	\$ 39,047,344	\$ 35,017,650
Recoveries	73,189	-
	<u>\$ 39,120,533</u>	<u>\$ 35,017,650</u>
Balance, end of year	<u>\$ 6,508,924</u>	<u>\$ 6,374,175</u>

SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2025

NOTE 8 DEFERRED CAPITAL REVENUE

Deferred capital revenue includes grants and contributions received that are restricted by the contributor for the acquisition of tangible capital assets that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. Once spent, the contributions are amortized into revenue over the life of the asset acquired.

	30-Jun-25	30-Jun-24
Deferred Capital Revenue (DCR)		
Balance, beginning of year	\$ 293,461,996	\$ 296,457,150
Transferred from Deferred Revenue - Capital Additions	4,124,037	6,610,628
Transferred from Deferred Revenue - Work in Progress	3,025,948	912,474
Amortization of Deferred Capital Revenue	(10,629,668)	(10,512,190)
Revenue recognized on disposal of buildings	-	(6,066)
Balance, end of year	<u>\$ 289,982,313</u>	<u>\$ 293,461,996</u>
Work in Progress		
Balance, beginning of year	\$ 3,708,663	\$ 1,254,476
Transferred from Deferred Revenue - Work in progress	26,881,780	3,366,661
Transferred to Deferred Capital Revenue	(3,025,948)	(912,474)
Balance, end of year	<u>\$ 27,564,495</u>	<u>\$ 3,708,663</u>
Unspent Deferred Capital Revenue		
Balance, beginning of year	\$ 1,502,481	\$ 248,017
Provincial Grants – Ministry of Education and Childcare	31,953,332	11,152,960
Other Grants	194,125	78,794
Transferred to DCR - Capital Additions	(4,124,037)	(6,610,628)
Transferred to DCR - Work in Progress	(26,881,780)	(3,366,662)
Balance, end of year	<u>\$ 2,644,121</u>	<u>\$ 1,502,481</u>
Total deferred capital revenue balance, end of year	<u>\$ 320,190,929</u>	<u>\$ 298,673,140</u>

SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2025

NOTE 9 EMPLOYEE FUTURE BENEFITS

Benefits include vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, vacation, overtime and death benefits. Funding is provided when the benefits are paid and accordingly, there are no plan assets. Although no plan assets are uniquely identified, the School District has provided for the payment of these benefits.

	30-Jun-25	30-Jun-24
Reconciliation of Accrued Benefit Obligation		
Accrued Benefit Obligation – April 1	\$ 7,589,342	\$ 7,630,131
Service Cost	678,647	688,482
Interest Cost	332,496	314,250
Benefit Payments	(629,173)	(525,325)
Actuarial (Gain) Loss	1,441,386	(518,196)
Accrued Benefit Obligation – March 31	\$ 9,412,698	\$ 7,589,342

Reconciliation of Funded Status at End of Fiscal Year		
Accrued Benefit Obligation - March 31	\$ 9,412,698	\$ 7,589,342
Market Value of Plan Assets - March 31	-	-
Funded Status - Surplus (Deficit)	(9,412,698)	(7,589,342)
Employer Contributions After Measurement Date	231,395	260,131
Benefits Expense After Measurement Date	(339,072)	(252,786)
Unamortized Net Actuarial (Gain) Loss	329,562	(1,313,352)
Accrued Benefit Asset (Liability) - June 30	(\$9,190,813)	(\$8,895,349)

Reconciliation of Change in Accrued Benefit Liability		
Accrued Benefit Liability (Asset) - July 1	\$ 8,895,349	\$ 8,777,438
Net Expense for Fiscal Year	895,900	824,535
Employer Contributions	(600,436)	(706,624)
Accrued Benefit Liability (Asset) - June 30	\$ 9,190,813	\$ 8,895,349

Components of Net Benefit Expense		
Service Cost	\$ 752,123	\$ 686,023
Interest Cost	345,307	318,811
Amortization of Net Actuarial (Gain)/Loss	(201,529)	(180,299)
Net Benefit Expense (Income)	\$ 895,900	\$ 824,535

Assumptions

Discount Rate - April 1	4.25%	4.00%
Discount Rate - March 31	4.00%	4.25%
Long Term Salary Growth - April 1	2.50% + seniority	2.50% + seniority
Long Term Salary Growth - March 31	2.50% + seniority	2.50% + seniority
EARS - March 31	11.5	9.9

SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2025

NOTE 10 ASSET RETIREMENT OBLIGATION

Legal liabilities exist for the removal and disposal of asbestos and other environmentally hazardous materials within some district owned buildings that will undergo major renovations or demolition in the future. The timing of future settlement is unknown.

	<u>30-Jun-25</u>	<u>30-Jun-24</u>
Asset Retirement Obligation, July 1	\$ 15,968,254	\$ 16,373,044
Settlements during the year	-	(127,209)
Change in estimate	-	(277,581)
Asset Retirement Obligation, June 30	<u>\$ 15,968,254</u>	<u>\$ 15,968,254</u>

NOTE 11 CAPITAL LEASE OBLIGATION

The School District entered into an obligation for photocopiers under capital lease in June 2024. The lease provides for the option to purchase the equipment at the fair market value on the expiration date of June 21, 2029. Repayment is due as follows:

	<u>30-Jun-25</u>
2026	\$133,500
2027	133,500
2028	133,500
2029	<u>133,500</u>
Total minimum lease payments	\$534,000
Less amounts representing interest at 4.02%	38,058
Present value of net minimum capital lease payments	<u>\$495,942</u>

Total interest on the capital lease obligation for the year ended June 30, 2025, was \$21,425 (2024: \$0)

NOTE 12 TANGIBLE CAPITAL ASSETS

Net Book Value	<u>30-Jun-25</u>	<u>30-Jun-24</u>
Sites	\$ 12,472,243	\$ 12,472,243
Buildings	367,285,425	369,952,986
Buildings – work in progress	27,564,496	3,708,664
Furniture & Equipment	6,719,943	6,719,740
Vehicles	1,066,889	884,416
Computer Software	6,791	20,374
Computer Hardware	4,293,014	5,126,257
Total	<u>\$ 419,408,801</u>	<u>\$ 398,884,680</u>

SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2025

NOTE 12 TANGIBLE CAPITAL ASSETS
(continued)

June 30, 2025

Cost	Opening Balance	Additions	Disposals/ Transfers (WIP)	Balance at June 30, 2025
Sites	\$ 12,472,243	\$ -	\$ -	\$ 12,472,243
Buildings	569,786,831	5,340,835	5,086,060	580,213,726
Buildings – work in progress	3,708,664	28,941,892	(5,086,060)	27,564,496
Furniture & Equipment	10,323,152	1,072,646	(270,095)	11,125,703
Vehicles	1,844,081	380,882	(100,861)	2,124,102
Computer Software	67,917	-	-	67,917
Computer Hardware	9,472,623	976,458	(1,824,692)	8,624,389
Total	\$ 607,675,511	\$ 36,712,713	(\$2,195,648)	\$ 642,192,576

Accumulated Amortization	Opening Balance	Additions	Disposals/Write offs	Balance at June 30, 2025
Sites	\$ -	\$ -	\$ -	\$ -
Buildings	199,833,845	13,094,456	-	212,928,301
Furniture & Equipment	3,603,412	1,072,443	(270,095)	4,405,760
Vehicles	959,665	198,409	(100,861)	1,057,213
Computer Software	47,543	13,583	-	61,126
Computer Hardware	4,346,366	1,809,701	(1,824,692)	4,331,375
Total	\$ 208,790,831	\$ 16,188,592	(\$2,195,648)	\$ 222,783,775

June 30, 2024

Cost	Opening Balance	Additions	Disposals/ Transfers (WIP)	Balance at June 30, 2024
Sites	\$ 12,472,243	\$ -	\$ -	\$ 12,472,243
Buildings	562,646,940	6,999,334	140,557	569,786,831
Buildings – work in progress	1,254,476	3,366,662	(912,474)	3,708,664
Furniture & Equipment	9,806,184	817,143	(300,175)	10,323,152
Vehicles	1,916,847	35,239	(108,005)	1,844,081
Computer Software	67,917	-	-	67,917
Computer Hardware	7,938,768	2,221,883	(688,028)	9,472,623
Total	\$ 596,103,375	\$ 13,440,261	(\$1,868,125)	\$ 607,675,511

Accumulated Amortization	Opening Balance	Additions	Disposals/Write offs	Balance at June 30, 2024
Sites	\$ -	\$ -	\$ -	\$ -
Buildings	187,684,675	12,619,774	(470,604)	199,833,845
Furniture & Equipment	2,897,120	1,006,467	(300,175)	3,603,412
Vehicles	879,623	188,047	(108,005)	959,665
Computer Software	33,961	13,582	-	47,543
Computer Hardware	3,293,254	1,741,140	(688,028)	4,346,366
Total	\$ 194,788,633	\$ 15,569,010	(\$1,566,812)	\$ 208,790,831

SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2025

NOTE 12 **TANGIBLE CAPITAL ASSETS**
(continued)

Buildings – work in progress having a value of \$27,437,287 (2024: \$3,708,664) has not been amortized. Amortization of these assets will commence when the asset is put into service.

NOTE 13 **EMPLOYEE PENSION PLANS**

The School District and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at December 31, 2024, the Teachers' Pension Plan has about 51,000 active members and approximately 42,000 retired members. As of December 31, 2024, the Municipal Pension Plan had about 256,000 active members, including approximately 31,000 from school districts.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.

The most recent actuarial valuation of the Teachers' Pension Plan as at December 31, 2023, indicated a \$4,572 million surplus for basic pension benefits on a going concern basis.

The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2021, indicated a \$3,761 million funding surplus for basic pension benefits on a going concern basis.

School District No. 44 paid \$17,310,003 for employer contributions to these plans for the year ended June 30, 2025 (2024: \$16,282,165).

The next valuation for the Teachers' Pension Plan will be as at December 31, 2026. The next valuation for the Municipal Pension Plan was December 31, 2024.

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

NOTE 14 **ACCUMULATED SURPLUS**

The School District has established a number of funds to demonstrate compliance with legislation and to reflect the School District's intentions to undertake certain future activities.

The Operating Fund accounts for the School District's operating grants and other operating revenues. Legislation requires that the School District present a balanced budget for the Operating Fund, whereby budgeted expenditure does not exceed the total of budgeted revenue and any surplus in the operating fund carried forward from previous years.

SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2025

NOTE 14 ACCUMULATED SURPLUS
(Continued)

The Capital Fund accounts for the School District's investment in its existing capital infrastructure, including the existing buildings, furniture, vehicles, computers and equipment. It also reflects intentions to make future capital asset purchases.

The Special Purpose Funds account for grants and contributions received which are directed by agreement with a third party towards specific activities.

Interfund transfers between the operating, special purpose and capital funds for the year ended June 30, 2025, were as follows:

- \$1,680,251 was transferred from the operating fund to the capital fund for the purchase of tangible capital assets;
- \$1,076,584 was transferred from special purpose fund to the capital fund for the purchase of tangible capital assets;
- \$1,455,318 was transferred from the operating fund to the capital fund for construction projects; and
- \$112,075 was transferred from the operating fund to the capital fund for capital lease principal payments.

Accumulated surplus consists of individual fund surpluses as follows:

	30-Jun-25	30-Jun-24
Operating Fund		
Internally Restricted (appropriated)		
Annual Budget Deficit	\$ -	\$ 2,257,896
Early Teacher Mentorship	-	15,846
Restricted School Balances	318,946	356,091
Capital Projects	2,250,000	2,250,000
Commitments	-	855,318
Total Restricted	\$ 2,568,946	\$ 5,735,151
Unrestricted	3,037,356	1,383,415
Total Accumulated Operating Surplus	\$ 5,606,302	\$ 7,118,566
Capital Fund		
Invested in Capital Assets	\$ 84,904,390	\$ 84,644,343
Local Capital	511,217	1,957,100
	\$ 85,415,607	\$ 86,601,443
Accumulated Surplus	\$ 91,021,909	\$ 93,720,009

NOTE 15 RELATED PARTY TRANSACTIONS

The School District is related through common control to all Province of British Columbia ministries, agencies, school districts, health authorities, colleges, universities, and crown corporations. Transactions with these entities, unless disclosed separately, are considered to be in the normal course of operations and are recorded at the exchange amount.

SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2025

NOTE 16 UNRECOGNIZED ASSETS

The School District manages and controls various works of art and non-operational historical cultural assets including buildings, artifacts, paintings and sculptures located at the Educational Services Center and public display areas. These assets are not recognized in the financial statements. The cost of the permanent art collection is \$2,234,294 at June 30, 2025 (2024: \$2,186,628).

NOTE 17 CONTRACTUAL OBLIGATIONS

The School District has entered into a number of multiple-year contracts for the delivery of services and the construction of tangible capital assets. These contractual obligations will become liabilities in the future when the terms of the contracts are met. Disclosure relates to the unperformed portion of the contracts.

	2026	2027	2028	2029	2030
Lawnmowing and landscaping services	\$ 252,100	\$ -	\$ -	\$ -	\$ -
Snow removal and salting services	279,527	-	-	-	-
Cloverley replacement	30,501,225	5,082,855	-	-	-
Lynn Valley expansion	4,506,088	-	-	-	-
Westview expansion	3,987,597	-	-	-	-
Cheakamus Centre management	250,000	250,000	250,000	250,000	250,000
Total	\$ 39,776,537	\$ 5,332,855	\$ 250,000	\$ 250,000	\$ 250,000

NOTE 18 CONTRACTUAL RIGHTS

Contractual rights are rights to economic resources arising from contracts or agreements that will result in revenues and assets in the future. The School District's contractual rights arise because of lease contracts entered into for the rental of four locations as summarized below:

	30-Jun-25
2026	2,145,755
2027	1,618,444
2028	1,208,597
2029	1,219,585
2030	745,781
Thereafter	2,382,029
Total future lease revenue	\$ 9,320,191

SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2025

NOTE 19 BUDGET FIGURES

Budget figures included in the financial statements represent the amended annual budget approved by the Board on February 25, 2025. The Board approved the annual budget on May 21, 2024.

	Amended Annual Budget	Annual Budget
Revenues		
Ministry of Education & Childcare	\$ 218,958,179	\$ 210,112,921
Other Ministry Grants	40,005	8,600
Federal Grants	14,000	-
Tuition	10,845,500	9,735,500
Other Revenue	10,080,504	8,892,275
Rentals and Leases	2,996,500	2,820,324
Investment Income	1,714,500	2,074,949
Amortization of Deferred Capital Revenue	10,627,098	10,595,900
Total Revenue	<u>\$ 255,276,286</u>	<u>\$ 244,240,469</u>
Expenses		
Instruction	214,448,942	\$ 204,064,376
District Administration	8,625,216	8,513,431
Operations and Maintenance	20,758,639	20,717,185
Transportation and Housing	829,253	496,261
Amortization of Tangible Capital Assets	16,136,831	15,916,613
Total Expense	<u>\$ 260,798,881</u>	<u>\$ 249,707,866</u>
Net Revenue (Expense)	<u>\$ (5,522,595)</u>	<u>\$ (5,467,397)</u>
Budgeted Allocation (Retirement) of Surplus (Deficit)	<u>\$ 2,072,467</u>	<u>\$ 2,072,966</u>
Budgeted Surplus (Deficit)	<u>\$ (3,450,128)</u>	<u>\$ (3,394,431)</u>

NOTE 20 CONTINGENT LIABILITIES

The School District has granted an irrevocable \$2,000,000 standby letter of credit in favour of the Corporation of the District of North Vancouver in lieu of security deposits for general capital projects. The School District has granted an irrevocable \$100,000 standby letter of credit in favour of the Bank of Montreal in relation to School District purchasing cards.

The nature of the School District's activities are such there is usually litigation pending or in process at any time. With respect to unsettled claims at June 30, 2025, management believes the School District has valid defenses and appropriate insurance coverage in place. In the event that any claims are successful, management believes that such claims are not expected to have a material effect on the School District's financial position or operations.

A liability for claims is recorded to the extent that the probability of loss is likely and the amount of potential loss is estimable.

SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2025

NOTE 21 EXPENSE BY OBJECT

	30-Jun-25	30-Jun-24
Salaries and Benefits	\$ 216,044,216	\$ 205,235,398
Services and Supplies	28,661,606	27,615,784
Interest	21,425	-
Write-off/down of Buildings and Sites	-	17,671
Amortization	16,188,592	15,569,010
	<u>\$ 260,915,839</u>	<u>\$ 248,437,863</u>

NOTE 22 ECONOMIC DEPENDENCE

The operations of the School District are dependent on continued funding from the Ministry of Education and Child Care and various governmental agencies to carry out its programs. These financial statements have been prepared on a going concern basis.

NOTE 23 RISK MANAGEMENT

The School District has exposure to the following risks from its use of financial instruments: credit risk, market risk and liquidity risk.

The Board ensures that the School District has identified its risks and ensures that management monitors and controls them.

a) Credit risk:

Credit risk is the risk of financial loss to an institution if a customer or counterparty to a financial instrument fails to meet its contractual obligations. Such risks arise principally from certain financial assets held consisting of cash, cash equivalents, amounts receivable and investments.

The School District is exposed to credit risk in the event of non-performance by a debtor. This risk is mitigated as most amounts receivable are due from the Province and are collectible.

It is management's opinion that the School District is not exposed to significant credit risk associated with its cash and cash equivalents and investments as they are placed in recognized British Columbia institutions and the School District invests solely in placement of funds with institutions that have achieved the highest creditworthiness in the marketplace and earned a public reputation as a good credit risk.

b) Market risk:

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. Market risk is comprised of currency risk and interest rate risk.

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the foreign exchange rates. It is management's opinion that the School District is not exposed to significant currency risk, as amounts held and purchases made in foreign currency are insignificant. The School District is monitoring the potential impacts and options to mitigate risks arising from tariffs and cross border trade.

SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2025

NOTE 23 RISK MANAGEMENT
(Continued)

b) Market risk (continued)

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the market interest rates. The School District is exposed to interest rate risk through its investments. It is management's opinion that the School District is not exposed to significant interest rate risk as it invests solely in investments that are considered liquid (e.g. term deposits) and that have a maturity date of no more than 3 years.

The imposition of U.S. tariffs on cross-border trade will result in increased costs for goods and services procured from U.S. suppliers, impacting operations and infrastructure projects. While the long-term impact remains uncertain, the School District is actively working to monitor and mitigate the risks and impacts of the tariffs.

c) Liquidity risk:

Liquidity risk is the risk that the School District will not be able to meet its financial obligations as they become due.

The School District manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the School District's reputation.

Risk Management and insurance services for all School Districts in British Columbia are provided by the Risk Management Branch of the Ministry of Finance. There have been no changes to risk exposure from 2024 related to credit, market or liquidity risks.

School District No. 44 (North Vancouver)

Schedule 1 (Unaudited)

Schedule of Changes in Accumulated Surplus (Deficit) by Fund
Year Ended June 30, 2025

	Operating Fund	Special Purpose Fund	Capital Fund	2025 Actual	2024 Actual
	\$	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	7,118,566		86,601,443	93,720,009	98,646,037
Changes for the year					
Surplus (Deficit) for the year	1,735,380	1,076,584	(5,510,064)	(2,698,100)	(4,926,028)
Interfund Transfers					
Tangible Capital Assets Purchased	(1,680,251)	(1,076,584)	2,756,835	-	
Local Capital	(1,455,318)		1,455,318	-	
Other	(112,075)		112,075	-	
Net Changes for the year	(1,512,264)	-	(1,185,836)	(2,698,100)	(4,926,028)
Accumulated Surplus (Deficit), end of year - Statement 2	5,606,302	-	85,415,607	91,021,909	93,720,009

School District No. 44 (North Vancouver)

Schedule 2 (Unaudited)

Schedule of Operating Operations

Year Ended June 30, 2025

	2025 Budget (Note 19)	2025 Actual	2024 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	186,366,444	186,901,718	176,830,520
Other	29,600	49,840	41,960
Federal Grants	14,000	14,000	14,590
Tuition	10,845,500	11,260,706	10,436,924
Other Revenue	5,613,600	5,581,164	5,369,593
Rentals and Leases	2,996,500	3,199,381	2,941,625
Investment Income	1,653,500	1,463,633	2,104,844
Total Revenue	207,519,144	208,470,442	197,740,056
Expenses			
Instruction	179,026,717	177,949,970	170,997,688
District Administration	8,012,744	7,447,106	7,591,052
Operations and Maintenance	20,705,329	20,838,309	19,835,175
Transportation and Housing	587,797	499,677	515,712
Total Expense	208,332,587	206,735,062	198,939,627
Operating Surplus (Deficit) for the year	(813,443)	1,735,380	(1,199,571)
Budgeted Appropriation (Retirement) of Surplus (Deficit)	2,072,467		
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	(1,259,024)	(1,680,251)	(986,757)
Local Capital		(1,455,318)	-
Other		(112,075)	-
Total Net Transfers	(1,259,024)	(3,247,644)	(986,757)
Total Operating Surplus (Deficit), for the year	-	(1,512,264)	(2,186,328)
Operating Surplus (Deficit), beginning of year		7,118,566	9,304,894
Operating Surplus (Deficit), end of year		5,606,302	7,118,566
Operating Surplus (Deficit), end of year			
Internally Restricted		2,568,946	5,735,151
Unrestricted		3,037,356	1,383,415
Total Operating Surplus (Deficit), end of year		5,606,302	7,118,566

School District No. 44 (North Vancouver)

Schedule 2A (Unaudited)

Schedule of Operating Revenue by Source

Year Ended June 30, 2025

	2025 Budget (Note 19)	2025 Actual	2024 Actual
	\$	\$	\$
Provincial Grants - Ministry of Education and Child Care			
Operating Grant, Ministry of Education and Child Care	181,354,085	181,785,136	170,661,741
Other Ministry of Education and Child Care Grants			
Pay Equity	2,966,047	2,966,047	2,966,047
Funding for Graduated Adults	-	52,278	26,152
Student Transportation Fund	40,566	40,566	40,566
Support Staff Benefits Grant	203,000	207,408	207,408
FSA Scorer Grant	17,740	17,740	17,740
Labour Settlement Funding	1,785,006	1,785,006	2,910,866
Teacher's Professional Development	-	47,537	-
Total Provincial Grants - Ministry of Education and Child Care	186,366,444	186,901,718	176,830,520
Provincial Grants - Other	29,600	49,840	41,960
Federal Grants	14,000	14,000	14,590
Tuition			
Summer School Fees	55,500	58,875	55,603
International and Out of Province Students	10,790,000	11,201,831	10,381,321
Total Tuition	10,845,500	11,260,706	10,436,924
Other Revenues			
Miscellaneous			
Cheakamus Centre	2,864,233	2,609,831	2,578,800
Band and Strings	758,511	798,445	741,498
Academy Fees	800,020	774,455	738,634
Donations and Recoveries	31,425	9,272	33,647
Artists For Kids	363,001	477,552	465,933
Cafeteria and Vending	110,000	147,209	116,848
Other	686,410	764,400	694,233
Total Other Revenue	5,613,600	5,581,164	5,369,593
Rentals and Leases	2,996,500	3,199,381	2,941,625
Investment Income	1,653,500	1,463,633	2,104,844
Total Operating Revenue	207,519,144	208,470,442	197,740,056

School District No. 44 (North Vancouver)

Schedule 2B (Unaudited)

Schedule of Operating Expense by Object

Year Ended June 30, 2025

	2025 Budget (Note 19)	2025 Actual	2024 Actual
	\$	\$	\$
Salaries			
Teachers	88,256,310	89,298,766	85,418,249
Principals and Vice Principals	12,439,982	12,326,132	11,918,142
Educational Assistants	19,966,567	18,840,656	19,157,948
Support Staff	13,635,901	13,772,147	13,213,584
Other Professionals	6,097,082	5,898,657	5,998,863
Substitutes	8,797,259	9,803,668	8,803,854
Total Salaries	149,193,101	149,940,026	144,510,640
Employee Benefits	39,661,749	38,305,379	35,786,415
Total Salaries and Benefits	188,854,850	188,245,405	180,297,055
Services and Supplies			
Services	10,442,131	10,030,222	10,318,056
Student Transportation	121,880	110,795	104,855
Professional Development and Travel	1,083,583	1,005,455	1,088,185
Rentals and Leases	41,765	41,765	43,797
Dues and Fees	58,000	58,024	64,505
Insurance	510,932	465,641	460,111
Supplies	3,802,703	3,618,878	3,660,013
Utilities	3,416,743	3,158,877	2,903,050
Total Services and Supplies	19,477,737	18,489,657	18,642,572
Total Operating Expense	208,332,587	206,735,062	198,939,627

School District No. 44 (North Vancouver)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	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	67,057,463	3,752,567	2,133,716	1,919,968		7,280,103	82,143,817
1.03 Career Programs	211,851			339,469		4,148	555,468
1.07 Library Services	3,029,304		226,223	237,269		37,454	3,530,250
1.08 Counselling	4,422,299					27,342	4,449,641
1.10 Inclusive Education	10,602,971	261,436	15,795,077		736,066	1,697,724	29,093,274
1.30 English Language Learning	2,886,471					32,001	2,918,472
1.31 Indigenous Education	574,043	53,453	370,512			7,105	1,005,113
1.41 School Administration		7,933,905		1,338,112	65,635	118,722	9,456,374
1.60 Summer School	423,758			31,880			455,638
1.62 International and Out of Province Students	89,909			121,031	224,484	589	436,013
1.64 Other	697	153,816		27,633	233,889	84,968	501,003
Total Function 1	89,298,766	12,155,177	18,525,528	4,015,362	1,260,074	9,290,156	134,545,063
4 District Administration							
4.11 Educational Administration					710,196		710,196
4.40 School District Governance					219,876		219,876
4.41 Business Administration		170,955		1,157,606	2,204,873		3,533,434
Total Function 4	-	170,955	-	1,157,606	3,134,945	-	4,463,506
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				220,699	845,731		1,066,430
5.50 Maintenance Operations				8,055,281	657,907	512,915	9,226,103
5.52 Maintenance of Grounds				323,199			323,199
5.56 Utilities							-
Total Function 5	-	-	-	8,599,179	1,503,638	512,915	10,615,732
7 Transportation and Housing							
7.70 Student Transportation			315,128			597	315,725
Total Function 7	-	-	315,128	-	-	597	315,725
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	89,298,766	12,326,132	18,840,656	13,772,147	5,898,657	9,803,668	149,940,026

School District No. 44 (North Vancouver)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2025 Actual	2025 Budget (Note 19)	2024 Actual
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	82,143,817	21,983,885	104,127,702	3,355,274	107,482,976	108,693,128	102,553,163
1.03 Career Programs	555,468	149,039	704,507	82,716	787,223	748,686	690,984
1.07 Library Services	3,530,250	900,805	4,431,055	100,584	4,531,639	4,490,156	4,264,175
1.08 Counselling	4,449,641	1,136,386	5,586,027	14,491	5,600,518	4,914,218	5,262,454
1.10 Inclusive Education	29,093,274	6,953,188	36,046,462	456,984	36,503,446	36,026,839	35,729,625
1.30 English Language Learning	2,918,472	785,814	3,704,286	12,750	3,717,036	3,789,491	3,658,609
1.31 Indigenous Education	1,005,113	234,575	1,239,688	82,462	1,322,150	1,610,583	1,465,257
1.41 School Administration	9,456,374	2,077,559	11,533,933	272,432	11,806,365	10,984,805	11,201,449
1.60 Summer School	455,638	91,744	547,382	16,613	563,995	413,331	546,356
1.62 International and Out of Province Students	436,013	108,308	544,321	1,696,940	2,241,261	3,735,325	2,072,510
1.64 Other	501,003	105,228	606,231	2,787,130	3,393,361	3,620,155	3,553,106
Total Function 1	134,545,063	34,526,531	169,071,594	8,878,376	177,949,970	179,026,717	170,997,688
4 District Administration							
4.11 Educational Administration	710,196	141,342	851,538	128,866	980,404	1,342,681	1,145,721
4.40 School District Governance	219,876	15,979	235,855	119,197	355,052	414,391	435,142
4.41 Business Administration	3,533,434	821,887	4,355,321	1,756,329	6,111,650	6,255,672	6,010,189
Total Function 4	4,463,506	979,208	5,442,714	2,004,392	7,447,106	8,012,744	7,591,052
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	1,066,430	247,405	1,313,835	1,251,556	2,565,391	2,541,406	2,646,198
5.50 Maintenance Operations	9,226,103	2,393,465	11,619,568	2,875,520	14,495,088	14,352,875	13,821,858
5.52 Maintenance of Grounds	323,199	82,246	405,445	946,662	1,352,107	1,080,048	1,164,829
5.56 Utilities	-	-	-	2,425,723	2,425,723	2,731,000	2,202,290
Total Function 5	10,615,732	2,723,116	13,338,848	7,499,461	20,838,309	20,705,329	19,835,175
7 Transportation and Housing							
7.70 Student Transportation	315,725	76,524	392,249	107,428	499,677	587,797	515,712
Total Function 7	315,725	76,524	392,249	107,428	499,677	587,797	515,712
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	149,940,026	38,305,379	188,245,405	18,489,657	206,735,062	208,332,587	198,939,627

School District No. 44 (North Vancouver)

Schedule 3 (Unaudited)

Schedule of Special Purpose Operations

Year Ended June 30, 2025

	2025 Budget (Note 19)	2025 Actual	2024 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	32,591,735	30,816,148	27,190,295
Other	10,405		
Other Revenue	4,466,904	8,231,196	7,827,355
Total Revenue	<u>37,069,044</u>	<u>39,047,344</u>	<u>35,017,650</u>
Expenses			
Instruction	35,422,225	37,719,663	33,604,906
District Administration	612,472	63,884	66,185
Operations and Maintenance	53,310	53,310	53,310
Transportation and Housing	241,456	133,903	187,154
Total Expense	<u>36,329,463</u>	<u>37,970,760</u>	<u>33,911,555</u>
Special Purpose Surplus (Deficit) for the year	<u>739,581</u>	<u>1,076,584</u>	<u>1,106,095</u>
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	(739,581)	(1,076,584)	(1,106,095)
Total Net Transfers	<u>(739,581)</u>	<u>(1,076,584)</u>	<u>(1,106,095)</u>
Total Special Purpose Surplus (Deficit) for the year	<u>-</u>	<u>-</u>	<u>-</u>
Special Purpose Surplus (Deficit), beginning of year			
Special Purpose Surplus (Deficit), end of year		<u>-</u>	<u>-</u>

School District No. 44 (North Vancouver)

Schedule 3A (Unaudited)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2025

	Annual Facility Grant	Learning Improvement Fund	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year			4,038,488		49,531	33,893			
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	626,391	635,946		224,000	61,250	474,676	1,304,811	6,959,186	13,366,952
Other			7,845,320						
	626,391	635,946	7,845,320	224,000	61,250	474,676	1,304,811	6,959,186	13,366,952
Less: Allocated to Revenue	626,391	635,946	7,771,303	224,000	60,176	448,569	1,304,811	6,959,186	13,366,952
Recovered									
Deferred Revenue, end of year	-	-	4,112,505	-	50,605	60,000	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	626,391	635,946		224,000	60,176	448,569	1,304,811	6,959,186	13,366,952
Other Revenue			7,771,303						
	626,391	635,946	7,771,303	224,000	60,176	448,569	1,304,811	6,959,186	13,366,952
Expenses									
Salaries									
Teachers						114,850	324,428		10,423,926
Principals and Vice Principals						44,179	256		
Educational Assistants		501,698				2,202	613,398	5,488,750	
Support Staff				186,524	320	22,792	58,783		
Other Professionals									
Substitutes					33,244	19,809			
	-	501,698	-	186,524	33,564	203,832	996,865	5,488,750	10,423,926
Employee Benefits		134,248		35,149	7,762	52,166	249,776	1,470,436	2,943,026
Services and Supplies	53,310		7,362,252	2,327	18,850	145,260	58,170		
	53,310	635,946	7,362,252	224,000	60,176	401,258	1,304,811	6,959,186	13,366,952
Net Revenue (Expense) before Interfund Transfers	573,081	-	409,051	-	-	47,311	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	(573,081)		(409,051)			(47,311)			
	(573,081)	-	(409,051)	-	-	(47,311)	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 44 (North Vancouver)

Schedule 3A (Unaudited)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2025

	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Student & Family Affordability	SEY2KT (Early Years to Kindergarten)	ECL (Early Care & Learning)	Feeding Futures Fund	Health Career Grants
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year		64,699	14,262	8,193	581,446	18,711	105,178	571,839	5,000
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	1,675,458	176,757	51,000	6,750		19,000	175,000	1,749,845	
Other									
	1,675,458	176,757	51,000	6,750	-	19,000	175,000	1,749,845	-
Less: Allocated to Revenue	1,543,740	126,771	51,383	4,951	581,446	10,450	280,178	2,012,396	3,991
Recovered									
Deferred Revenue, end of year	131,718	114,685	13,879	9,992	-	27,261	-	309,288	1,009
Revenues									
Provincial Grants - Ministry of Education and Child Care	1,543,740	126,771	51,383	4,951	581,446	10,450	280,178	2,012,396	3,991
Other Revenue									
	1,543,740	126,771	51,383	4,951	581,446	10,450	280,178	2,012,396	3,991
Expenses									
Salaries									
Teachers			7,052					184,974	
Principals and Vice Principals							162,660	142,334	
Educational Assistants								373,717	
Support Staff								11,693	
Other Professionals							70,379	178,048	
Substitutes	1,286,450			4,015		1,761		58,912	
	1,286,450	-	7,052	4,015	-	1,761	233,039	949,678	-
Employee Benefits	257,290		987	503		196	47,139	221,952	
Services and Supplies		126,771	43,344	433	581,446	8,493		834,619	3,991
	1,543,740	126,771	51,383	4,951	581,446	10,450	280,178	2,006,249	3,991
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	6,147	-
Interfund Transfers									
Tangible Capital Assets Purchased								(6,147)	
	-	-	-	-	-	-	-	(6,147)	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 44 (North Vancouver)

Schedule 3A (Unaudited)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2025

	Dual Credit Program Expansion	Professional Learning Grant	Carlile Youth Inpatient PRP	Violence Prevention	Metro Regional Implementation	NSSSAA	Provincial School Outreach	Technical Career Sampler	TDHH Grant
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year			73,189	34,656	174,007	110,122	490,961		
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	45,000	221,496					3,068,526	125,000	24,219
Other				20,000	6,450	392,249			
	45,000	221,496	-	20,000	6,450	392,249	3,068,526	125,000	24,219
Less: Allocated to Revenue	220	-	-	16,171	63,884	379,838	2,540,591	24,404	9,596
Recovered			73,189						
Deferred Revenue, end of year	44,780	221,496	-	38,485	116,573	122,533	1,018,896	100,596	14,623
Revenues									
Provincial Grants - Ministry of Education and Child Care	220						2,540,591	24,404	9,596
Other Revenue				16,171	63,884	379,838			
	220	-	-	16,171	63,884	379,838	2,540,591	24,404	9,596
Expenses									
Salaries									
Teachers						133,125	522,667		
Principals and Vice Principals							142,334		
Educational Assistants									
Support Staff						32,615			
Other Professionals							816,930		
Substitutes							668	3,328	
	-	-	-	-	-	165,740	1,482,599	3,328	-
Employee Benefits						42,553	366,279	528	
Services and Supplies	220			16,171	63,884	171,545	650,719	20,548	9,596
	220	-	-	16,171	63,884	379,838	2,499,597	24,404	9,596
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	40,994	-	-
Interfund Transfers									
Tangible Capital Assets Purchased							(40,994)		
	-	-	-	-	-	-	(40,994)	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 44 (North Vancouver)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2025

Schedule 3A (Unaudited)

	<u>TOTAL</u>
	\$
Deferred Revenue, beginning of year	6,374,175
Add: Restricted Grants	
Provincial Grants - Ministry of Education and Child Care	30,991,263
Other	<u>8,264,019</u>
	39,255,282
Less: Allocated to Revenue	39,047,344
Recovered	<u>73,189</u>
Deferred Revenue, end of year	<u><u>6,508,924</u></u>
Revenues	
Provincial Grants - Ministry of Education and Child Care	30,816,148
Other Revenue	<u>8,231,196</u>
	39,047,344
Expenses	
Salaries	
Teachers	11,711,022
Principals and Vice Principals	491,763
Educational Assistants	6,979,765
Support Staff	312,727
Other Professionals	1,065,357
Substitutes	<u>1,408,187</u>
	21,968,821
Employee Benefits	5,829,990
Services and Supplies	<u>10,171,949</u>
	37,970,760
Net Revenue (Expense) before Interfund Transfers	<u>1,076,584</u>
Interfund Transfers	
Tangible Capital Assets Purchased	<u>(1,076,584)</u>
	(1,076,584)
Net Revenue (Expense)	<u><u>-</u></u>

School District No. 44 (North Vancouver)

Schedule 4 (Unaudited)

Schedule of Capital Operations

Year Ended June 30, 2025

	2025 Budget (Note 19)	2025 Actual			2024 Actual
		Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$	\$
Revenues					
Provincial Grants					
Ministry of Education and Child Care				-	127,209
Investment Income	61,000		70,285	70,285	114,730
Amortization of Deferred Capital Revenue	10,627,098	10,629,668		10,629,668	10,512,190
Total Revenue	10,688,098	10,629,668	70,285	10,699,953	10,754,129
Expenses					
Amortization of Tangible Capital Assets					
Operations and Maintenance	16,136,831	16,188,592		16,188,592	15,569,010
Write-off/down of Buildings and Sites				-	17,671
Debt Services					
Capital Lease Interest			21,425	21,425	
Total Expense	16,136,831	16,188,592	21,425	16,210,017	15,586,681
Capital Surplus (Deficit) for the year	(5,448,733)	(5,558,924)	48,860	(5,510,064)	(4,832,552)
Net Transfers (to) from other funds					
Tangible Capital Assets Purchased	1,998,605	2,756,835		2,756,835	2,092,852
Local Capital			1,455,318	1,455,318	
Capital Lease Payment			112,075	112,075	
Total Net Transfers	1,998,605	2,756,835	1,567,393	4,324,228	2,092,852
Other Adjustments to Fund Balances					
Tangible Capital Assets Purchased from Local Capital		889,949	(889,949)	-	
Tangible Capital Assets WIP Purchased from Local Capital		2,060,112	(2,060,112)	-	
Principal Payment					
Capital Lease		112,075	(112,075)	-	
Total Other Adjustments to Fund Balances		3,062,136	(3,062,136)	-	
Total Capital Surplus (Deficit) for the year	(3,450,128)	260,047	(1,445,883)	(1,185,836)	(2,739,700)
Capital Surplus (Deficit), beginning of year		84,644,343	1,957,100	86,601,443	89,341,143
Capital Surplus (Deficit), end of year		84,904,390	511,217	85,415,607	86,601,443

School District No. 44 (North Vancouver)

Schedule 4A (Unaudited)

Tangible Capital Assets
Year Ended June 30, 2025

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
Cost, beginning of year	12,472,243	569,786,831	10,323,152	1,844,081	67,917	9,472,623	603,966,847
Changes for the Year							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw		3,572,534	194,322	86,675		34,726	3,888,257
Deferred Capital Revenue - Other		7,192	228,588				235,780
Operating Fund		298,079	408,583	294,207		679,382	1,680,251
Special Purpose Funds		573,081	241,153			262,350	1,076,584
Local Capital		889,949					889,949
Transferred from Work in Progress		5,086,060					5,086,060
	-	10,426,895	1,072,646	380,882	-	976,458	12,856,881
Decrease:							
Deemed Disposals			270,095	100,861		1,824,692	2,195,648
	-	-	270,095	100,861	-	1,824,692	2,195,648
Cost, end of year	12,472,243	580,213,726	11,125,703	2,124,102	67,917	8,624,389	614,628,080
Work in Progress, end of year		27,564,496					27,564,496
Cost and Work in Progress, end of year	12,472,243	607,778,222	11,125,703	2,124,102	67,917	8,624,389	642,192,576
Accumulated Amortization, beginning of year		199,833,845	3,603,412	959,665	47,543	4,346,366	208,790,831
Changes for the Year							
Increase: Amortization for the Year		13,094,456	1,072,443	198,409	13,583	1,809,701	16,188,592
Decrease:							
Deemed Disposals			270,095	100,861		1,824,692	2,195,648
		-	270,095	100,861	-	1,824,692	2,195,648
Accumulated Amortization, end of year		212,928,301	4,405,760	1,057,213	61,126	4,331,375	222,783,775
Tangible Capital Assets - Net	12,472,243	394,849,921	6,719,943	1,066,889	6,791	4,293,014	419,408,801

School District No. 44 (North Vancouver)

Schedule 4B (Unaudited)

Tangible Capital Assets - Work in Progress

Year Ended June 30, 2025

	Buildings	Furniture and Equipment	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$
Work in Progress, beginning of year	3,708,664				3,708,664
Changes for the Year					
Increase:					
Deferred Capital Revenue - Bylaw	26,245,574				26,245,574
Deferred Capital Revenue - Other	636,206				636,206
Local Capital	2,060,112				2,060,112
	<u>28,941,892</u>	-	-	-	<u>28,941,892</u>
Decrease:					
Transferred to Tangible Capital Assets	5,086,060				5,086,060
	<u>5,086,060</u>	-	-	-	<u>5,086,060</u>
Net Changes for the Year	<u>23,855,832</u>	-	-	-	<u>23,855,832</u>
Work in Progress, end of year	<u>27,564,496</u>	-	-	-	<u>27,564,496</u>

School District No. 44 (North Vancouver)

Schedule 4C (Unaudited)

Deferred Capital Revenue

Year Ended June 30, 2025

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	\$	\$	\$	\$
Deferred Capital Revenue, beginning of year	279,953,345	9,372,002	4,136,649	293,461,996
Changes for the Year				
Increase:				
Transferred from Deferred Revenue - Capital Additions	3,888,257	79,305	156,475	4,124,037
Transferred from Work in Progress	3,000,000	25,948		3,025,948
	<u>6,888,257</u>	<u>105,253</u>	<u>156,475</u>	<u>7,149,985</u>
Decrease:				
Amortization of Deferred Capital Revenue	10,102,923	296,385	230,360	10,629,668
	<u>10,102,923</u>	<u>296,385</u>	<u>230,360</u>	<u>10,629,668</u>
Net Changes for the Year	<u>(3,214,666)</u>	<u>(191,132)</u>	<u>(73,885)</u>	<u>(3,479,683)</u>
Deferred Capital Revenue, end of year	<u>276,738,679</u>	<u>9,180,870</u>	<u>4,062,764</u>	<u>289,982,313</u>
 Work in Progress, beginning of year	 3,601,234	 107,429	 -	 3,708,663
Changes for the Year				
Increase				
Transferred from Deferred Revenue - Work in Progress	26,245,574	636,206		26,881,780
	<u>26,245,574</u>	<u>636,206</u>	<u>-</u>	<u>26,881,780</u>
Decrease				
Transferred to Deferred Capital Revenue	3,000,000	25,948		3,025,948
	<u>3,000,000</u>	<u>25,948</u>	<u>-</u>	<u>3,025,948</u>
Net Changes for the Year	<u>23,245,574</u>	<u>610,258</u>	<u>-</u>	<u>23,855,832</u>
Work in Progress, end of year	<u>26,846,808</u>	<u>717,687</u>	<u>-</u>	<u>27,564,495</u>
Total Deferred Capital Revenue, end of year	<u>303,585,487</u>	<u>9,898,557</u>	<u>4,062,764</u>	<u>317,546,808</u>

School District No. 44 (North Vancouver)

Schedule 4D (Unaudited)

Changes in Unspent Deferred Capital Revenue

Year Ended June 30, 2025

	Bylaw Capital	MECC Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
	\$	\$	\$	\$	\$	\$
Balance, beginning of year	-	-	1,494,006	-	8,475	1,502,481
Changes for the Year						
Increase:						
Provincial Grants - Ministry of Education and Child Care	30,133,831		1,819,501			31,953,332
Other					194,125	194,125
	30,133,831	-	1,819,501	-	194,125	32,147,457
Decrease:						
Transferred to DCR - Capital Additions	3,888,257		79,305		156,475	4,124,037
Transferred to DCR - Work in Progress	26,245,574		636,206			26,881,780
	30,133,831	-	715,511	-	156,475	31,005,817
Net Changes for the Year	-	-	1,103,990	-	37,650	1,141,640
Balance, end of year	-	-	2,597,996	-	46,125	2,644,121



North Vancouver School District
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Financial Statement Discussion & Analysis

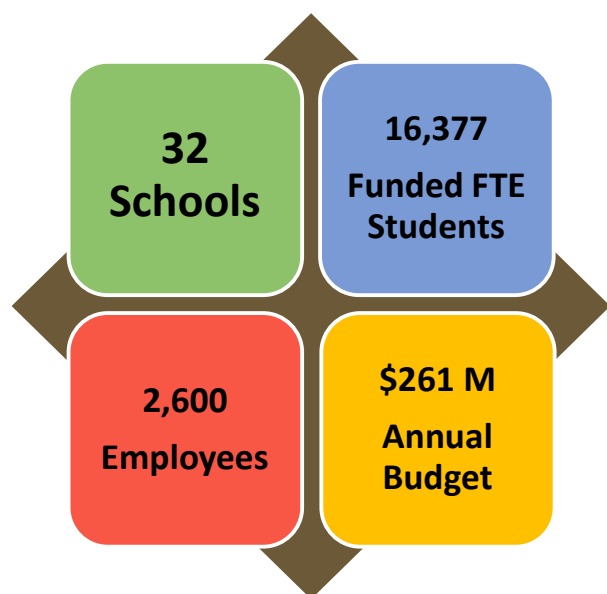
2024-2025

Introduction

The following is a discussion and analysis of the financial performance of the North Vancouver School District for the fiscal year ended June 30, 2025. It should be read in conjunction with the audited financial statements and provides readers with a comprehensive overview of the school district's financial activities, extending beyond the insights provided by the financial statements. Although this report is unaudited, the external auditor reviews to ensure that the commentary is consistent with the school district's audited financial statements.

In the 2024/25 report, management emphasized the school district's financial position, and the changes reflected in its financial statements, marking a shift in focus and introducing a value-added perspective compared to previous reports.

School District Overview



The school district delivers public education programs in the City and District of North Vancouver and is situated upon the unceded traditional territory of the Skwxwú7mesh Nation and Tsleil-Waututh Nation. We would like to acknowledge the Coast Salish people and value the opportunity to learn, share and grow on this traditional territory.

In 2024/25 the school district served 16,377 funded FTE students and employed more than 2,600 staff. The school district is the 10th largest, with 25 elementary schools and 7 secondary schools. In addition to the 32 schools, the school district operates the Cheakamus Centre in Squamish, the Artists for Kids Program and the Gordon Smith Gallery of Canadian Art.

The Board of Education

The school district is governed by seven elected Trustees for a four-year term. The current term began in November 2022 where three Trustees represent the City of North Vancouver and four represent the District of North Vancouver.

The Board plays a vital role in shaping the educational outcomes for students by establishing the strategic direction and policy and approves the annual financial and capital plans. Through this leadership, the Board ensures that all students receive high-quality education across the district.

In the 2024/25 fiscal year, the Board managed a consolidated budget exceeding \$261 million, supporting a wide range of programs, services, and infrastructure to meet the diverse needs of students and staff.

Strategic Plan 2021 – 2031

The Board's 2021-2031 strategic plan guides the school district's decision-making process and actions by providing a foundation underlying general policies, service delivery and accountability structures.

Vision

To provide world-class instruction and a rich diversity of engaging programs to inspire success for every student and bring communities together to learn, share and grow.

Values

Value	Description
Trust	We act with integrity. We are open and honest in our communication with one another.
Respect	We relate to each other with care and appreciation. We honour diversity and recognize the exceptional in everyone.
Responsibility	We are accountable for our actions. We support positive change, continuous improvement and the pursuit of excellence.
Collaboration	We develop relationships and affiliations to achieve shared goals and consider each other in our decisions and actions.

Goals

Goal	Description
Student -Centred Education	Provide equity-based education that supports the learning needs of all students
Innovative Instruction	Enhance innovative and effective approaches and curriculum to develop educated citizens
Welcoming and Inclusive Culture	Enhance our welcoming, safe and inclusive culture and learning environment.
Mental Health and Well-Being	Promote mental health and well-being through social emotional learning and trauma-informed practices.
Truth, Healing and Reconciliation	Champion truth, healing and reconciliation, and embed Indigenous ways of knowing.
Environmental Stewardship	Lead on sustainable practices and nature-based learning to address environmental challenges.

Financial Statement Reporting

School districts in BC must prepare their financial statements in accordance with Canadian Public Sector Accounting Standards and the *Budget Transparency and Accountability Act of BC* with some exceptions as explained in Note 2 of the statements.

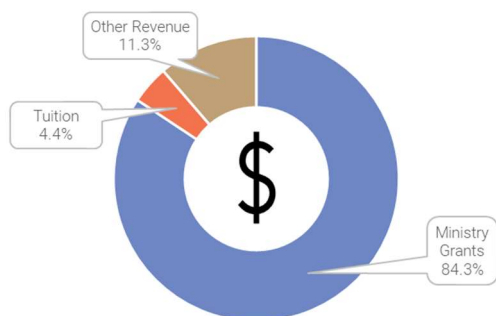
The statements have a prescribed format and the information reported in Statements 1 through 5 is a consolidation of three separate funds, namely Operating, Special Purpose and Capital. The schedules that follow the notes provide detailed information for each fund separately.

Each fund differs with respect to accounting treatment, legislative requirements and budget constraints, therefore to gain a full understanding of financial performance it is important to review each fund separately.

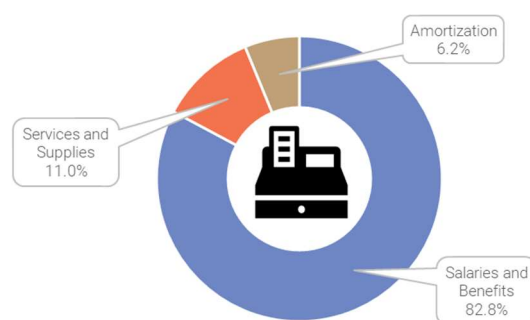
Fund	Description
Operating	<p>Includes revenues and expenses related to the daily operations of the school district, including school and administrative functions, facilities operations and transportation.</p> <p>Legislation requires that the school district present a balanced budget for the Operating Fund, where budgeted expenses do not exceed budgeted revenues. Any surplus at year end is carried forward to future years.</p> <p>Reported in Schedules 2 to 2C</p>
Special Purpose Funds	<p>Includes restricted grants and other funding subject to a legislative or contractual restriction on its use.</p> <p>As these are targeted grants, any unspent funding is accounted for as deferred revenue, not as accumulated surplus.</p> <p>Reported in Schedules 3 to 3A</p>
Capital	<p>Includes financial activities for tangible capital assets, including sites, buildings, furniture & equipment, vehicles, and computer hardware & software. This includes funds restricted by the Board for future capital asset purchases from Local Capital.</p> <p>Reported in Schedules 4 to 4D</p>

A Year in Review

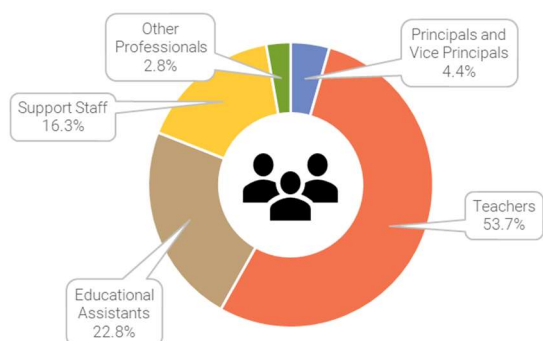
What we earned



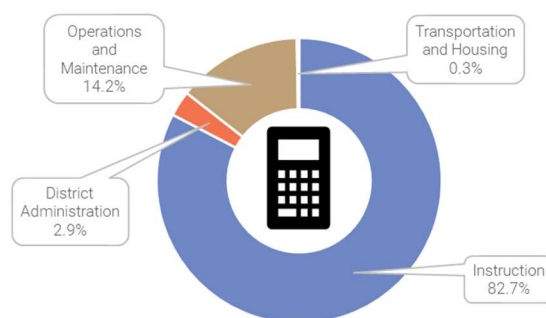
What we spent



Who we are



How it was spent



One Funded Student



Total Revenue
\$15,391

Total Expenses
\$15,552

These charts reflect the school district's consolidated operations (Statement 2 of the audited financial statements)

Financial Overview

The school district's financial statements show a consolidation of the Operating Fund, Special Purpose Funds and Capital Funds. The school district's total expenses exceeded its revenues, resulting in an overall deficit of \$2.7 million, compared to \$5.5 million in the amended budget and \$4.9 million in the prior year.

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

	2024/25 Budget	2024/25 Actual	2023/24 Actual
Revenues	\$ 255,276,286	\$ 258,217,739	\$ 243,511,835
Expenses	260,798,881	260,915,839	248,437,863
Surplus (Deficit) for the year	(5,522,595)	(2,698,100)	(4,926,028)
Operating Fund Surplus (Deficit)	(2,072,467)	(1,512,264)	(2,186,328)
Special Purpose Funds Surplus (Deficit)	-	-	-
Capital Fund Surplus (Deficit)	(3,450,128)	(1,185,836)	(2,739,700)
Surplus (Deficit) for the year	(5,522,595)	(2,698,100)	(4,926,028)

Contacting the School District's Financial Management

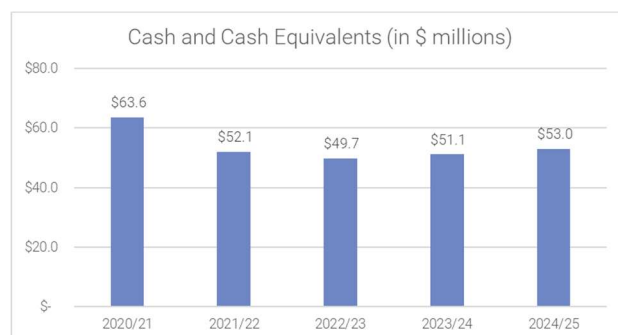
This report is designed to provide a general overview of the school district's finances and to demonstrate accountability for the public funds it receives. If you have questions about this report or need additional financial information, please contact the Secretary Treasurer's Office.

Financial Health

Cash and Cash Equivalents

Cash and cash equivalents have changed over time in conjunction with changes in other items on the Statement of Financial Position, such as accounts receivable and accounts payable. This amount also includes funds held in term deposits.

On June 30, 2025, the total cash and cash equivalents was \$53.0 million.

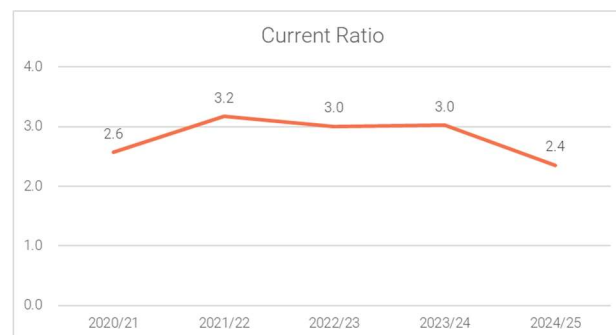


Liquidity

The current ratio measures the school district's ability to meet its current obligations. It is calculated as current assets divided by current liabilities.

A current ratio greater than one is desirable as this means that the school district can pay its current liabilities when they become due. A current ratio of less than one indicates that the school district may potentially struggle to meet its short-term obligations. A higher current ratio means that the school district can meet its short-term obligations and can better respond to changing circumstances.

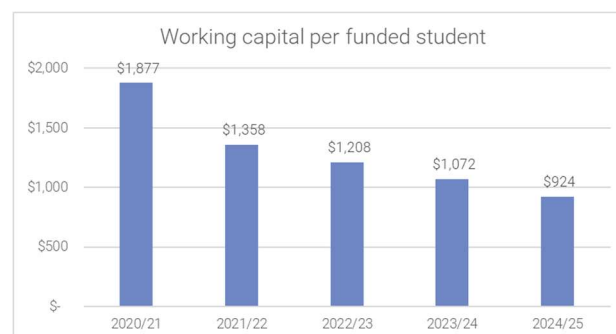
On June 30, 2025, the school district has a current ratio of 2.4.



Working Capital per Student

Working capital measures the amount of money available after discharging the school district's current liabilities. Working capital allows the school district to meet emergent needs and new initiatives. When compared to student enrolment, this measures the amount of funds available per funded student that could be spent in the future.

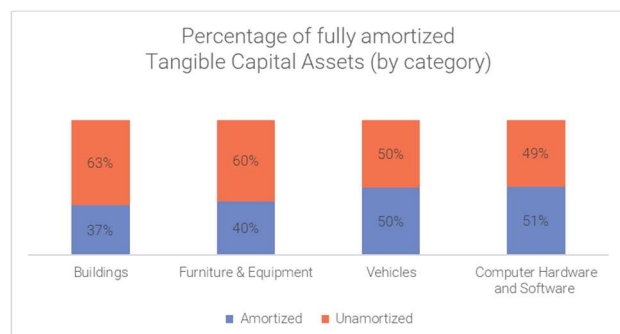
On June 30, 2025, the working capital per funded student was \$924.



Fully Amortized Assets

Amortization of assets is an indication of the relative age of the asset. When comparing the value of unamortized assets to amortized assets, a relatively high percentage indicates newer assets, whereas a lower percentage indicates older assets.

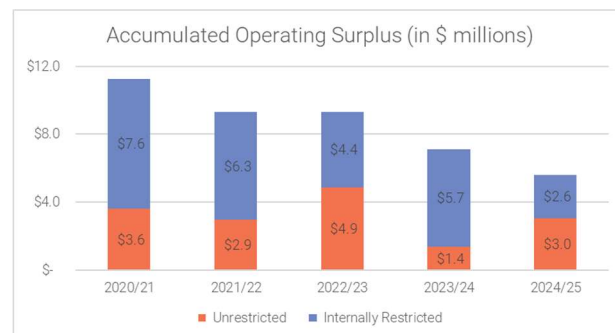
Across the school district's capital asset categories, the unamortized percentage is around 50% or higher, which indicates relatively newer assets.



Accumulated Operating Surplus and Expenses

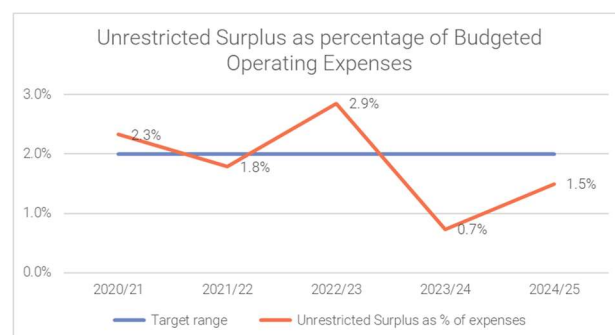
The accumulated operating surplus is the school district's accumulated revenues in excess of expenses over time, and includes both unrestricted and internally restricted surplus (held for specific future uses). The target range for the unrestricted accumulated operating surplus is between 2 and 4% of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

On June 30, 2025, unrestricted operating surplus was \$3.0 million and internally restricted operating surplus was \$2.6 million.



Most of the internally restricted operating surplus relates to the school district's required contribution to the new elementary school in the Cloverley neighborhood.

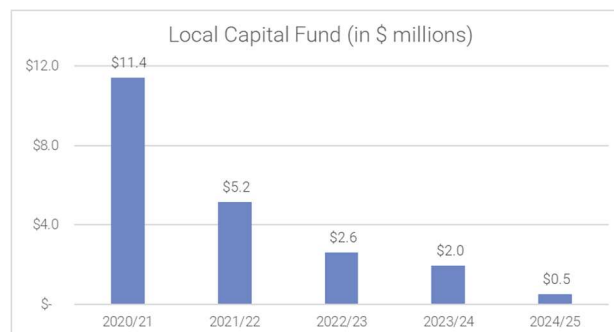
On June 30, 2025, the unrestricted operating surplus was 1.5% of budgeted expenses, which is below the target range. The school district is expecting to make some progress in the next fiscal year to rebuild the unrestricted operating surplus toward the target range.



Local Capital Fund

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, portables or furniture & equipment. In 2024/25, the local capital fund was drawn down to fund the partial demolition of Lucas Centre following the roof collapse. It was also used to purchase new portables for Queensbury and Westview Elementary schools.

On June 30, 2025, the local capital fund balance was \$0.5 million.



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. The school district's operating revenues exceeded its expenses, resulting in an operating surplus of \$1.7 million, compared to a deficit of \$0.8 million in the amended budget and \$1.2 million in the prior year.

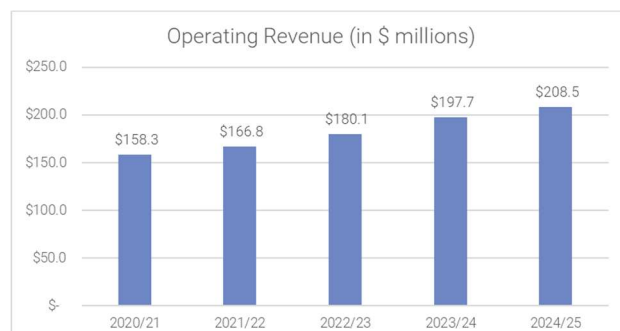
After including capital assets purchased and transfers to other funds, the total operating fund deficit was \$1.5 million, compared to \$2.1 million in the amended budget and \$2.2 million in the prior year. Actual results are a net positive over the amended budget prepared earlier in 2024/25.

	2024/25 Budget	2024/25 Actual	2023/24 Actual
Revenues	\$ 207,519,144	\$ 208,470,442	\$ 197,740,056
Expenses	208,332,587	206,735,062	198,939,627
Surplus (Deficit) for the year	(813,443)	1,735,380	(1,199,571)
Capital assets purchased	(1,259,024)	(1,680,251)	(986,757)
Transfers to other funds	-	(1,567,393)	-
Total Surplus (Deficit) for the year	(2,072,467)	(1,512,264)	(2,186,328)

Revenues

The school district's operating revenues have been increasing over the past five years due primarily to changes in the Ministry's operating grant – both through increased enrolment and increased funding per student.

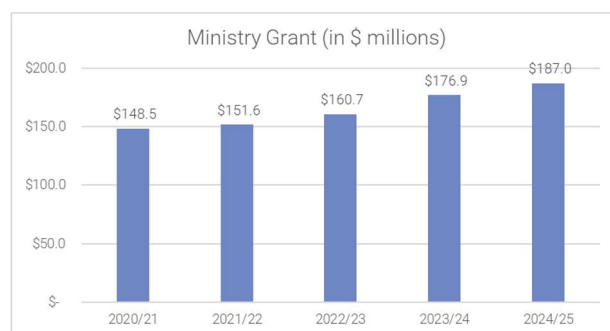
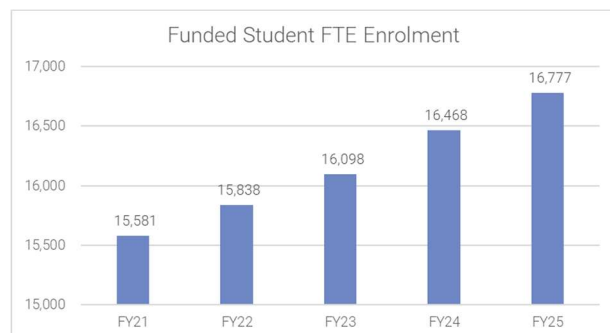
In 2024/25, total operating revenue was \$208.5 million.



Ministry Grants

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 received \$8,915 per full-time school-aged students. In addition, supplemental funding is provided for unique student needs and unique factors of the school district.

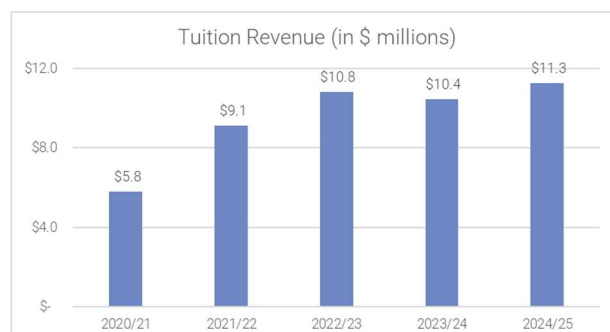
In 2024/25, the total number of funded student FTE was 16,777 and the operating grant received from the Ministry was \$187.0 million.



Tuition

Revenues include tuition and fees from international students and has some offsetting expenses under Services. Enrolment has returned to levels before 2020/21 although changes in federal immigration policy may impact the future outlook.

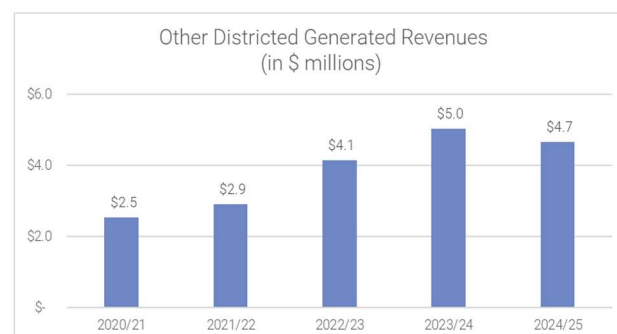
In 2024/25, the total tuition revenue was \$11.3 million.



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.

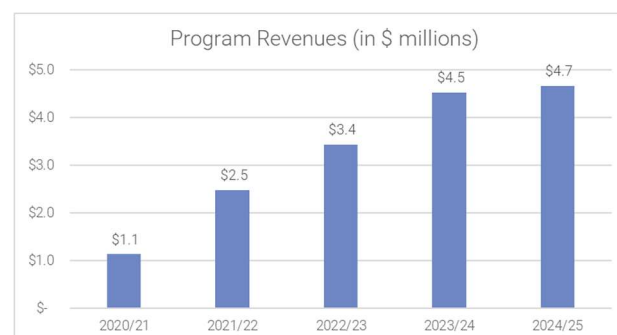
In 2024/25, total revenues generated from rentals and leases and investment income was \$4.7 million. The decrease from prior year is due to declining interest rates during late 2024 and early 2025.



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.

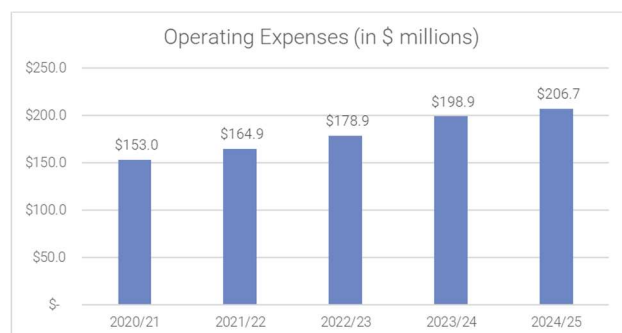
In 2024/25, the total program revenue was \$4.7 million and has returned to levels before 2020/21 following the lifting of COVID-19 restrictions.



Expenses

The school district's operating expenses have been increasing over the past 5 years due primarily to increasing staff costs and general inflationary pressures.

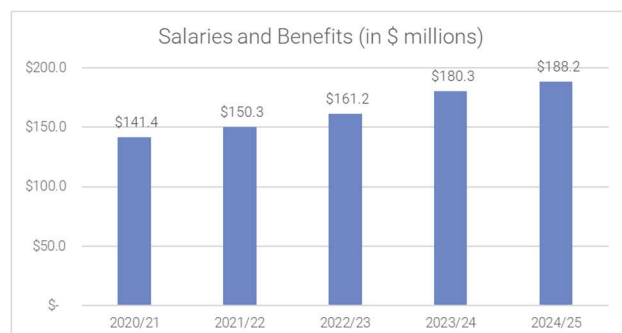
In 2024/25, total operating expenses was \$206.7 million.



Salaries and Benefits

The most significant cost to the school district is staff salaries and benefits. Over the past 5 years, salaries and benefits have accounted for over 90% of total operating costs. The increase corresponds to staffing increases related to student enrolment.

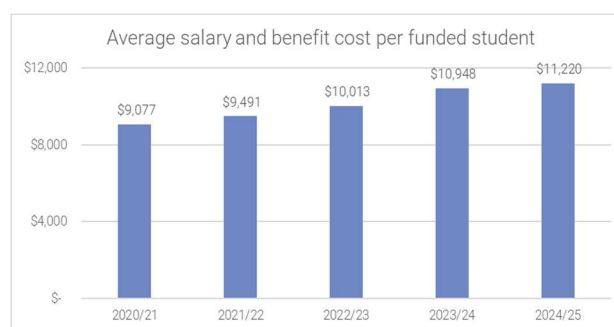
In 2024/25, the total salaries and benefits cost was \$188.2 million.



Average Salaries and Benefits per Student

The average salary and benefit cost per funded FTE student has also increased due to general wage increases and rising benefit costs.

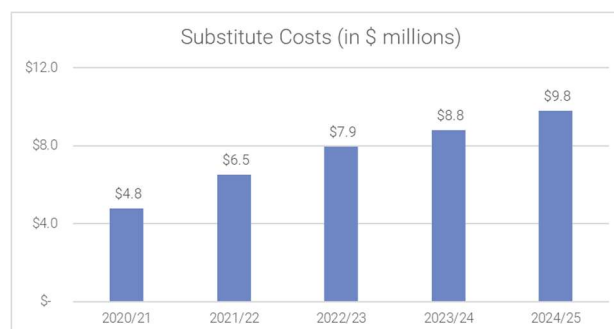
In 2024/25, the average salary cost per funded student was \$8,937 and average benefit cost per funded student was \$2,283, for a total average cost of \$11,220.



Substitutes Costs

In addition to staffing increases to accommodate student enrolment growth, the school district continues to experience higher than average employee absenteeism and relief costs.

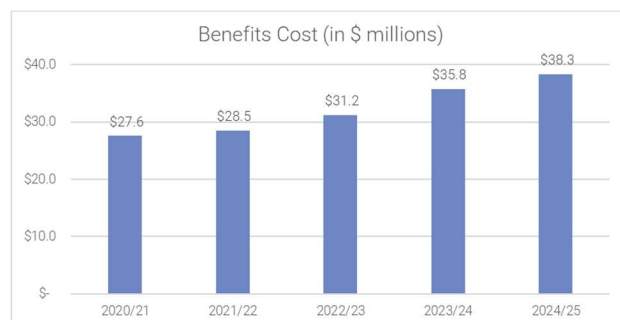
In 2024/25, substitute costs was \$9.8 million. This is an increase of \$1.0 million, or over 11% from prior year. Since 2020/21, relief costs have more than doubled and increased by \$5.0 million.



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. Benefit costs have also been increasing in conjunction with increasing salary costs. Over the past five years, the average benefit cost to the school district is an additional 24% of salaries and varies for different employee groups.

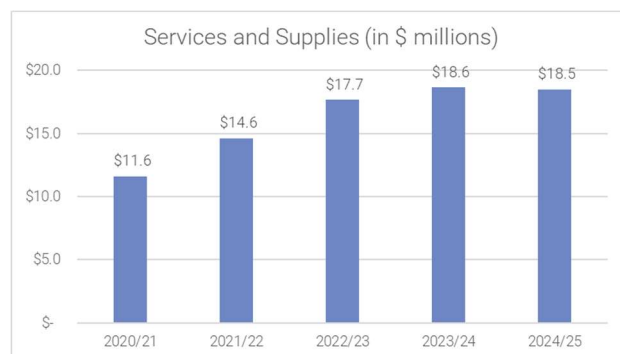
In 2024/25, the total benefits cost was \$38.3 million.



Services and Supplies

The school district's services and supplies costs have been relatively stable for the past three years after initially increasing following the lifting of COVID-19 restrictions.

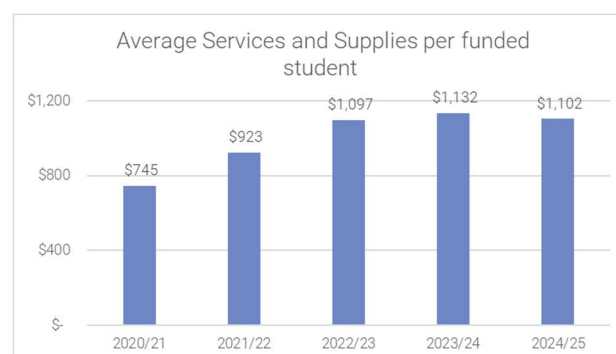
In 2024/25, the total services and supplies cost was \$18.5 million.



Average Services and Supplies per Student

The average services and supplies cost per funded FTE student has also stabilized in the last three years, after initially increasing in 2020/21 and 2021/22.

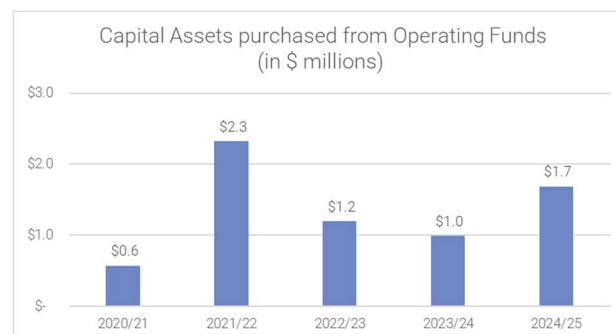
In 2024/25, the average services and supplies cost per funded FTE student was \$1,102, which has dropped slightly from previous year.



Capital Assets Purchased

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

In 2024/25, the total capital assets purchased using operating funds was \$1.7 million, primarily on computer hardware and furniture and equipment.



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 2024/25, the school district incurred \$38.0 million in expenses and spent \$1.1 million to purchase capital assets.

	2024/25 Budget	2024/25 Actual	2023/24 Actual
Revenues	\$ 37,069,044	\$ 39,047,344	\$ 35,017,650
Expenses	36,329,463	37,970,760	33,911,555
Capital assets purchased	739,581	1,076,584	1,106,095

Classroom Enhancement Fund

In 2017, the Ministry committed funding to school districts to meet the obligations of the restored collective agreement language for class size and composition.

In 2024/25, the school district received \$22.0 million to fund additional teacher and educational assistants staffing

School Generated Funds

School generated funds are collected at the school level for various student programs, field trips or athletic programs. These funds are held in trust and can be spent in the next fiscal year.

In 2024/25, the schools collected \$7.8 million. On June 30, 2025, \$4.1 million is held for future student programs.

Provincial School Outreach

The school district hosts the Provincial School Outreach on behalf of the provincial government, to provide support for rural or remote regions with specialists.

Fiscal year 2024/25 is the second year of the program and received \$3.1 million funding.

Feeding Futures

In 2023, the Ministry committed funding to increase food security for students and supporting school food programs. In 2024/25, the school district received \$1.7 million to further expand the school district's Food Access program.

CommunityLINK

This funding is for programs and initiatives to support food security, academic achievement and social and emotional needs of vulnerable students. In 2024/25, the school district received \$1.3 million funding.

Capital Fund

Major Capital Projects

The school district has three major capital projects underway as highlighted below.

New elementary school in Cloverley neighbourhood

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 \$71.7 million and \$20.7 million has been spent by June 30, 2025.

The City of North Vancouver is also contributing \$3.5 million for dedicated childcare spaces. This will be for both infant/toddlers, and for ages 30 to 60 months.

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 and \$4.6 million has been spent by June 30, 2025.

Westview Expansion

Construction of Westview's expansion started in summer 2025 and the four new classrooms are expected to be completed prior to the end of 2025. The additional classrooms will increase capacity by 100 more students.

This is a unique project as the building superstructure components were pre-fabricated off-site and assembled on site during summer 2025. This results in a much shorter construction period, with sustainable and energy-efficient designs.

The project budget is \$6.0 million and \$1.2 million has been spent by June 30, 2025.

Other Capital Investments

During 2024/25, the school district also spent \$1.1 million on furniture and equipment, \$1.0 million on computer hardware and \$0.4 million on vehicles.

Future Financial Stability

There are several factors that could influence the school district's financial situation during the 2025/26 school year and beyond. In preparing the 2025/26 annual budget, the school district has taken a conservative approach, and any material changes to actual results from planning assumptions could have a material impact to the overall budget.

International Program

The school district was not able to meet the demand for placements in the International Program in 2024/25 as it continued to face challenges in the availability of home stay families. Recent changes to federal immigration policy may impact the enrolment forecast for international students. As student enrolment increases 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 operating revenues. In addition, enrolments for English Language Learners have become unpredictable given the recent changes in federal immigration policy.

Costs of Sick Leave

The annual cost of replacement costs for sick leave have increased significantly since COVID-19. Work is underway on 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.

Deferred Maintenance

The growth in deferred maintenance creates financial pressures and risks to buildings and school district assets. As experienced at the end of June 2024, the poor condition of the Lucas Centre has necessitated the demolition of portions of the building. As a non-enrolling school, the school district does not receive any funding to demolish the building.

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. At the end of this year it is below the recommended minimum threshold.

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

Meeting Date: September 23, 2025 ☒ **Board** ☐ **Board, in camera**

Topic (as per the Memorandum): 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 for a 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.

Each year, the board of education must prepare and submit a report to the Minister by September 30 using the prescribed template provided. The reporting order has established the reporting metrics of student performances in three system goals, which include intellectual development, human and social development and career development.

The North Vancouver School District Strategic Plan 2021 – 2031 forms the foundation of the Framework for Enhancing Student Learning Report. The Strategic Plan was the culmination of community-wide consultation and captures the key goals for the school district.

The 2024/25 report represents the fourth summary report under the policy framework. The results were discussed in detail at the Standing Committee meeting on September 16, 2025.

Assistant Superintendent Arlene Martin will present the report for 2024/25.

Attachment:
Enhancing Student Learning Report, September 2025.

RECOMMENDED MOTION:

that the Board of Education approve the Enhancing Student Learning Report for the year ended June 30, 2025, as attached to this administrative memorandum of September 23, 2025.

Enhancing Student Learning Report

September 2025



In Review of Year 2024-25 of NVSD Strategic Plan 2021-31

Presented to The Board of Education on September 23, 2025.

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Cover photo credit:

Cheakamus Centre Reconciliation House Post by Xwalacktun

"To symbolize the change between what took place, what happened, and where we are going now, there is a butterfly on top. The butterfly symbolizes that change because it has four stages of change in its life cycle. The eagle is there to remind us that we are being watched, and it is connected to something greater than us. That is why the eagle's eyes are in the spiritual form, looking further than its normal vision. The eagle also symbolizes enlightenment and strength.

The person in the eagle ties this pole in with reconciliation because you can see the hands are up. This is showing the gesture of thank you for finally recognizing what took place.

In between the eagle and the salmon is the Coast Salish eye that shows connection to something greater than us.

To have that reconciliation, we need to find balance again. The two salmon symbolize that balance. With that balance, we become a whole family again and the wolf represents family.

The wolf is on the bottom feeling happy and well-fed in many different ways, through education, and food, and nurturing.

Part 1: Review of Data and Evidence

This report follows the Ministry of Education and Child Care's reporting framework, which uses standardized terms and data practices. To maintain accuracy and protect student privacy, some language and formatting choices are deliberate, including the use of capitalized terms and data masking.

Key Terms and Capitalization

- **All Resident Students** – Students who reside in British Columbia and are enrolled in the North Vancouver School District (SD44). This group excludes International Students and those educated outside the BC public system.
- **Students with Designations** – Students formally identified with a Ministry designation that indicates diverse learning needs.
- **Indigenous Resident Students** – Students who self-identify as First Nations, Métis, or Inuit and live in British Columbia. Data is sometimes presented separately for those living **On Reserve** or **Off Reserve**. Distinguishing these groups matters; supports and outcomes can vary due to community context, resources, and partnerships.
- **CYIC (Children and Youth in Care)** – Students who are, or have been, in the care of the Ministry or delegated agency.

These terms are capitalized to signal that they reflect official Ministry data categories, not general descriptions.

Use of Data & Masking

The Ministry of Education provides both masked and unmasked student data to districts. This public report uses only masked data to protect privacy. Masking occurs when fewer than 10 students are in a cohort, or where reporting could risk identifying individuals. Some NVSD cohorts represent 1% or less of the overall student population, so annual changes may appear more pronounced.

To ensure meaningful analysis:

- Results are considered over multiple years.
- Trends are viewed alongside provincial patterns.

Even when data cannot be reported publicly, these students are known, supported, and monitored at the school level through targeted supports, including Individual Education Plans (IEPs) where appropriate.

Navigating Section 1

Part 1 presents data through charts and graphs, followed by analysis and interpretation for each of the five Educational Outcome areas, providing both a visual and narrative understanding of student learning. All data included is generated by the Ministry of Education.

Intellectual Development

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD044 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1152 81%	1215 93%	1136 93%	1255 90%	1244 93%
Indigenous Resident Students	48 60%	54 91%	47 96%	44 84%	45 89%
Indigenous Resident Students on Reserve	Masked	19 84%	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	35 94%	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	168 62%	170 72%	140 83%	173 76%	184 84%

Table 1

SD044 - Grade 4 FSA Literacy - On Track / Extending Rate

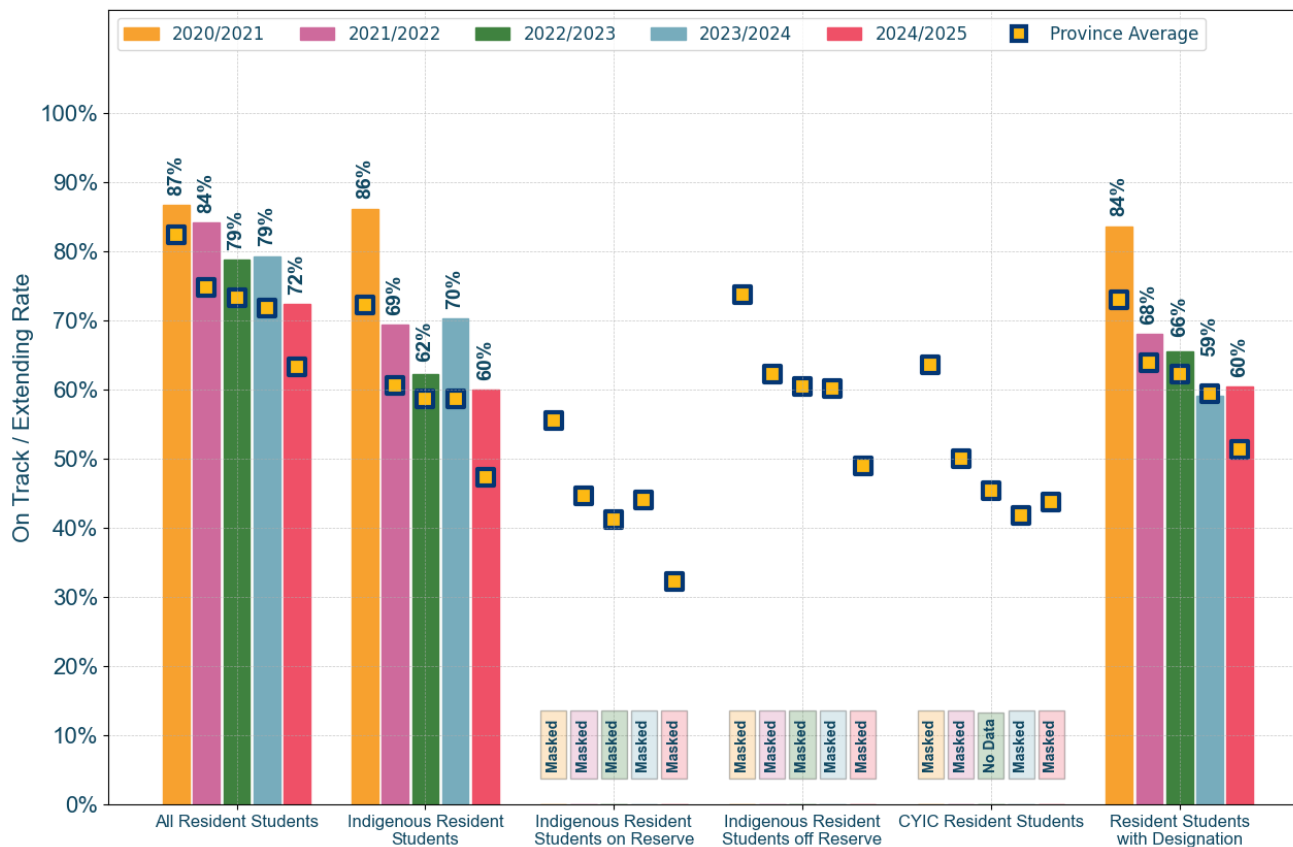


Figure 1

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations, cont'd

SD044 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1254 82%	1144 94%	1200 94%	1178 94%	1318 95%
Indigenous Resident Students	65 60%	52 88%	60 93%	51 78%	52 85%
Indigenous Resident Students on Reserve	20 55%	21 81%	23 91%	Masked	20 75%
Indigenous Resident Students off Reserve	45 62%	31 94%	37 95%	Masked	32 91%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	263 65%	256 85%	211 85%	230 86%	274 87%

Table 2

SD044 - Grade 7 FSA Literacy - On Track / Extending Rate



Figure 2

Measure 1.2: Grade 10 Literacy Expectations

SD044 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1228 92%	1233 72%	1222 62%	1276 92%	1340 93%
Indigenous Resident Students	59 81%	67 58%	56 46%	71 80%	60 68%
Indigenous Resident Students on Reserve	19 68%	15 67%	Masked	20 65%	15 73%
Indigenous Resident Students off Reserve	40 88%	52 56%	Masked	51 86%	45 67%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	215 72%	209 56%	230 51%	274 80%	314 82%

Table 3

SD044 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate

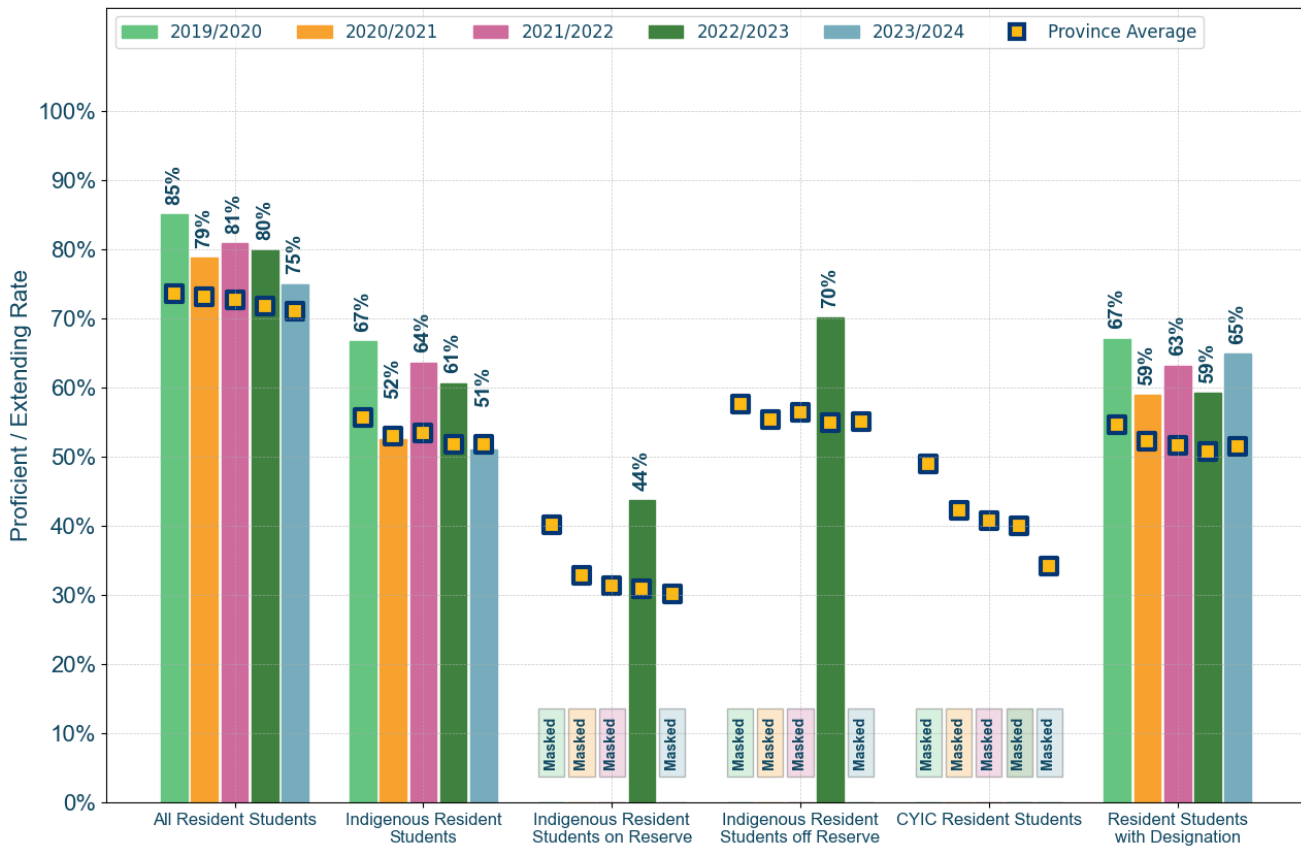


Figure 3

Analysis & Interpretation

Educational Outcome 1: Literacy

Across British Columbia, literacy results have been consistently stronger than numeracy, with higher proficiency rates and greater stability over time. Within this context, NVSD continues to perform at the top end of the province, with participation rates well above the B.C. average and achievement consistently exceeding provincial norms. The data demonstrates both sustained district-wide performance, robust systems and structures, and areas where the district continues to focus on narrowing gaps for priority cohorts.

Strengths

Student participation in provincial literacy assessments remains strong in North Vancouver. In 2024–25, participation rates reached 93% at Grade 4 and 95% at Grade 7, compared to a provincial average of 84% (gr 4 and 7). Similarly, Grade 10 Graduation Literacy Assessment participation in 2023–24 was high at 93%. These consistently strong rates reflect a high level of engagement across schools and alignment with district priorities.

Performance outcomes demonstrate that NVSD students achieve well above provincial averages:

- **Grade 4:** Between 72–84% of students have been *On Track or Extending* over the last five years, compared to the provincial range of 55–66%.
- **Grade 7:** Between 79–84% of students have been *On Track or Extending*, compared to the provincial range of 57–72%.
- **Students with Designations:** At Grade 4, between 59–68% of students have been On Track or Extending (2024–25: 60%), compared to the provincial range of 38–57%. At Grade 7, results ranged from 62–70%, vs. provincial 33–53%. Even the lowest NVSD result during this period remains higher than the provincial maximum, underscoring sustained district strength.
- **Indigenous Students:** Outcomes remain consistently above provincial averages, often by 10–20 percentage points. However, compared with All Resident Students in NVSD, an achievement gap emerges and widens as students progress (approximately 12% at grade 4, 19% at grade 7, and 24% at grade 10).
 - A notable anomaly appears at Grade 10 for students living on reserve, where participation in 2023–24 reached 73%, exceeding off-reserve peers (67%) and showing improvement from the prior year (65%).

Participation Trends for Priority Cohorts

- **Students with Designations:** Participation has risen over the past five years, from 62% to 84% at Grade 4, and from 65% to 87% at Grade 7. This improvement reflects increased system capacity to engage students with diverse learning needs.
- **Indigenous Students:** Participation dipped slightly in 2023–24 but rebounded in 2024–25 (89% at Grade 4, 85% at Grade 7). Proficiency rates for this group also remain consistently higher than provincial averages, though gaps persist when compared with all resident NVSD students. For students living on reserve, results fluctuate due to small cohorts, though at times outcomes surpass those of off-reserve peers (as seen at Grade 10 in 2022–23).

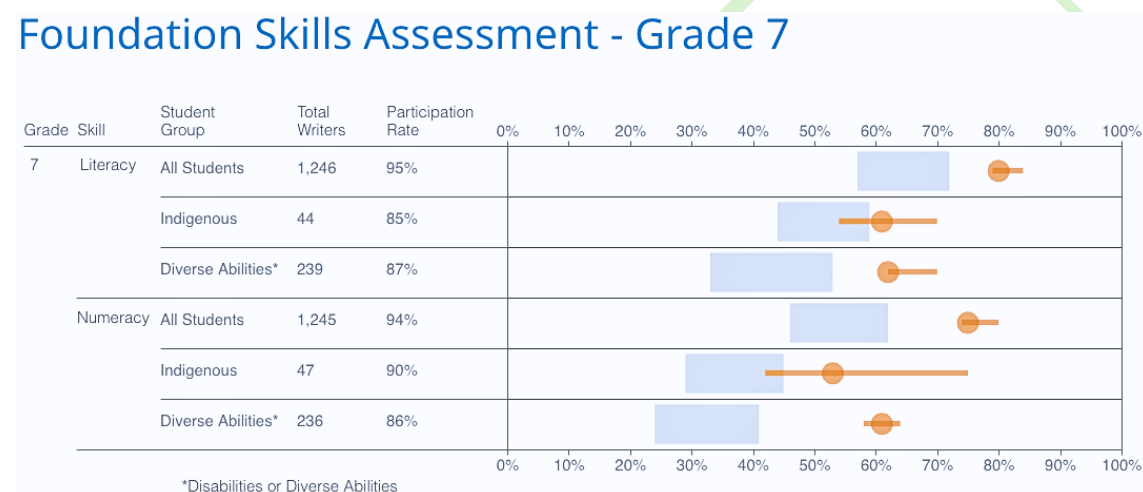
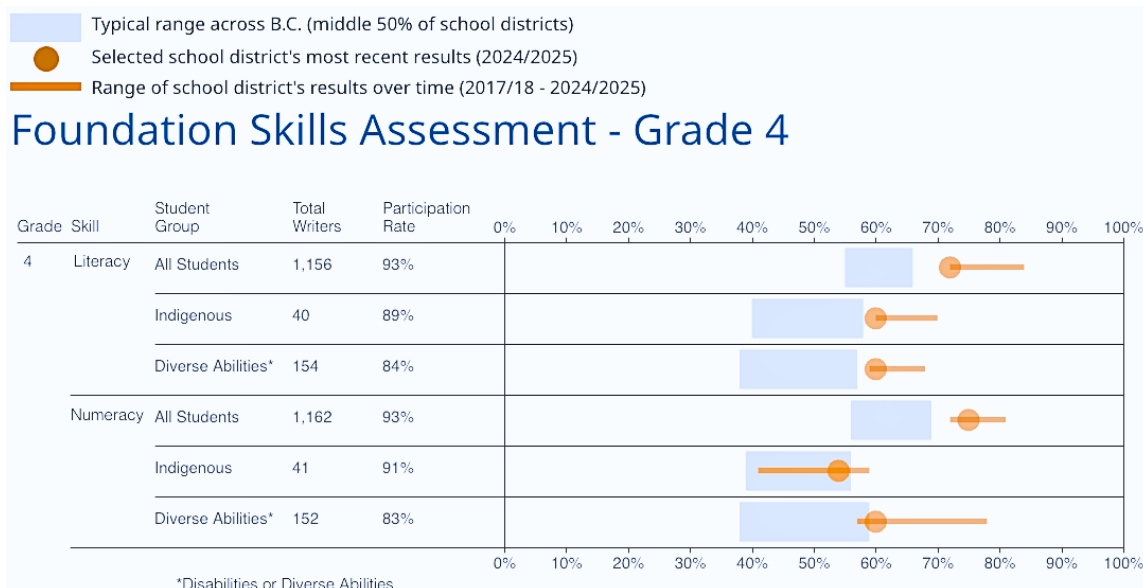


Figure 4

Masked Data

For some groups, including Indigenous students living on reserve and Children and Youth in Care (CYIC), results are masked in public reporting when cohorts are small. This protects privacy, as results for fewer than 10 students cannot be shown. Importantly, these students are not “invisible” in practice: their progress is monitored at the school level and may be supported as appropriate through Individual Education Plans (IEPs), targeted supports, and strong connections with families, Indigenous Education Council, local Nations and community partners.

Areas for Ongoing Focus

NVSD literacy achievement is consistently strong, with outcomes well above provincial averages. The district continues to focus on:

- narrowing participation and achievement gaps for Indigenous students and students with disabilities or diverse abilities, particularly at Grade 10.
- sustaining early literacy supports and structured approaches to ensure that the strong foundation in primary grades continuing into intermediate and secondary levels

Sustaining and expanding structured literacy approaches, and targeted supports will be key to maintaining momentum.

Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD044 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1152 80%	1215 92%	1136 93%	1255 90%	1244 93%
Indigenous Resident Students	48 60%	54 93%	47 98%	44 84%	45 91%
Indigenous Resident Students on Reserve	Masked	19 84%	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	35 97%	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	168 61%	170 71%	140 81%	173 73%	184 83%

Table 4

SD044 - Grade 4 FSA Numeracy - On Track / Extending Rate

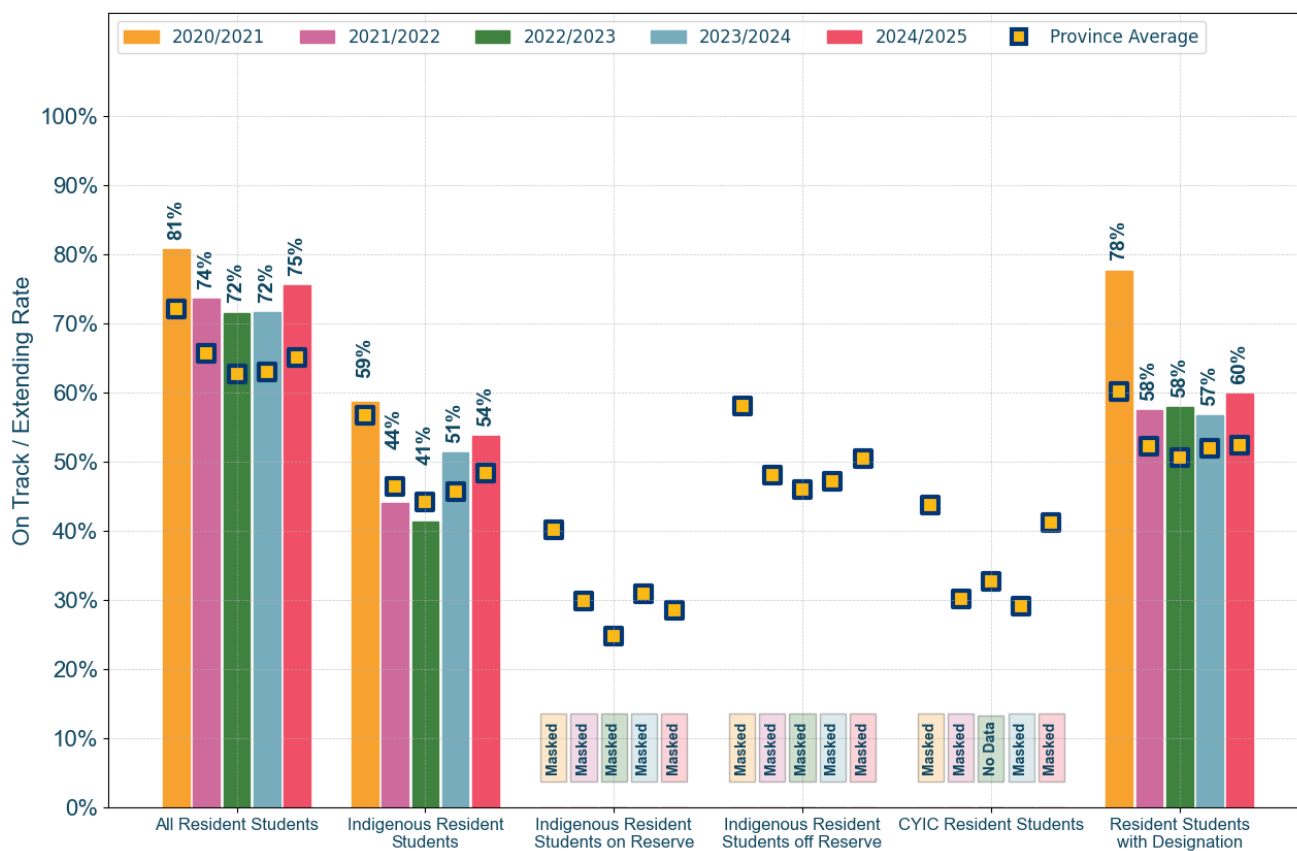


Figure 5

SD044 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1254 82%	1144 94%	1200 94%	1178 94%	1318 94%
Indigenous Resident Students	65 60%	52 92%	60 90%	51 78%	52 90%
Indigenous Resident Students on Reserve	20 60%	21 90%	23 87%	Masked	20 85%
Indigenous Resident Students off Reserve	45 60%	31 94%	37 92%	Masked	32 94%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	263 65%	256 86%	211 83%	230 86%	274 86%

Table 5

SD044 - Grade 7 FSA Numeracy - On Track / Extending Rate

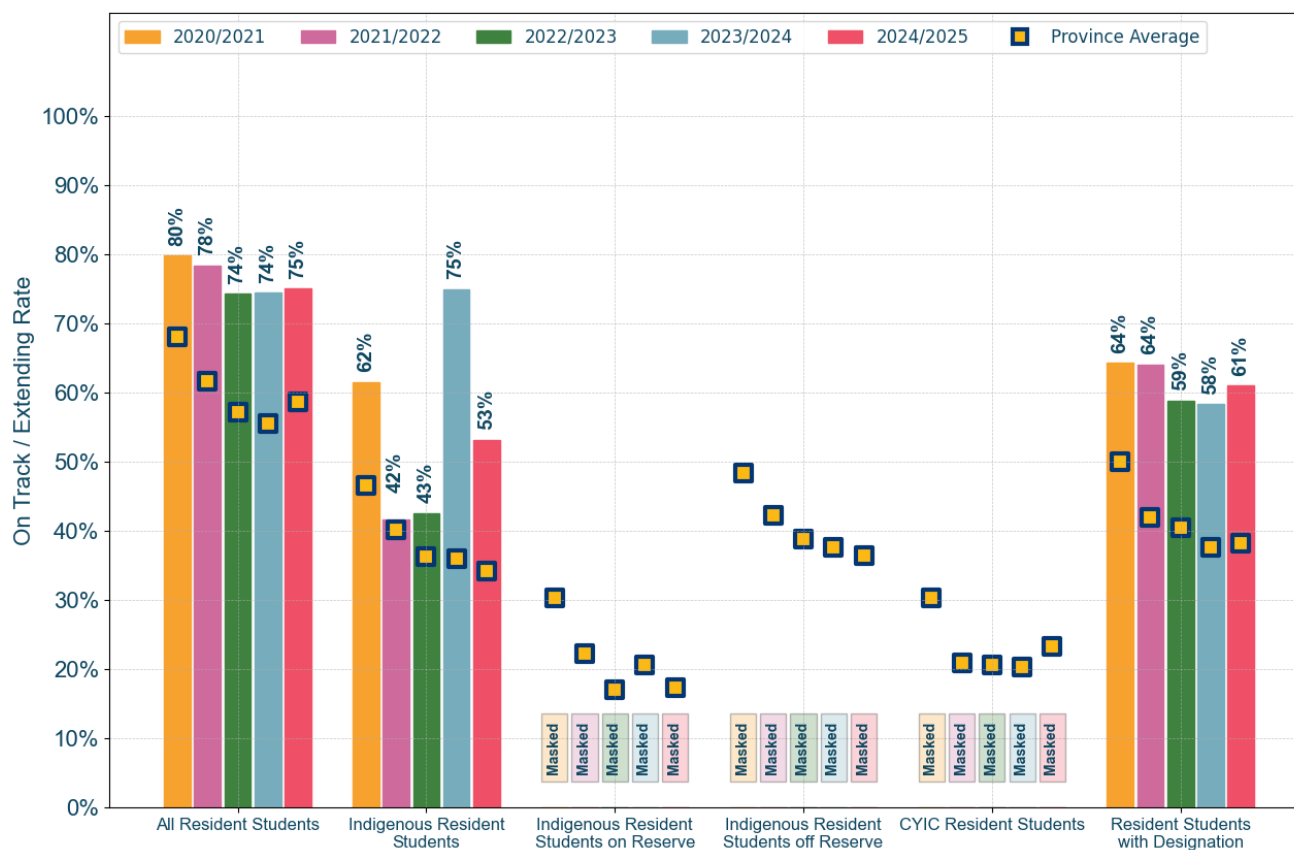


Figure 6

Measure 2.2: Grade 10 Numeracy Expectations

SD044 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1231 2%	1234 87%	1228 89%	1278 90%	1343 93%
Indigenous Resident Students	Masked	68 63%	57 63%	70 76%	61 66%
Indigenous Resident Students on Reserve	Masked	16 69%	25 48%	20 60%	16 69%
Indigenous Resident Students off Reserve	Masked	52 62%	32 75%	50 82%	45 64%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	211 70%	232 76%	273 79%	313 81%

Table 6

**The grade 10 Graduation Numeracy Assessment participation rate reported as 2% for All Resident Students in 2019-20 is an anomaly. Province-wide, participation that year was 47%, with disruptions from COVID-19 impacting assessment schedules and reporting, particularly the June 2020 session. This discrepancy reflects provincial circumstances and data reporting rather than NVSD student engagement. From 2020-21 onward, participation rates in NVSD returned to typical levels (87-93%).*

SD044 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

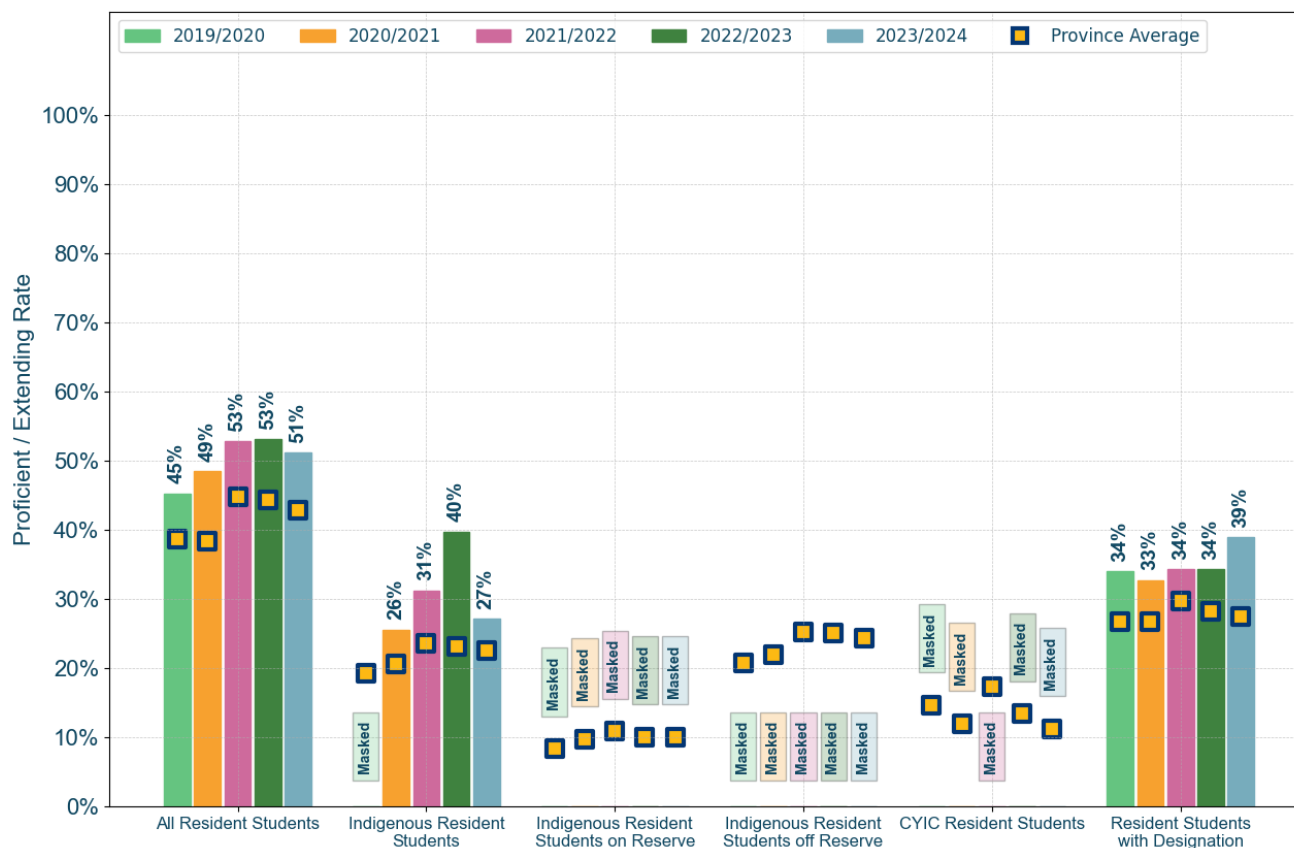


Table 7

Analysis & Interpretation

Educational Outcome 2: Numeracy

Across British Columbia, numeracy results have historically trailed literacy, with lower proficiency rates and slower improvement trends. Within this broader context, NVSD stands out: participation remains consistently high, and performance exceeds provincial averages by wide margins across all grades and student groups. While results demonstrate both stability and strength, they also highlight areas where the district is well-positioned to deepen supports and continue closing gaps.

Strengths

Student participation in provincial numeracy assessments remains consistently high in North Vancouver. In 2024–25, participation rates reached 93% at Grade 4 and 94% at Grade 7, compared to the provincial average of 84% (Grades 4 and 7). At Grade 10, participation has steadily strengthened from 87% in 2020–21 to 93% in 2023–24, matching literacy and underscoring strong system engagement across subjects.

Performance results also reflect NVSD students achieving well above provincial averages, with important patterns emerging over time:

- **Grade 4:** Between 72–81% of students have been On Track or Extending over the last five years, compared to a provincial range of 56–69%. This places NVSD consistently at the top end of, or above, the provincial spread.
- **Grade 7:** Between 74–80% of students were On Track or Extending, consistently outpacing the provincial range of 46–62%. The 2024–25 result (75%) is closely aligned with literacy at the same grade level, reflecting a stable trend in performance
- **Students with Designations:** At Grade 4, between 57–78% of students have been On Track or Extending in numeracy (2024–25: 60%), compared to the provincial range of 38–59%. At Grade 7, results have remained within 58–64% (2024–25: 61%), which is higher than the provincial range of 24–41%. This is a striking spread that underscores the district's success in supporting students through the intermediate years. By Grade 10, outcomes have held steady for four years at 33–34% (2023–24: 39%) still well above the provincial range of 13–30%. While literacy outcomes for this group show a more noticeable upward trend in recent years, numeracy results reflect a steady, reliable performance that consistently surpasses provincial benchmarks. Given that provincial outcomes for this cohort have also remained flat over time, NVSD's stability at a higher level of achievement highlights both the strength of district supports and the broader challenge of raising results further within a provincial context where growth has been difficult to achieve.
- **Indigenous Students:** Numeracy outcomes for Indigenous students remain consistently above provincial averages. Compared with All Resident NVSD students, however, a gap persists: at Grade 4 (21%), at Grade 7 (22%) and in Grade 10 (24%).
 - Within this group, a distinctive pattern appears at Grade 10: students living on reserve achieved a 69% participation rate in 2023–24, surpassing their off-reserve peers (64%) and rebounding from the prior year (60%). Proficiency rates for this cohort have fluctuated year to year due to small cohort sizes, but the longer-term trend since 2020–21 shows recovery from the pandemic year and a current upward trajectory. Notably, over 5 years until 2023–24

NVSD Indigenous students achieved 9-16% above provincial peers in proficiency, reinforcing that while local gaps remain, performance is consistently stronger than the province overall.

Participation Trends for Priority Cohorts

- **Students with Disabilities and Diverse Abilities:** Participation has risen over the past five years from 61% to 83% at Grade 4, and from 65% to 86% at Grade 7. At Grade 10, participation has also improved from 70% in 2020-21 to 81% in 2023-24, reflecting the district's growing capacity to support meaningful engagement for learners with diverse needs
- **Indigenous Students:** Participation rates in numeracy assessments have generally remained above provincial averages, though with some fluctuation. After a dip in 2020-21, rates rebounded in 2024-25 to 91% at Grade 4 and 90% at Grade 7. At Grade 10, participation has ranged from 63-76% over five years, most recently at 66% in 2023-24. While uneven, the overall trend shows resilience and improvement, particularly among on-reserve students.

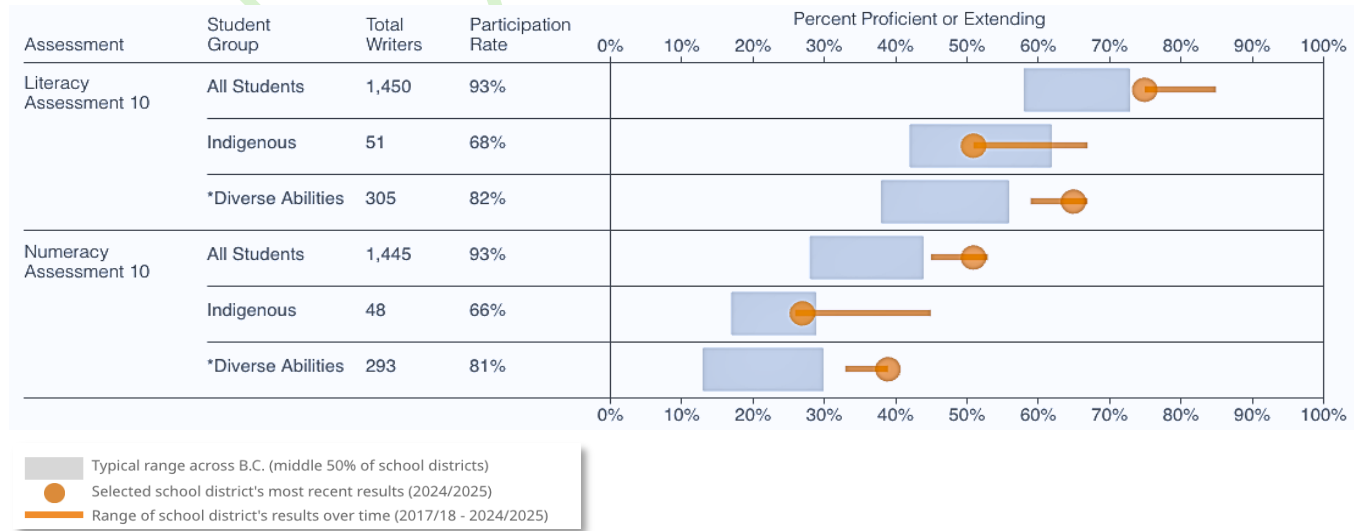
Masked Data

For some groups, including Indigenous students living on reserve and Children and Youth in Care (CYIC), public reporting often masks results because of small cohort sizes. This ensures privacy, as results for fewer than 10 students cannot be disclosed. It is important to note that these students are not “invisible” in practice: their progress is closely monitored at the school level and as appropriate, may be supported through Individual Education Plans (IEPs), targeted supports, and close collaboration with Indigenous Education Council, local Nations, families and community partners.

Areas for Ongoing Focus

NVSD students continue to demonstrate strong achievement in numeracy, with performance consistently above provincial averages. At the same time, the provincial context shows that numeracy results are lower than literacy overall, and more difficult to shift upward. Within that broader reality, NVSD’s challenge and opportunity lie in:

- Narrowing achievement gaps for Indigenous students and students with disabilities and diverse abilities, particularly at the Grade 10 level where differences are most pronounced
- Building on early successes in the primary and intermediate grades to sustain gains into secondary school.



Grade-to-Grade Transitions

Measure 2.3: Grade-to-Grade Transitions

SD044 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1230	1233	1228	1277	1341
Indigenous Resident Students	59	68	56	71	60
Indigenous Resident Students on Reserve	19	16	25	20	15
Indigenous Resident Students off Reserve	40	52	31	51	45
CYIC Resident Students	Masked	12	Masked	Masked	Masked
Resident Students with Designation	216	209	229	273	313

Table 8

SD044 - Grade 10 to 11 Transition Rate

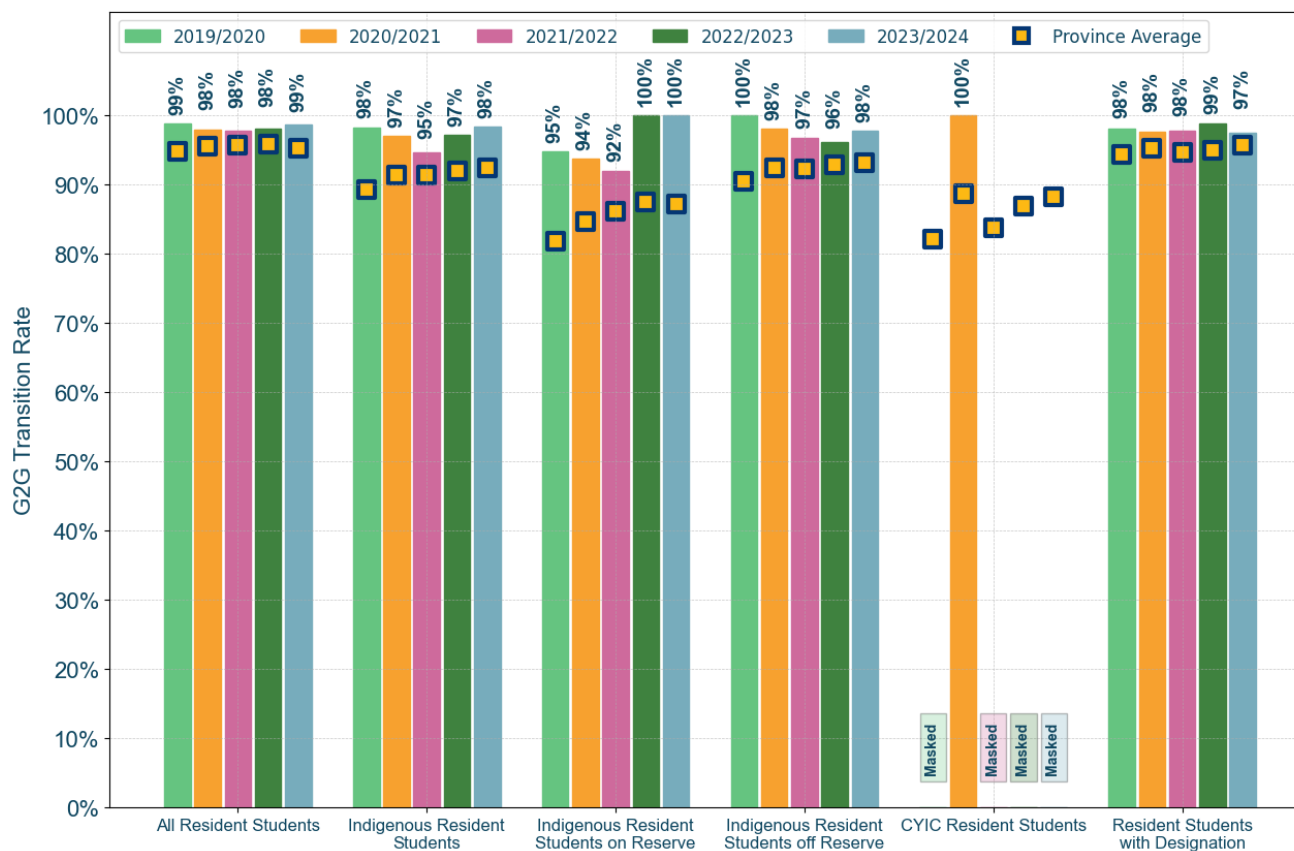


Figure 8

SD044 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1189	1252	1265	1254	1316
Indigenous Resident Students	37	57	71	58	73
Indigenous Resident Students on Reserve	19	18	19	27	22
Indigenous Resident Students off Reserve	18	39	52	31	51
CYIC Resident Students	Masked	Masked	13	Masked	Masked
Resident Students with Designation	219	233	223	243	294

Table 9

SD044 - Grade 11 to 12 Transition Rate



Figure 9

Analysis & Interpretation

Educational Outcome 2.3: Grade to Grade Transition

Grade-to-grade transitions represent a key measure of student engagement and school completion pathways. High transition rates signal that students are remaining connected to school, progressing through courses, and staying on track to graduation. This indicator is therefore a strong predictor of long-term student success and provides important insight into both system performance and the impact of targeted supports for priority cohorts.

Strengths

Transition rates in the North Vancouver School District are exceptionally strong and consistently above provincial averages. In 2023–24:

- **Grade 10 → 11:** 99% of All Resident Students successfully transitioned, with priority cohorts also demonstrating very high outcomes (97% for Students with Designations; 98% for Indigenous Students).
- **Grade 11 → 12:** Transition rates reached 99% for All Resident Students, Indigenous Students, and Students with Designations.

Looking at five-year Ministry trend data, transitions have remained steady at or near 100% for NVSD, consistently outperforming the provincial average.

The 20-year historical view below (Figures 8, 9) adds important context: transition rates for All Students, Indigenous Students, and Students with Designations have steadily improved over time, converging near 99% in recent years. This long-term trajectory reflects the cumulative impact of sustained efforts in early intervention, inclusive programming, and strong school-family-community partnerships.

Grade 10 → 11: Transition Over 20 Years

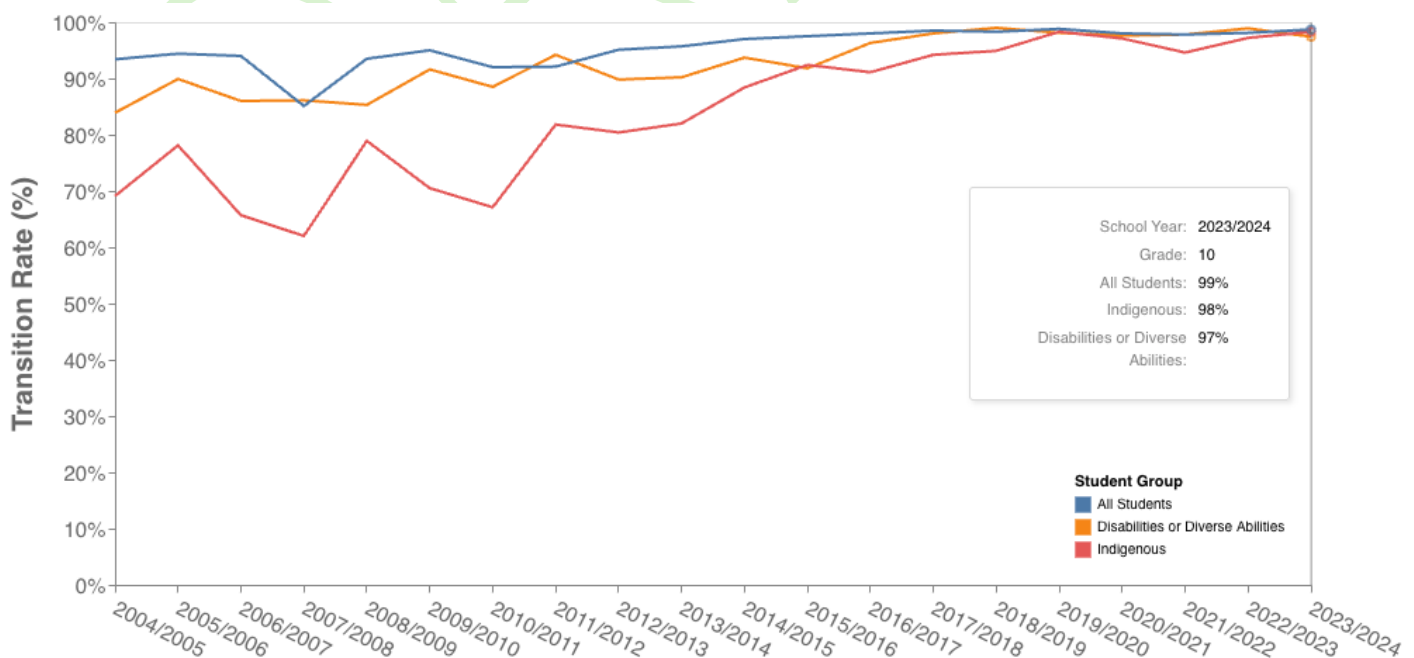


Figure 10

Grade 11 → 12 Transition Over 20 Years

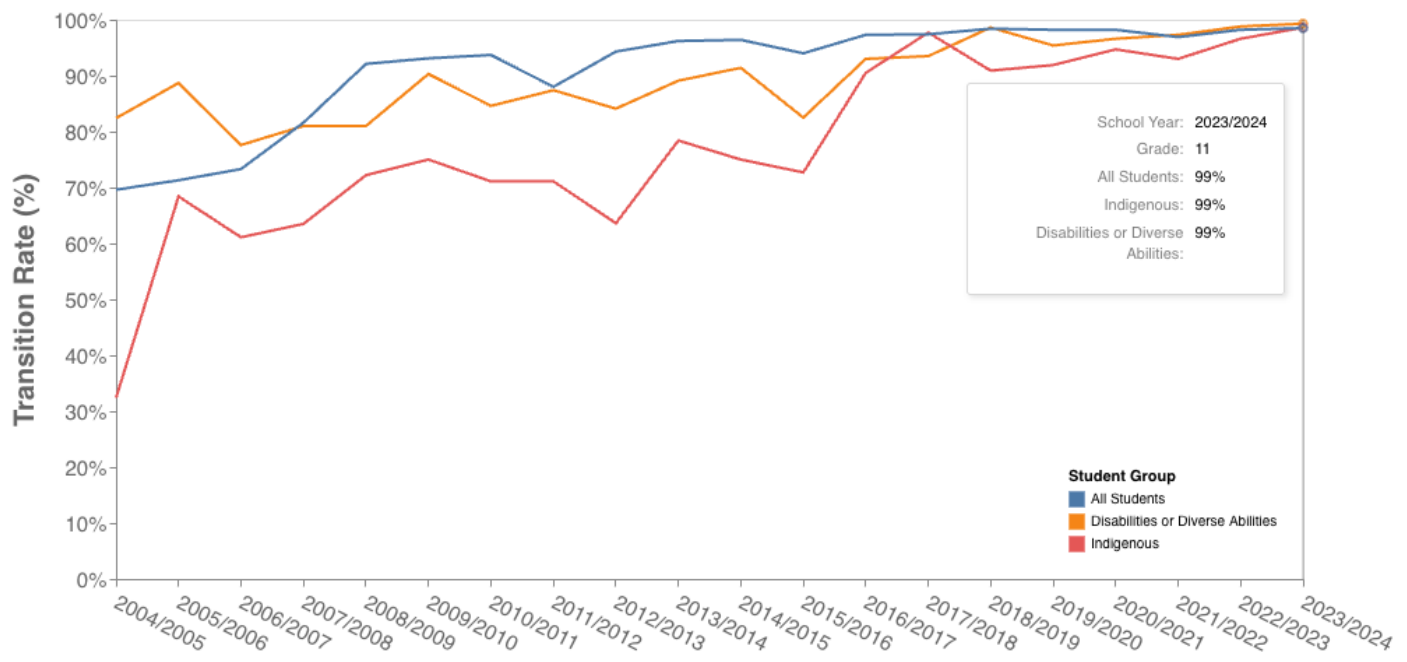


Figure 11

Trends for Priority Cohorts

- **Indigenous Students:** Historically, transition rates were lower for Indigenous learners, but the 20-year trend shows remarkable improvement. In 2023–24, Grade 10 → 11 transitions were 98% and Grade 11 → 12 transitions reached 99%, closing the gap with the overall student population.
- **Students with Designations:** Similarly, transition rates for students with Designations now stand at 97% (Grade 10 → 11) and 99% (Grade 11 → 12). This demonstrates the strength of school-based supports, IEP processes, and pathways planning in NVSD.

Interpretation

The NVSD data tells a positive and coherent story: nearly all students, including those in priority cohorts, remain on track through key secondary transitions. Unlike literacy and numeracy outcomes where differences in proficiency rates remain, transition rates are both high and stable across all groups.

This consistency points to a district-wide culture of persistence and support. The few instances where small fluctuations appear (e.g., within small on-reserve cohorts) are influenced by masked data rules and very small sample sizes, not systemic concerns.

Summary

Transition data reflects one of the strongest areas of student success in NVSD. Sustained high performance, combined with the long-term upward trajectory for priority cohorts, reinforces the strength of district systems and supports. Going forward, maintaining this momentum will be key to ensuring that the nearly universal transition to graduation continues for all learners.

Human & Social Development

Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

SD044 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	3610 24%	3598 60%	3578 63%	3609 70%	3769 65%
Indigenous Resident Students	189 30%	173 49%	162 57%	178 65%	155 52%
Indigenous Resident Students on Reserve	67 45%	42 52%	65 51%	50 56%	37 43%
Indigenous Resident Students off Reserve	122 22%	131 47%	97 61%	128 69%	118 55%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	598 26%	612 51%	654 61%	624 65%	716 54%

Table 10

SD044 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10

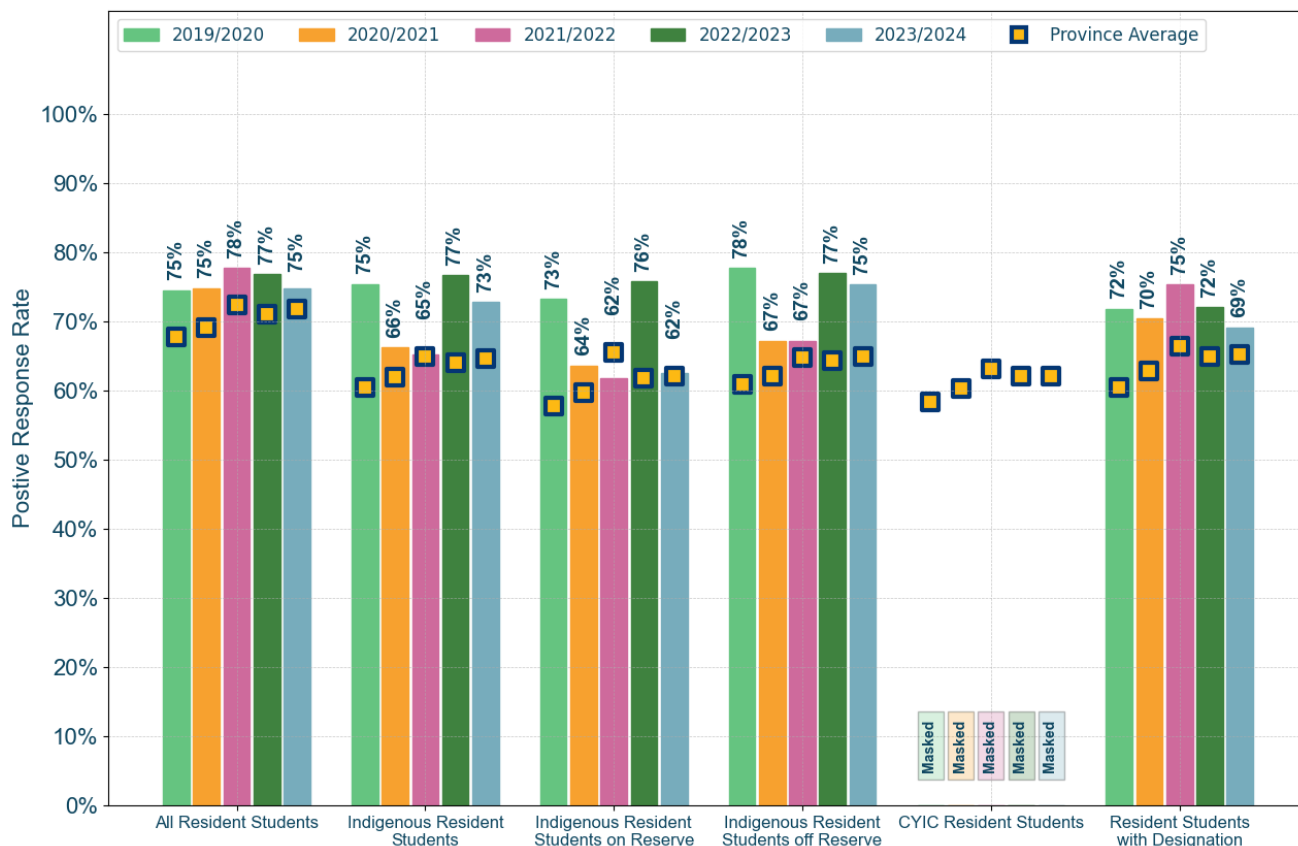


Figure 12

SD044 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10

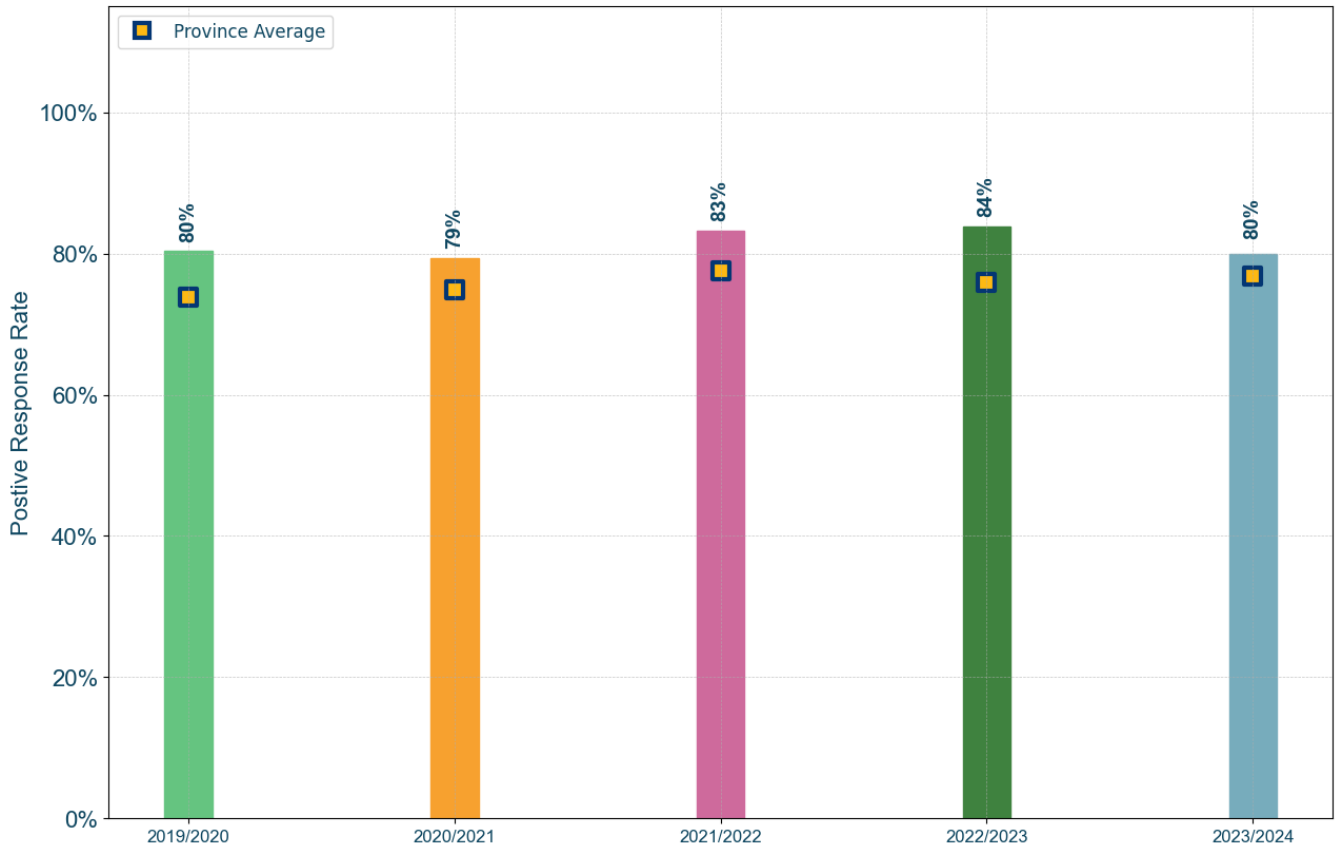


Figure 13

SD044 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10

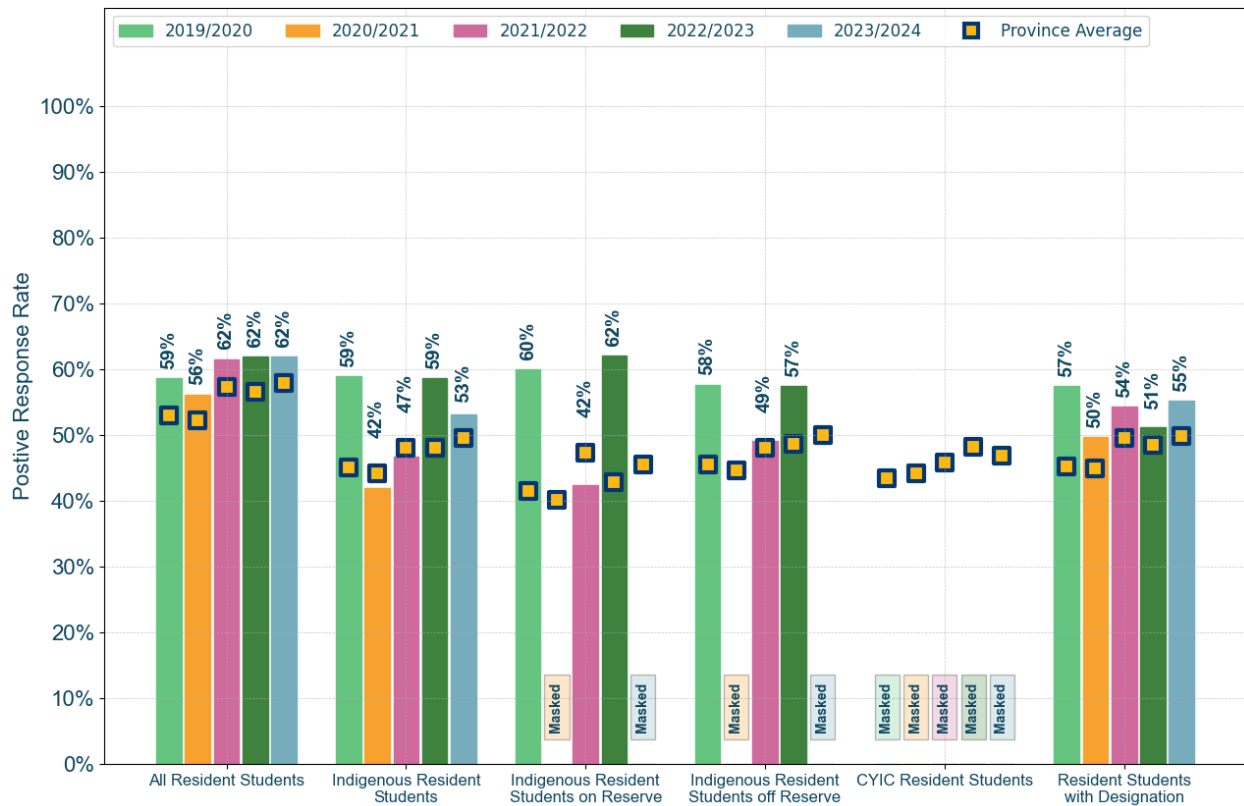


Figure 14

Measure 3.2: Students Feel that Adults Care About Them at School

SD044 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10

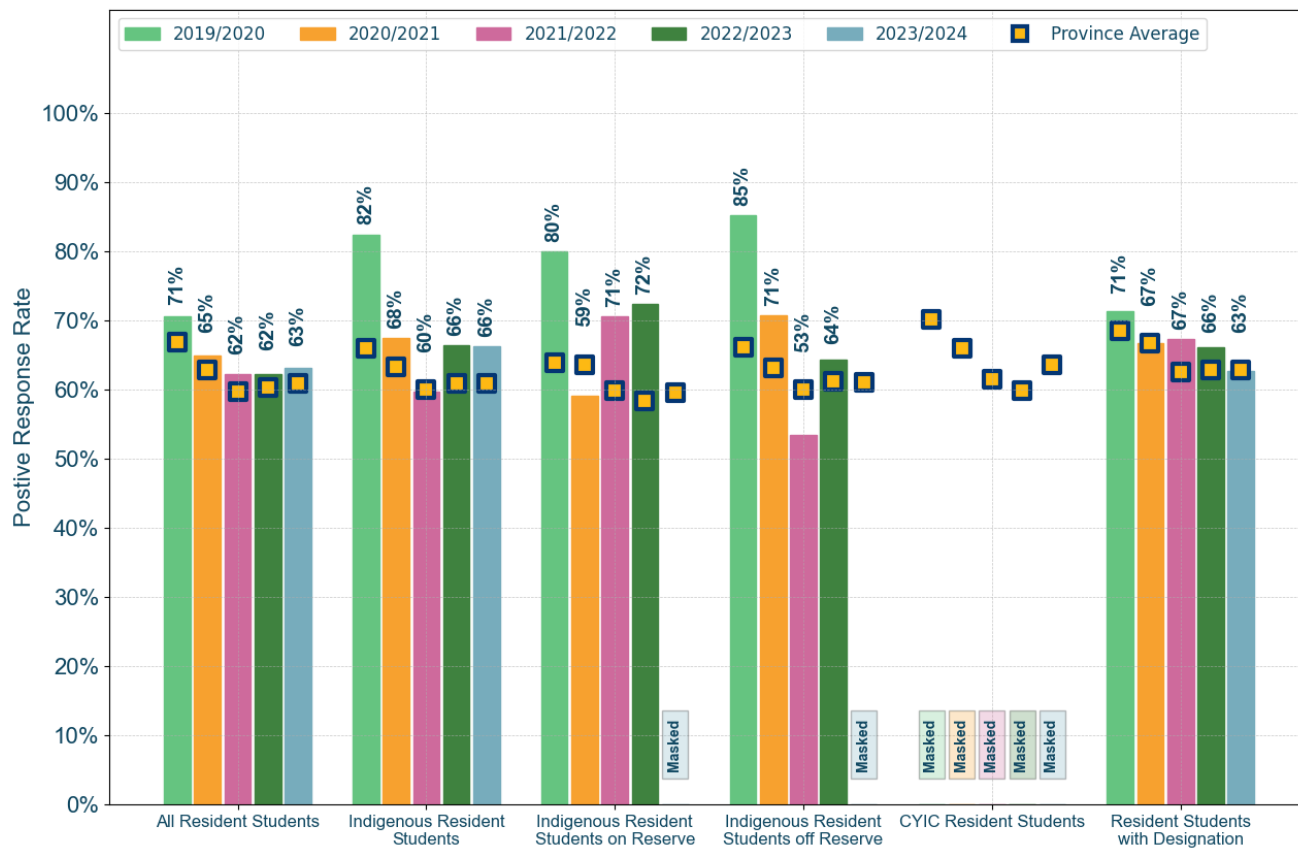


Figure 15

Analysis & Interpretation

Educational Outcome 3: Feel Welcome, Safe, and Connected

A strong sense of safety, welcome, and belonging is foundational to student learning and long-term success. Research consistently shows that students who feel connected to their school community demonstrate greater engagement, stronger achievement, and improved well-being. Tracking these indicators helps NVSD ensure that schools provide environments where all learners can thrive, and that supports for priority cohorts are meaningful and effective.

Interpreting Feedback

Student Learning Survey results show that NVSD students report consistent levels of feeling welcome, safe, and connected at school. In 2023–24, 75% of students reported feeling welcome, 80% felt safe, and 62% reported a sense of belonging, with 63% affirming that two or more adults in the school care about them. These results are largely aligned with or slightly above provincial benchmarks. Importantly, participation rates in the Student Learning Survey (SLS) have risen in NVSD, from 24% of students responding in 2019–20 to 65% in 2023–24.

For priority cohorts, outcomes are consistently strong and generally on par with overall district results. In 2023–24, 73% of Indigenous students reported feeling welcome, and 53% a sense of belonging, all above provincial averages for Indigenous learners. Similarly, students with designations reported 69% welcome, and 55% belonging. While results for Indigenous students living on reserve fluctuate due to small cohorts, they remain within range of off-reserve peers, with belonging showing only a modest gap. These patterns show that priority cohorts report slightly lower levels of connection, yet remain broadly aligned with district averages and demonstrate encouraging gains over time. Continued focus is needed to further strengthen belonging, safety, and a sense of welcome for all students.

Strengths

- Strong participation growth: Student participation in the SLS has more than doubled over five years, rising to 65% in 2023–24, results are increasingly representative of the district as a whole.
- High levels of connection across measures: Students consistently report positive experiences of welcome, safety, belonging, and adult care, with results above or aligned with provincial averages.
- Priority cohort outcomes: Both Indigenous students and students with designations report experiences of safety, welcome, and belonging that meet or exceed provincial averages, indicating meaningful progress toward equity of experience.

Participation Trends for Priority Cohorts

- **Indigenous Students:** Participation in the Student Learning Survey ranged from 30-52% over the past five years. Positive response rates in 2023–24 included 73% welcome, and 53% belonging. While belonging remains slightly lower than the district average, it exceeds provincial averages for Indigenous students, with trends showing gradual improvement.

- **Students with Designations:** Participation grew from 26% in 2019–20 to 54% in 2023–24. Results for this group remain closely aligned with all-student averages (69% welcome, 55% belonging), underscoring strong system engagement.
- **Indigenous Students on Reserve:** Results fluctuate year to year due to small cohort sizes. However, positive response rates remain broadly in line with off-reserve peers, with belonging only modestly lower.

Masked Data

For some groups, including Indigenous students living on reserve and Children and Youth in Care (CYIC), data is frequently masked in public reporting to protect student privacy when cohorts are small. While this limits the ability to report disaggregated results, these students are not invisible in practice: their progress and well-being are closely monitored and supported at the school level through targeted supports as appropriate.

Areas for Ongoing Focus

While NVSD students consistently report comparatively strong levels of safety, welcome, and belonging, the district remains committed to further strengthening supports for priority cohorts, particularly around sense of belonging. Sustained attention to relationship-building, culturally responsive practices, and inclusive school environments will continue to ensure all students feel fully connected to their school communities.

Career Development

Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

SD044 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1224 123	1251 115	1319 130	1341 138	1368 140
Indigenous Resident Students	57 6	39 3	64 6	71 7	62 6
Indigenous Resident Students on Reserve	30 3	Masked	27 2	27 3	32 3
Indigenous Resident Students off Reserve	27 3	Masked	37 4	44 4	30 3
CYIC Resident Students	35 4	Masked	Masked	Masked	Masked
Resident Students with Designation	254 24	254 21	282 26	269 27	280 27

Table 11

SD044 - 5-Year Completion Rate - Dogwood + Adult Dogwood

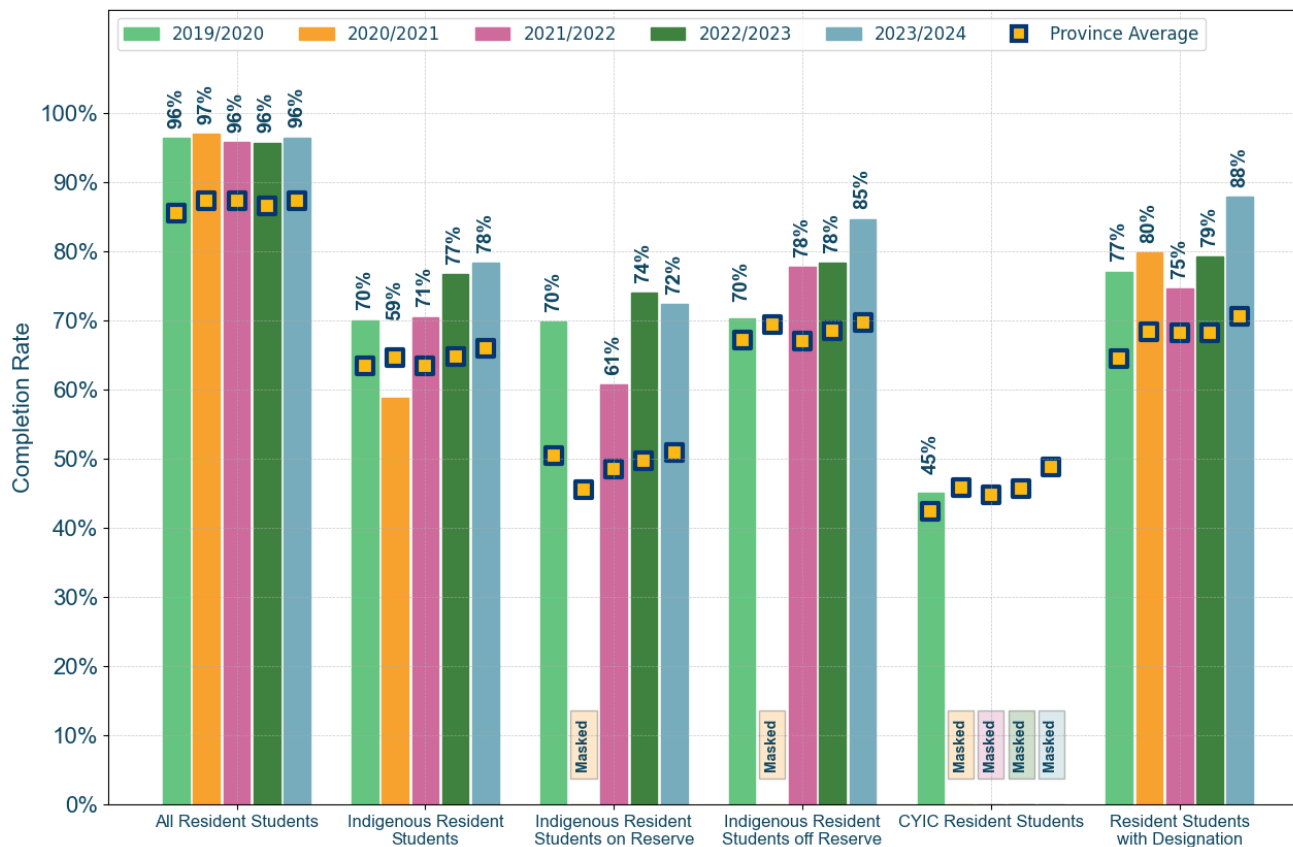


Figure 16

Analysis & Interpretation

Educational Outcome 4: Graduation

Completion rates are a critical indicator of long-term student success, representing the proportion of students who graduate within a defined timeframe. They reflect both system-wide effectiveness in supporting diverse learners and the persistence of students in meeting graduation requirements. Looking at both five-year and six-year rates provides important insight into not only how many students graduate "on time," but also how additional time and supports contribute to near-universal success.

Strengths

NVSD completion rates remain among the strongest in the province, consistently exceeding provincial norms across all student groups.

All Resident Students: Over the past five years, NVSD's 5-year completion rate has remained high, between 96–97%, compared to the provincial range of 84–90%. Extending to six years, the most recent 2023–24 result shows 99% completion, demonstrating that nearly all students graduate given sufficient time.

- **Students with Designations:** In the 5-year measure, results have remained between 75–88%. By six years, the completion rate climbs to 92%, confirming that additional time is highly effective in ensuring equitable outcomes. This pattern mirrors NVSD's strong Literacy and Numeracy results for students with disabilities or diverse abilities, where achievement levels consistently surpass provincial benchmarks.

Completion Rate Over Time for Students with Disabilities or Diverse Abilities and BC Residents

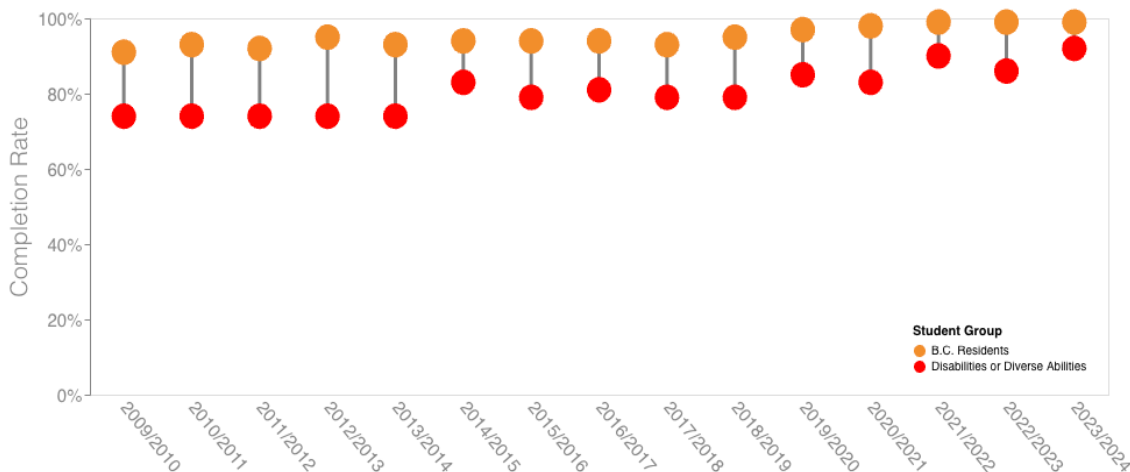


Figure 17

- **Indigenous Students:** In NVSD, 5-year completion rates for Indigenous students (59–78%) consistently exceed provincial averages (57–71%). The 6-year rate for 2023–24 reached 95%, showing steady improvement and narrowing the gap with all resident students. Notably, Indigenous students *on* reserve have at times achieved completion rates comparable to, or higher than, their *off*-reserve peers, a strength that aligns with positive grade-to-grade transition patterns noted earlier.

Completion Rate Over Time for Indigenous and BC Residents

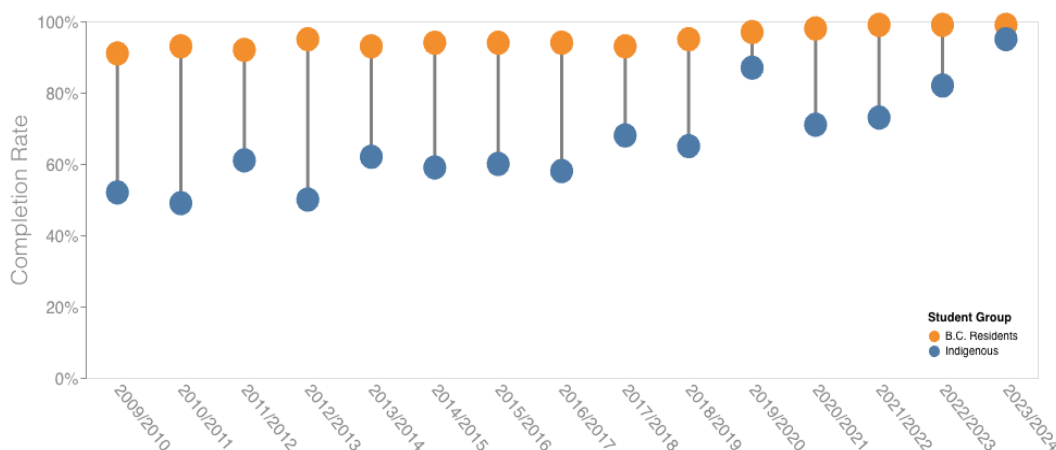


Figure 18

Key Trends and Comparisons

- 5-Year vs. 6-Year Completion:** Across all groups, NVSD shows a meaningful increase when extending the timeline. The additional year boosts outcomes by 3–10 percentage points, particularly for students with Designations and Indigenous students. This underscores the value of flexible pathways and sustained supports.

Completion Rates

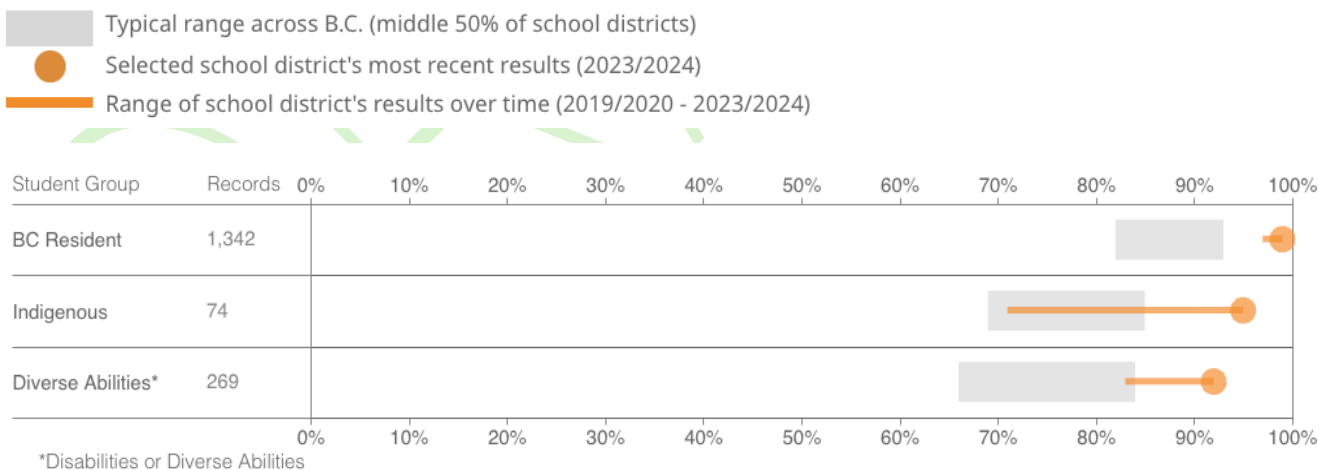


Figure 19

- Historical Patterns:** Over the last 15 years, NVSD has maintained consistently high completion rates, with long-term upward trends most pronounced for priority groups. Indigenous and designated students show especially strong improvement, reflecting targeted support, partnerships, and inclusive programming.
- Closing Gaps:** While differences remain between overall student results and those of priority groups, the narrowing gap, especially evident in the 6-year rates, demonstrates the district's progress toward equity.

Masked Data

As with other measures, data for Children and Youth in Care (CYIC) and small Indigenous on-reserve cohorts is sometimes masked in public reporting to protect privacy. These students are nonetheless known and closely supported at the school level, with progress monitored through Individual Education Plans (IEPs) and/or district tracking systems as appropriate.

Areas for Ongoing Focus

While NVSD's completion rates are strong, continued work is needed to:

- Maintain high levels of support for Indigenous students, particularly ensuring consistency across on- and off-reserve contexts.
- Further strengthen pathways for students with Designations, building on the clear evidence that flexible timelines and individualized supports lead to outstanding results.
- Monitor post-graduation outcomes to ensure that high rate of completion translates into successful transitions into career, training, and post-secondary pathways.

Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

SD044 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	1055	1084	1116	1166	1178
Indigenous Resident Students	29	37	Masked	41	50
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	147	164	174	176	184

Table 12

SD044 - Immediate Transition to Post-Secondary

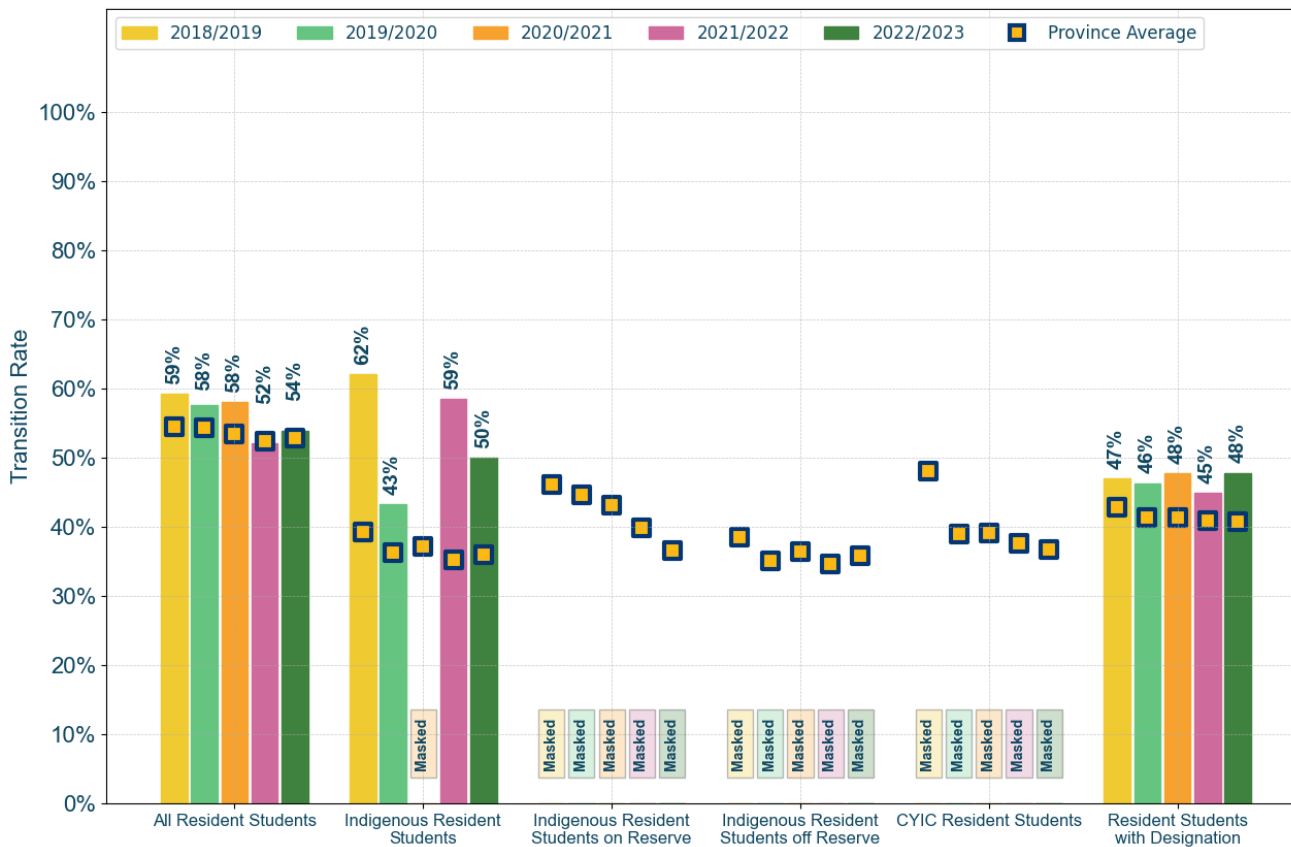


Figure 20

SD044 - Within 3 Years Transition to Post-Secondary

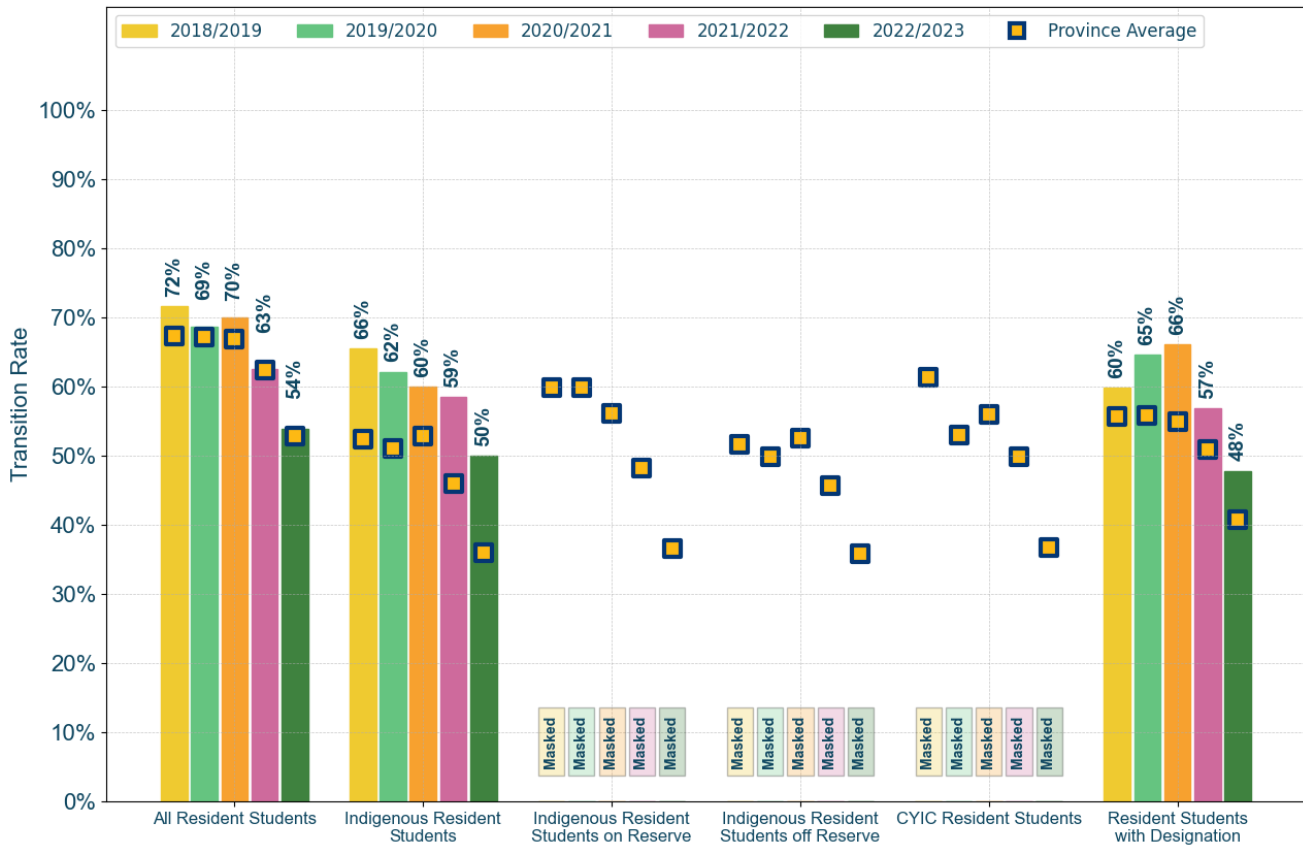


Figure 21

Analysis & Interpretation

Educational Outcome 5: Life and Career Competencies

Tracking post-secondary transitions provides important insight into how well students are prepared for life beyond graduation. Completion rates show whether students finish high school, while transition data reveals whether they move into post-secondary education or training - a measure of long-term success and readiness. The BC Mandate for Public Education emphasizes a shared responsibility among schools, families, communities, and post-secondary partners to prepare students for productive futures. NVSD advances this responsibility through strengthened partnerships with community organizations, post-secondary institutions, and local Nations, broadening access to meaningful pathways.

Strengths

- **All Resident Students:** NVSD's post-secondary transition rates remain closely aligned with provincial averages for All Resident Students, both for immediate and three-year transitions.
- **Indigenous Resident Students** consistently perform well above provincial Indigenous averages. In 2022–23, 50% transitioned immediately to post-secondary (vs. approximately 37% provincially), demonstrating strong relative outcomes.
- **Students with Designations** show steady transition patterns over five years, with immediate transitions at 48% in 2022–23, slightly above provincial averages.

Key Trends and Comparisons

- **All Resident Students:** Immediate transition rates have declined slightly (59% in 2018–19 to 54% in 2022–23), while three-year transitions moved from 72% to 54% in the same period. These results mirror provincial trends, reflecting broader system-wide shifts rather than district-specific declines.
- **Indigenous Resident Students:** Results fluctuate more year to year, but NVSD outcomes are consistently stronger than provincial results, both immediate and three-year. This continues a positive long-term pattern of above-average Indigenous student transitions.
- **Students with Designations:** Transition rates remain consistent, with both immediate and three-year outcomes tracking just above provincial averages.
- Across groups, differences within NVSD are relatively small in the most recent year, with outcomes for All Resident, Indigenous, and Designated students within about 6% of one another.

Masked Data

As with other measures, small cohort sizes, particularly for Indigenous students on reserve and students in care, result in masked reporting in some years. While not displayed in provincial public datasets, these students were known and supported through individualized planning at the school and district level as appropriate.

Areas for Ongoing Focus

- Enhancing early connections to post-secondary institutions and training programs to encourage smoother immediate transitions, with a goal of improving relative to current NVSD and provincial averages.
- Continuing to strengthen flexible and inclusive pathways for Indigenous students and students with Designations, ensuring that higher-than-average outcomes are sustained and expanded.
- Monitor trends in three-year completion and transitions closely, as declines appear province-wide, and ensure NVSD continues to mitigate barriers for students requiring additional time.

Part 2:

Response to Results: Planning and Adjusting for Continuous Improvement

In Review of Year 2024-25 of NVSD Strategic Plan 2021-31



District Context for Continuous Improvement

The North Vancouver School District (NVSD) is deeply connected to the land it inhabits, from the stunning [Cheakamus Centre, Outdoor School](#) and [Skw'unc-was program](#) in Paradise Valley to [schools](#) nestled on the North Shore. NVSD is truly the natural place to learn, share, grow, and thrive. We respectfully acknowledge and thank the Coast Salish people, whose traditional territories are home to our district. With deep gratitude, we honor the [Skwxwú7mesh Nation](#) and [səlilwətał Nation](#), and we value the opportunity to learn, live, and share educational experiences on this ancestral land.

NVSD provides world-class instruction and a rich diversity of engaging programs, inspiring success for every student and fostering community connections. Through our 25 elementary schools, 7 secondary schools, [North Vancouver Online Learning](#), and partnership with [Eslha7an](#) Learning Centre more than 2,600 staff serve over 16,000 learners, all within a welcoming, safe, and inclusive culture. Our learning environment is built on shared values of trust, respect, responsibility, and collaboration. The community looks forward to opening a new elementary school in fall 2026.

The district's diverse student body includes approximately 4% (624) self-identified Indigenous students, including 356 from local First Nations - 199 on reserve, and 157 off reserve, and 102 Métis students, 15% (2,477) students with disabilities and diverse abilities, as per the Ministry of Education and Child Care policy and guidelines and 6% (935) English Language Learners (ELL). Additionally, 0.1% (32) Children and Youth in Care (CYIC) are supported within our schools. We greatly value the rich diversity of the North Vancouver School District, where 25% of students hail from 135 countries other than Canada, and speak multiple languages at home.

The North Vancouver School District has a long-standing, comprehensive planning process that is deeply aligned with our values and strategic priorities and has contributed to student performance that broadly and consistently exceeds the provincial average. The Ministry's Enhancing Student Learning Framework aligns seamlessly with these established practices, offering a provincial structure that affirms and further refines our ongoing work. Its integration strengthens our focus on fostering meaningful connections with self, others, the land, and modern technology, supporting a holistic approach to student learning and well-being.

Current Strategic Plan Priorities



Figure 22

In May 2021, the North Vancouver Board of Education approved a refreshed 10-year [Strategic Plan](#) to guide district decision-making and actions aligned with the Intellectual, Human & Social, and Career Development goals of public education. This strategic plan is the result of extensive community-wide consultation, reflecting the collective aspirations for our school district. The consultation process included meaningful engagement with the leadership of both the Skwxwú7mesh and Tsleil-Waututh Nations.

Cycle of Continuous Improvement

Building on our longstanding commitment to thoughtful, collaborative planning, the North Vancouver School District's continuous improvement process aligns naturally with the Ministry's Enhancing Student Learning (FESL) framework, complementing and refining practices that have been part of our culture for many years. At its core, this process is designed to strengthen classroom practice and learning environments so that district goals translate directly into meaningful outcomes for students.

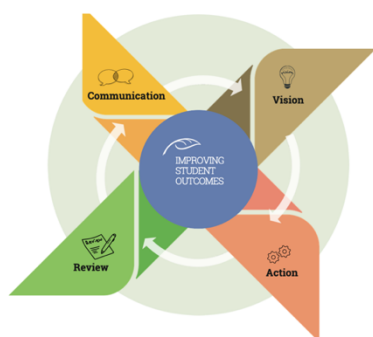


Figure 24

The cycle is maintained through intentional touchpoints strategically placed throughout the school year, anchored by the Family of Schools (FoS) model. This framework fosters purposeful connections among staff, students, families, and community partners, creating meaningful opportunities for collaboration, reflection, and shared learning.

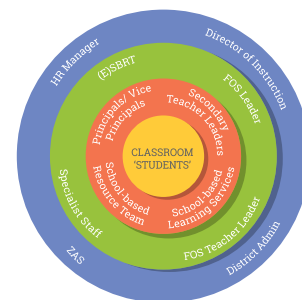


Figure 23

Regular meetings, professional development, communication strategies, and committee work keep district and school planning closely connected, ensuring a collective focus on student success, well-being, and equitable outcomes for all learners. While the specific emphasis shifts over the course of the year(s), the rhythm remains consistent:

- **August – November:** Affirming priorities, aligning goals, setting actions, and building shared understanding to establish momentum at the District, FOS and School levels.
- **December – March:** Advancing initiatives through focused action, sustaining progress, and refining district and school plans.
- **April – July:** Assessing progress, reviewing outcomes, and preparing for the year ahead.

Committees and networks play a central role in this work, linking educators, students, and partner groups to ensure all efforts remain focused on student outcomes and equity. Examples are outlined below, with detailed strategies, alignment, partnerships, monitoring plans, and rationale provided in the *Reflect & Adjust Charts* on pages 32-39.

Learning & Professional Development	Planning & Collaboration	Community Engagement	Committees & Strategic Groups
Kindergarten Teacher Network Primary Literacy Network Intermediate Network Indigenous Education Staff Retreats Secondary Teacher Leader Network Teacher Mentorship Monday Administrative Inservice Compassionate Systems Leadership training Vice Principal Network	FESL Leads & full team meetings School Planning Team Collaborations Collaborative Inquiry grant teams School Learning Rounds Monthly Family of Schools Meetings Weekly Principal check-ins Curriculum Implementation Day Early Learning Teams	Employee Engagement Survey Refreshed School Plans Budget Priorities survey Board Public Standing Committee Indigenous Education flyer District website School webpages North Shore Situation Table Superintendent updates Parent Forums	Indigenous Education Council Accessibility Advisory Committee Inclusion Committee District Student Leadership Council Policy Review Committee Code of Conduct review Anti-racism Working Group Belonging & Well-Being Committee

Intellectual Development: Reflections and Adjustments

Enhance innovative instruction, inclusive practices and high-quality approaches to teaching and learning in literacy, numeracy and across curricular areas to improve educational outcomes for all learners.

Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Literacy Strategy Update literacy assessments, data tracking, and resources. Expand literacy focused professional learning.		
<p>While NVSD students continue to perform above provincial averages overall, the data highlights persistent gaps for Indigenous students and students with disabilities and diverse abilities. A significant proportion of these priority groups remain at the Emerging level in literacy. Continued focus on structured literacy approaches, and early supports that extend into the secondary years is needed to narrow these gaps:</p> <p>FSA 2024: 28% of Gr. 4 and 20% of Gr. 7 students were <i>Emerging</i> in literacy.</p> <ul style="list-style-type: none"> Indigenous students: 40% (Gr. 4), 39% (Gr. 7). Students with Disabilities/Diverse Abilities: 40% (Gr. 4), 38% (Gr. 7) <p>Gr. 10 Literacy Assessment 2024: 25% of all students were <i>Emerging</i>.</p> <ul style="list-style-type: none"> Indigenous students: 49%. Students with Disabilities/Diverse Abilities: 35% 	<p>Increasing numbers of educators are seeking professional learning in literacy, with strong uptake of networks and resources grounded in research-based approaches. Evidence indicates that explicit, systematic instruction is producing measurable gains for students, particularly in early literacy and for priority cohorts:</p> <ul style="list-style-type: none"> Over 70 teachers participated in literacy-focused networks; 36% of all Teacher Leader requests were for literacy supports (universal, targeted, and intensive). Early Literacy Assessment (ELA) 2025: 14% of students did not score above baseline in January; by June, only 3% remained below. These students continue with targeted Grade 1 supports. Targeted intervention by the District Indigenous Literacy Teacher increased literacy skill acquisition for 50% of supported students at one school. 18 LSTs participated in a 4-part network on emergent literacy for non-speaking students and those with limited language. SBRT now uses an updated Literacy Assessment Schedule to provide targeted support based on ELA data 	<p>Building on the district's literacy initiatives and early evidence of impact, NVSD will refine and extend strategies to strengthen literacy instruction and support.</p> <p>Continue and Adapt</p> <ul style="list-style-type: none"> Provide professional learning at three levels: <ul style="list-style-type: none"> Universal: for all K–12 staff. Targeted: through instructional networks. Intensive: for Indigenous Literacy /Numeracy Teachers, Learning Support Teachers (LSTs), Learning Support Workers (LSWs), and Literacy Centre staff. Expand emergent literacy assessment, training, and data tracking for non-speaking students and those with limited language. Continue refining SBRT processes to ensure timely identification and targeting of literacy supports. <p>Introduce and Implement</p> <ul style="list-style-type: none"> Update Early Literacy Assessment (ELA) resources to align with current research, initiating pilots from Kindergarten to Grade 7. Provide focused Teacher Leader support to strengthen literacy instructional routines at the secondary level. Deepen collaboration with Literacy Centre staff and District Indigenous Literacy Teachers to expand educator skillsets and sustain effective practices.
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 require additional support.		
<p>Recognizing numeracy as foundational, our goal is to strengthen all students' skills by ensuring instruction and resources reflect current research.</p> <p>Data indicates persistent gaps that require continued attention. A significant proportion of students remain at the Emerging level in numeracy, with disparities most evident for Indigenous students and for students with disabilities and diverse abilities. Sustained, targeted supports will be important to narrowing these gaps over time.</p> <p>FSA 2024: 25% of Grade 4 students and 25% of Grade 7 students were Emerging in numeracy.</p> <ul style="list-style-type: none"> Indigenous students: 46% (Gr. 4) and 47% (Gr. 7) Students with Disabilities and Diverse Abilities: 40% (Gr. 4) and 39% (Gr. 7). <p>Gr. 10 Numeracy Assessment 2024: 49% of all students were Emerging.</p> <ul style="list-style-type: none"> Indigenous students: 73%. 	<p>Interest in numeracy-focused professional learning has grown, with increasing numbers of educators engaging in pilots and networks. Early evidence suggests these initiatives are building student confidence, improving access to numeracy vocabulary, and making learning more engaging through research-aligned routines and resources.</p> <ul style="list-style-type: none"> Teacher Leader Supports: 23% of all support requests from schools focused on numeracy at universal, targeted, and intensive levels. Numeracy Resource Pilot: Expanded from 24 educators in 6 schools to 47 educators in 12 schools. Participating classrooms included 20 Indigenous learners, 52 students with IEPs, and 37 ELL students. Educators noted increased student confidence and improved vocabulary access, particularly for ELL students. KNUM Assessment: 18% of students scored below benchmark in February 2025. By June 2025, this was reduced to 5% after targeted support in foundational skills. 	<p>Building on positive outcomes from pilot projects and early implementation, NVSD will refine and expand strategies to strengthen numeracy instruction and support.</p> <p>Continue and Adapt</p> <ul style="list-style-type: none"> Provide professional learning at three levels: <ul style="list-style-type: none"> Universal: opportunities for all staff. Targeted: through the Numeracy Resource Pilot. Intensive: for specialists such as Learning Support Teachers and Indigenous Literacy/Numeracy Teachers. Expand targeted instruction using resources like <i>Math U See</i>, ensuring pre- and post-data is tracked for students receiving supports <p>Introduce and Implement</p> <ul style="list-style-type: none"> Pilot and gather feedback on the Numeracy Scope & Sequence and Framework across participating schools, refining based on educator and student outcomes.

<ul style="list-style-type: none"> Students with Disabilities and Diverse Abilities: 61% 	<ul style="list-style-type: none"> Targeted Resources: Math U See resources were introduced in several schools to strengthen numeracy acquisition for students requiring intensive supports 	<ul style="list-style-type: none"> Explore connections between literacy and numeracy development, particularly in intermediate and secondary grades, to strengthen cross-disciplinary instructional practices
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>While progress has been made, students and educators continue to highlight the need for additional access points to demonstrate learning. Data shows that:</p> <ul style="list-style-type: none"> Students with Disabilities and Diverse Abilities, along with Indigenous students, continue to score lower than peers on provincial assessments, underscoring the need for sustained supports and classroom accessibility. 25% of all Teacher Leader support requests from schools focused on UDL, Differentiated Instruction, and Planning for the Four Pillars (Curriculum, Instruction, Assessment, Social-Emotional Learning). This reflects a strong demand for ongoing professional learning in inclusive teaching and assessment practices. 	<p>Educators are increasingly seeking professional learning on inclusive instructional and assessment practices, with strong demand for expanding the <i>DL4A</i> series. Evidence includes:</p> <ul style="list-style-type: none"> Ongoing requests for support with inclusive assessment and reporting, as confirmed in the March 2025 JEPIC survey Direct participation: 48 teachers accessed Coast Metro resources and 10 educators attended the <i>DL4A</i> series in person, with feedback indicating strong interest in further opportunities and alternate delivery formats. The Gallery Team Network supported UDL through the Artist in Residence program, with 75 teachers engaged. Educators noted that multi-sensory approaches (visual, oral, physical) enhanced student access to literacy and engagement with learning. Proficiency Scale Exemplars for Grades 2, 4, 6, and 8 were developed and shared district-wide, providing teachers with concrete tools to strengthen inclusive assessment practices. 	<p>Building on the strong uptake of inclusive practices, NVSD will refine and expand strategies to ensure every learner has meaningful ways to demonstrate their learning.</p> <p>Continue and Adapt</p> <ul style="list-style-type: none"> Review and update the <i>Communicating Student Learning</i> Manual, including refreshed Proficiency Scale exemplars and guidance on inclusive assessment practices. Re-run the <i>DL4A</i> series, adapted for the two District Professional Development days, in response to educator feedback from the JEPIC survey. Continue professional learning focused on multi-sensory engagement and the First Peoples Principles of Learning, with emphasis on Arts Education, Physical Health, and Outdoor Learning. <p>Introduce and Implement</p> <ul style="list-style-type: none"> Expand professional learning for ELL Specialists, including a focus on the <i>Sheltered Instruction Observation Protocol</i> (SIOP), with strategies to share across classrooms and with colleagues.
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>Technology has the potential to remove accessibility barriers, particularly for students with disabilities and diverse abilities. The Canadian Survey on Disability (2017) found that 11.7% of Canadians with disabilities and diverse abilities relied on adapted devices such as smartphones with accessibility features or computers with specialized software. Locally, continued focus on assistive technology training and equitable access is required to ensure all students can fully participate in their learning.</p>	<p>Awareness and uptake of assistive technology is steadily increasing, with educators actively seeking professional learning and resources to support student access to learning. Participation this year reflects broad engagement across schools:</p> <ul style="list-style-type: none"> 27 Staff participated in Assistive Technology for All in Microsoft 365 75 Staff participated in AI Usage for Inclusive Educ 22 Teachers participated in ARC-BC – Designing for Inclusion Session ARC-BC supported 2 schools with digital accessible books and Microsoft accessibility tools; staff joined a Lunch PD session. 72 ELL translation devices were provided to schools, supporting multilingual communication and helping newcomers succeed academically and socially. ICT and Learning Services continue to collaborate to provide specialized equipment such as AAC devices and SET-BC supports, ensuring that students with high support needs have equitable access to technology for learning. 	<p>Building on growing awareness and uptake, NVSD will refine and expand supports to ensure assistive technology is effectively integrated into classrooms and accessible to learners.</p> <p>Continue and Adapt</p> <ul style="list-style-type: none"> Provide universal training for all staff on the supports available through the Accessible Resource Centre B.C. (ARC-BC). Expand targeted professional learning to deepen staff knowledge of how assistive technologies can reduce barriers and increase equitable access to learning. Strengthen collaboration between Learning Services and ICT to ensure timely access, implementation, and monitoring of assistive technology, including specialized devices and software

Human and Social Development: Reflections and Adjustments		
Create safe, welcoming and inclusive school environments that actively promote health, well-being and a sense of belonging, recognizing and celebrating the diverse backgrounds and identities of our communities.		
Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
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>School is a natural place for students to build lifelong mental health skills. Enhancing staff knowledge and tools remains essential to ensuring responsive, proactive supports across universal, targeted, and intensive levels. Community partnerships complement school-based capacity by offering specialized expertise, culturally relevant programming, and wraparound care that meet complex needs.</p> <p>Recent data underscores both strengths and areas of concern:</p> <p>Learning Survey 2023–24:</p> <ul style="list-style-type: none"> 43% of elementary students, 45% of Indigenous elementary students, and 25% of secondary students report they are learning at school how to take care of their mental health. 80% of elementary and 83% of secondary students report feeling safe at school 68% of elementary and 53% of secondary students self-report good to excellent mental health. <p>Youth Development Instrument (2024):</p> <ul style="list-style-type: none"> 17% of youth scored low on the Thriving Index. 27% of youth identified a mental health condition (e.g., depression, eating disorder, ADHD). 7% of youth reported a low sense of safety at school. 	<p>NVSD strengthened prevention and intervention efforts through expanded professional learning, deeper collaboration with community partners, and targeted supports. These actions reduced barriers to access, built stronger school–community relationships, and contributed to improved student well-being, engagement, and long-term outcomes</p> <p>Professional Learning and Staff Capacity:</p> <ul style="list-style-type: none"> All administrators engaged in <i>Compassionate Systems Leadership (CSL)</i> and <i>PBIS</i> training. 42 administrators completed VTRA Level 1 training. 24 secondary counsellors and all administrators completed conflict management/difficult conversations training with Resolute Industries. 65 Learning Support Teachers participated in a networking series focused on supporting neurodivergent students, including <i>The 3 R's - Relationship/Rapport Building/Reflection and Supporting Student Self-regulation: the Role of Interoception and Effective Programming</i>. Staff accessed learning in accessibility, SOGI, anti-racism, and Trauma-Informed Practice. 60 school counsellors and teachers participated in <i>Neuro-affirming Care – Becoming an Ally for the Neurodivergent Community</i>. <p>Collaboration and Community Partnerships:</p> <ul style="list-style-type: none"> Partnership with Squamish Nation teacher and early learning staff through CR4YC. Consistent collaboration with CYMH and the District Principal of Safe and Healthy Schools to expedite access to supports for students with complex mental health needs. Joint workshop with VCH and Foundry for 65 administrators on diabetes, seizure response, and mental health pathways. 90 NVSD staff and community members attended a <i>Transitions to Adulthood for Neurodivergent Youth</i> event, with panelists sharing their lived-experience <p>Student Supports and Programs:</p> <ul style="list-style-type: none"> Implementation of a co-designed Health Curriculum (NVSD + VCH) in PHE 8–10 on mental health and substance use. 4 elementary schools and 1 secondary school ran a 24-week <i>NSRJ Circles Program</i> across 11 classrooms. Big Sisters' <i>My Voice My Power</i> pilot delivered for Grade 4/5 girls in one elementary school. English teachers and the SEL team co-created mental health lessons integrated into Grades 8–12 English. 3 Youth Engagement Workers hired to support targeted elementary students in 5 schools <p>Wellness Networks and Culture:</p> <ul style="list-style-type: none"> Elementary and secondary administrators engaged in <i>Wellness Networks of Practice</i>, focusing on staff wellness, family partnerships, and SEL/health curriculum delivery. 	<p>Building on strong momentum in prevention, intervention, and collaboration with partners, NVSD will continue to refine and expand strategies that promote mental health, well-being, and safety for all students.</p> <p>Continue and Adapt:</p> <ul style="list-style-type: none"> Expand professional learning on neuro-affirming practices. Extend training in Compassionate Systems Leadership, universal PBIS, and Code of Conduct implementation. Provide VTRA Level 1 and 2 training for administrators and counsellors, with specialized sessions on <i>VTRA through an Indigenous Perspective</i> and <i>VTRA for Neurodivergent Children and Youth</i>. Continue professional learning for secondary English teachers on integrating mental health curriculum into English courses. Support school-wide SEL implementation through ongoing training in <i>Open Parachute</i>, <i>Second Step</i>, and <i>Everyday Speech</i>. Hire additional Youth Engagement Workers in elementary schools. Sustain the LST Networking Series to strengthen inclusive practices. Expand opportunities for students—Indigenous and non-Indigenous—to learn about Indigenous cultures. Deepen integration with community partners, including MCFD, VCH, Foundry, CYMH, BCCFA, Impact North Shore, NSRJ, and NSNH. Partner with Foundry to offer professional learning focused on neurodivergent student well-being. Expand professional learning across schools and district teams on Anti-Ableism. <p>Introduce and Implement:</p> <ul style="list-style-type: none"> Roll out a <i>Sexual Health Scope and Sequence</i> for Grades 8–10 in partnership with VCH public health nurses. Partner with MCFD to develop a communication and tracking system for Children and Youth in Care, enhancing trauma-informed supports and educational outcomes. Introduce new professional learning opportunities with the North Shore Mental Health and Neurodiversity Committee, with a focus on supporting autistic females. Align structures within Learning Services to increase collaboration across district teams supporting student well-being. Expand participation in the North Shore Situation Table with community partners to provide intensive, wraparound supports for students and families.

		<ul style="list-style-type: none"> Alignment of structures to allow for more collaboration between district teams within Learning Services to better support students
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>A strong sense of belonging validates identity, strengthens peer connections, and supports psychological safety. When students see themselves reflected and heard in their school communities, they are more likely to feel valued, engaged, and empowered to participate fully in both learning and social environments.</p> <p>In alignment with the <i>Accessible BC Act</i> and the NVSD <i>Accessibility Plan</i>, deepening knowledge and practice around accessibility remains foundational for all members of the school community. NVSD has also experienced a significant rise in newcomer families, with 23% of English Language Learners in 2023–2024 entering at Kindergarten or Grade 1, highlighting the importance of early, targeted supports.</p> <p>Survey data underscores both strengths and areas requiring focus:</p> <p>Student Learning Survey (2023–2024):</p> <ul style="list-style-type: none"> 77% of elementary students, 71% of secondary students, and 73–77% of Indigenous students feel welcome at school. Feelings of belonging are uneven: 64% of elementary students and 57% of secondary students report a sense of belonging, with higher rates among Indigenous secondary students (61%) but notably lower among Indigenous elementary students (50%). Among students with designations, 69% feel welcome and 55% feel they belong. 3% of elementary and 6% of secondary students experienced discrimination based on sexual orientation or gender identity. <p>Youth Development Instrument (2024):</p> <ul style="list-style-type: none"> 21% of youth reported an overall low sense of school belonging. 17% reported low belonging to a peer group; 12% reported loneliness or social isolation. 44% felt they had limited voice in decision-making at school. 8% reported discrimination based on identity. Students identified with diverse lived experiences: 50% reported a health condition, 21% identified as 2SLGBTQIA+, and 31% were born outside Canada. 	<p>NVSD has amplified student perspectives and peer connections, particularly for groups whose voices have historically been underrepresented. These initiatives have strengthened validation, visibility, and mutual understanding, contributing to a more inclusive school culture where diverse identities are affirmed and all students feel seen and valued.</p> <ul style="list-style-type: none"> Student Forums on Belonging: 75 students from 5 high schools participated in a district-wide forum. Students requested that this become an annual event, noting it as a meaningful step toward building a culture of belonging and shared voice. Queer Prom: Over 250 students from all 7 secondary schools attended, celebrating identity, building peer connections, and linking with community partners. Student Inclusive Education Sub-Committee: Met four times this year; students expressed gratitude for the opportunity to share perspectives and connect with peers with shared lived experience. Accessibility Plan Implementation: \$10,000 invested in library collections to increase representation of people with disabilities and diverse abilities. Resources were highlighted during AccessAbility Week, and positive student feedback confirmed the impact of increased visibility. Arts Education and Identity: Five professional development workshops supported educators in using the arts to explore identity. Four new art kits, including clay kits and learning guides, incorporated Indigenous ways of knowing and supported classroom exploration of self and community. Indigenous Support Workers: Eight ISWs provided opportunities for Indigenous students to strengthen their sense of belonging at school. Newcomer Family Engagement: Approximately 30 newcomer families participated in events such as the Teddy Bear Picnic and Parent Information sessions, supporting early connections to schools and the wider community. 	<p>Building on student voice, cultural representation, and accessibility initiatives, NVSD will expand and refine strategies to deepen belonging across schools.</p> <p>Continue and Adapt:</p> <ul style="list-style-type: none"> Sustain Student Groups/Forums, with a focus on ongoing feedback loops into school and district planning. Strengthen focused student groups, including the Student Inclusion Sub-Committee, to ensure perspectives from diverse learners are consistently represented. Continue targeted funding for resource collections through an equity lens, enhancing representation in school libraries and classrooms. Maintain Indigenous Support Worker (ISW) presence at schools with high Indigenous student populations (elementary and secondary). Continue delivery of Squamish language courses at Norgate and Carson Graham. Expand opportunities to learn about Indigenous cultures for both Indigenous and non-Indigenous learners, supporting connection, understanding, and belonging. <p>Introduce and Implement</p> <ul style="list-style-type: none"> Extend access to district ISW staff to support Indigenous learners at schools without permanent ISWs. Launch a “<i>Student Voice Wellbeing Initiative</i>” in partnership with Chart Lab. Create an NVSD Accessibility video series featuring students, to advance implementation of the Accessibility Plan and increase awareness of accessibility, disability, and ableism among staff, students, and the wider community. Expand structured opportunities for Indigenous students to share their perspectives, ensuring their voices inform district priorities and practices.

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.

Data highlights areas of need that require continued focus:

- **Food insecurity:** 15% of elementary students and 21% of secondary students report experiencing food insecurity (Student Learning Survey 2023/24).
- **Outdoor learning:** Teachers continue to request support with strategies for implementing outdoor and place-based learning across subject areas.
- **Accessibility in PHE:** Feedback indicates a need to ensure physical and health education classes are inclusive and accessible to all learners, including students with disabilities and diverse abilities.

NVSD has strengthened physical well-being supports through universal nutrition programs, outdoor learning mentorship, and physical literacy initiatives:

- **Food access:** Universal breakfast programs in secondary schools serve an average of 8,500 breakfasts per month. In addition, 36,000 lunches were provided to Indigenous students, students in care, and students identified as in need. All students continue to have access to fresh fruit, vegetables, and snacks during the school day.
- **Outdoor learning:** A series of mentorship sessions supported teachers in integrating place-based, cross-curricular outdoor learning. 84 teachers participated in three two-hour sessions each, engaging 1,760 students directly in authentic outdoor learning experiences.
- **Physical literacy:** To strengthen fundamental movement skills, 125 teachers engaged in mentorship that modeled physical literacy through games, equipping them with strategies to enhance student participation and enjoyment in physical and health education.

Building on strong foundations in food access, outdoor learning, and physical literacy, NVSD will refine and expand initiatives to ensure equitable, culturally responsive opportunities for all learners.

Continue and Adapt:

- Building on strong foundations in food access, outdoor learning, and physical literacy, NVSD will refine and expand initiatives to ensure equitable, culturally responsive opportunities for all learners:
- Expand intentional lunch delivery for Indigenous students, with an emphasis on Indigenous foods and cultural relevance.
- Engage student voice, particularly Indigenous students, in shaping food choices and identifying delivery locations.
- Strengthen partnerships with community organizations and local Nations to support year-round food access.
- Continue the Outdoor Learning mentorship series, connecting teachers and students in cross-curricular, place-based learning.
- Provide professional learning for teachers on accessibility in PHE and strategies to enhance physical literacy for students with disabilities and diverse abilities.

Introduce and Implement:

- Begin tracking the proportion of local and B.C.-sourced foods purchased and served in NVSD programs.
- Increase access to outdoor learning courses and clubs at the secondary level.
- Support teachers in intentionally designing PHE classes around fundamental movement skills, modeled through high-impact games.
- Pilot lacrosse instruction in Grades 4–7, integrating Indigenous teachings and perspectives.
- Expand track and field opportunities for students with disabilities and diverse abilities, in partnership with OneAbility.

Career Development: Reflections and Adjustments		
Provide all students opportunities to explore diverse career pathways and successfully transition to post-secondary life.		
Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
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>Preparing students for life beyond graduation requires meaningful, connected experiences that bridge classroom learning with future career and education pathways. While progress is being made, student feedback highlights a continued gap between current preparation, and the level of readiness youth seek:</p> <ul style="list-style-type: none"> 30% of all students and 29% of Indigenous students reported in the 2023–2024 Student Learning Survey that school is preparing them for a job in the future. 40% of all students and 34% of Indigenous students reported satisfaction that school is preparing them for post-secondary education. <p>These results underscore the importance of continued expansion of career exploration opportunities, particularly those that provide authentic, hands-on experiences, exposure to diverse fields, and stronger links between curriculum and career pathways.</p>	<p>Student demand for opportunities beyond the classroom continues to grow, and NVSD has significantly expanded access to career exploration initiatives. Partnerships with SkilledTradesBC and community organizations have supported a wide range of authentic learning experiences that connect students to diverse pathways.</p> <ul style="list-style-type: none"> Major Events and Fairs: Over 1,000 students (Grades 7–12) participated in the STEAM event, more than 1,200 students attended the Trades Fair, and over 800 students (Grades 4–10) engaged in Find Your Fit career exploration. Hands-On Programs: 22 students participated in <i>RCMP for a Day</i>, 38 in the <i>VRCA Try-a-Trade</i>, and 649 students (Grades 4–7) attended Try-a-Trade classes through Skills Ready BC. Competitions and Showcases: 120 students in Grades 5–6 took part in the Robotics Competition, strengthening problem-solving and collaboration skills. Dual Credit Opportunities: Increased access to high-demand fields, including Early Childhood Education, Health Care, and Culinary Arts, providing students with both credit and early industry exposure. Targeted Programs: A Health Care program engaged 50 Grade 6 students in exploring future careers; a collaborative initiative with Junior Achievement B.C. (JABC) and UBC Sauder School of Business involved 47 Indigenous students. District-Wide Engagement: All Grade 9 students participated in <i>Take Our Kids to Work Day</i>. Pathways 44: Expanded communication has improved awareness of opportunities for students and families, ensuring equitable access to information. 	<p>Building on strong participation in career exploration opportunities, NVSD will refine and expand strategies to ensure students are equipped with the knowledge, skills, and experiences needed to transition successfully to post-secondary life and diverse career pathways.</p> <p>Continue and Adapt:</p> <ul style="list-style-type: none"> Strengthen Career Life Education 10 (CLE 10) and Career Life Connections 12 (CLC 12) by embedding more real-world career development experiences. Expand awareness of opportunities for students and families through Pathways 44, ensuring consistent communication across schools. Transition the STEAM Fair into a broader District Arts Fair, expanding opportunities for students to showcase creativity and connect to arts-related career pathways. Launch a TV, Film, and Broadcasting Fair in partnership with the DMA Expo, providing exposure to rapidly growing media and digital industries. <p>Introduce and Implement</p> <ul style="list-style-type: none"> Provide free CPR certification for all Grade 10 students as a universal career and life-readiness skill. Implement and scale Board/Authority Authorized (BAA) programs, beginning with the <i>Future Pathways Technology Sampler</i> for Grade 11 students, to diversify post-secondary and career exploration options

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>Removing barriers is essential to ensuring every student can envision themselves in a successful future. Current data and feedback highlight the importance of expanding inclusive, culturally responsive, and equity-focused opportunities:</p> <ul style="list-style-type: none"> • Inclusive Pathways: Programs must continue to evolve so that neurodivergent students and students with disabilities can access meaningful career exploration and preparation opportunities. Research (Lloyd & Baumbusch, 2024) underscores that students with intellectual disabilities remain least likely to transition to post-secondary, pointing to the need for targeted supports. • Culturally Responsive Opportunities: Indigenous students benefit from career exploration that connects classroom learning with lived experiences. Through the Indigenous Education Council, feedback from Inherent Rights Holders will guide how NVSD can strengthen pathways that reflect Indigenous knowledge, values, and aspirations. • Equity and Representation: Increasing initiatives such as Women in Trades addresses gender gaps in high-demand sectors, expanding representation and broadening the range of career options visible to all students. • Student Learning Survey (2023–24): Only 34% of secondary students – and 33% of Indigenous students – agreed or strongly agreed that they are learning the basic life skills needed for adulthood (e.g., finances, goal setting, independent living). This highlights a need to embed practical readiness skills alongside academic and vocational pathways. 	<p>Targeted initiatives have expanded opportunities for students who may otherwise face barriers in accessing career pathways. These efforts have created inclusive, culturally responsive, and identity-affirming experiences that broaden access and representation:</p> <ul style="list-style-type: none"> • Work Experience (WEX): An Inclusive WEX Facilitator collaborated with school-based staff to expand placements for neurodivergent students and students with disabilities, supporting 27 students across 38 placements. • Entrepreneurship & Trades: New programs have created pathways into high-demand fields: <ul style="list-style-type: none"> ◦ <i>Indigenous Entrepreneurship Program</i> introduced across all NVSD secondary schools. ◦ <i>Jill of All Trades</i> involved 10 students in hands-on career exploration. ◦ <i>Iron Worker Bootcamp</i> provided intensive training for 16 students. • Culturally Responsive Pathways: <ul style="list-style-type: none"> ◦ 28 students participated in the <i>First Nations Emergency Service Society Firefighting Bootcamp</i>, blending cultural relevance with career readiness. ◦ Partnerships with community organizations supported identity-affirming, locally grounded career experiences. • Inclusive Programming: The re-opening of <i>Higher Grounds Café</i> strengthened inclusive WEX programming by providing meaningful, supported work experiences in a community setting. 	<p>Building on strong early successes, NVSD will refine and scale programs that remove barriers and expand inclusive career pathways</p> <p>Continue and Adapt:</p> <ul style="list-style-type: none"> • Partner with Capilano University to pilot a Pathways to Post-Secondary course supporting neurodivergent students and students with disabilities to access university opportunities • Expand inclusive WEX opportunities within NVSD schools, the ESC and district departments • Expand participation in the <i>First Nations Emergency Service Society Firefighting Bootcamp</i> and <i>RCMP seminars</i> to create more opportunities for Indigenous learners. • Broaden the Indigenous Entrepreneurship Program across schools to deepen culturally responsive pathways. • Provide ongoing networking, coaching, and shared resources to strengthen the capacity of Career teachers and staff. <p>Introduce and Implement</p> <ul style="list-style-type: none"> • Integrate technology, trades, health care, and entrepreneurship into locally delivered programming to align with student interests and labour market needs. • Leverage digital tools to expand access to timely, relevant, and personalized career opportunities.
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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.

The NVSD benefits from being part of a vibrant North Shore community with deep connections to the Skwxwú7mesh Nation and səlilwətał Nation. While existing partnerships with local employers are strong, expanding and diversifying these relationships will create more opportunities for students across all pathways.

There is also significant potential for growth in collaborations with post-secondary institutions including UBC, SFU, Capilano University, Langara College, and Vancouver Community College, to ensure students can access a wider range of programs, mentorships, and possibly dual-credit opportunities.

Opportunities were expanded to strengthen relationships and create meaningful partnerships in support of career exploration. New and deepened connections with post-secondary institutions have increased access for students, while strong engagement from families demonstrates the value of shared pathway planning.

- 178 families attended *Parents as Career Coaches* events, helping families actively engage in supporting student pathway planning.
- 220 families attended the *Parent Trade Info Night*, strengthening awareness of opportunities in trades and apprenticeship pathways.
- Hands-on career exploration opportunities were developed with community partners such as Seaspan, Artists for Kids Academy, Capilano University, and UBC Sauder School of Business, connecting students with authentic experiences and mentorship.

Building on established partnerships, NVSD will continue to strengthen opportunities with local Nations, post-secondary institutions, and employers to expand authentic career pathways for students.

Continue and Adapt:

- Sustain and expand the JABC/UBC Sauder program for Indigenous students.
- Grow the Skwxwú7mesh Nation Try-a-Trade program, increasing opportunities for hands-on exploration.
- Maintain and deepen partnerships with Capilano University, Langara, VCC, BCIT, and Sauder/JABC to broaden access to dual-credit programs and career pathways

Introduce and Implement:

- Have the Career Coordinator engage directly with local employers through Chamber of Commerce events to expand work experience (WEX) and *Young Women in Trades (YWIT)* opportunities.

Alignment with School Planning

School planning in the North Vancouver School District (NVSD) is intentionally structured to align with the District's Framework for Enhancing Student Learning (FESL). Each school uses a common planning template, grounded in the Strategic Plan, to ensure consistency and clarity.

Key structures and touchpoints include:

September start-up review: Principals, Vice Principals, and District Leadership (Directors of Instruction, District Principals, Zone Administrators, and the Superintendent) revisit and refine school operational and instructional plans. These meetings include targeted agenda items focused on goals and strategies.

Each month builds on the last: FESL remains a standing agenda item across administrative gatherings, creating a rhythm of continuous improvement. Monthly touchpoints allow leaders to revisit and refine strategies, structures, and tools, ensuring alignment with evolving priorities. The 2025–26 school year launched with a full-day August in-service for Principals, Vice Principals, and District leaders, focused on culture and belonging as key drivers of student and staff success. In September, schools receive site-specific data alongside Ministry-provided District data, with guidance to analyze and interpret findings within their own school communities, ensuring that planning is grounded in current evidence.

Ongoing review and enhancement:

- Family of Schools (FOS) meetings include monthly check-ins on planning progress.
- Directors of Instruction meet individually with school administrative teams to provide feedback and coaching.
- School Planning Teams (comprising staff, students, and PAC representatives) meet regularly to refine strategies. School planning is also a standing item on PAC and staff meeting agendas.
- School Planning Munch & Mingles bring together each Family of Schools twice a year, with students, staff, parents, administrators, Trustees, and community partners, to review plans, celebrate successes, and share learning.

Continuous improvement tools: NVSD employs a range of tools to support evidence-based planning and reflective practice. The Kellogg Logic Model provides a clear framework for framing goals, articulating strategies, and measuring progress. Locally developed instruments are used to assess the effectiveness of School-Based Resource Team (SBRT) processes and to gauge the overall vibrancy of the learning community. In addition, the district integrates Compassionate Systems Leadership (CSL) approaches and Positive Behavioural Supports (PBIS) strategies to strengthen school culture and support student success.

School Plans:

Individual school plans may be accessed on the NVSD website, and [are linked here](#).



Schedule B.3..
of the
Administrative Memorandum

Meeting Date: September 23, 2025 ☒ **Board** ☐ **Board, in camera**

Topic (as per the Memorandum): **Notice of Motion - Policy 104: Board of Education - Meetings - Administrative Procedures – Submitted by Trustee Anderson**

Narration:

The North Vancouver School District's Policy 104's Administrative Procedures deviate from Robert's Rules of Order and allow changes to be made to Board Meeting Agendas without requiring an accompanying vote by trustees. As the 12th Edition of Robert's Rules cites: "Changing an Agenda. When the adoption of a proposed agenda is pending, it is subject to amendment by majority vote. After an agenda has been adopted by the assembly, no change can be made in it except by a two-thirds vote, a vote of a majority of the entire membership, or unanimous consent" (41:63).

While last minute changes to a board meeting's agenda may be prudent for a number of reasons, a formal vote by trustees should occur in order to ensure that these amendments reflect the will of the governing body.

In light of this rationale, the following change is being proposed.

Remove the following clause in the administrative procedures:

A change to the order of business may be proposed by any Trustee and shall require consent of those present without debate.

Replace the removed clause with the following:

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

Attachment:

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

RECOMMENDED MOTION:

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.

POLICY 104: BOARD OF EDUCATION - MEETINGS

ADMINISTRATIVE PROCEDURES

General Operating Procedures for Board Meetings

Notice of Meeting

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

Time and Place of Meetings

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

Meeting Agendas

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

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

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

Order of Business for Regular Meetings

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

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

Future Meetings
Public Question & Comment Period
Adjournment.

Prior to the agenda being voted on and adopted by trustees, it is subject to amendment by majority vote. After an agenda has been adopted by trustees, no change can be made in it except by a two-thirds majority vote. A change to the order of business may be proposed by any Trustee and shall require consent of those present without debate.

Quorum

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

Rules of Order at Regular Meetings

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

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

Time Limits on Speech

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

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

Attendance

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

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

Telephone and Electronic Participation

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

accountable to the electorate. Therefore, this form of participation should be used sparingly and only under extenuating circumstances including, but not limited to, illness, family emergency, unavoidable travel, and extreme weather conditions. A Trustee participating in this way will be counted for the purposes of establishing a quorum.

Public Question/Comment Periods

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

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

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

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

Delegations at Meetings

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

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

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

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

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

Minutes of Board Meetings

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

Audiovisual Recording of Regular and Special Meetings

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

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

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

Meeting Date: September 23, 2025 ☒ **Board** ☐ **Board, in camera**

Topic (as per the Memorandum): Ministerial Update AEDs and Naloxone

Narration:

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

This directive requires that:

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

The North Vancouver School District has already equipped all secondary schools and several elementary schools with AEDs and has established procurement and training plans to meet the ministry's implementation timelines.

This presentation will review the implementation plan.

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

Meeting Date: September 23, 2025 ☒ **Board** ☐ **Board, in camera**

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

Narration:

As per the Policy Review Committee, Policy 201 has been under review, and a draft policy is ready. As per the Board's request, prior to coming for formal approval, Directors of Instruction Suzette Dohm and Chanin Smyth will present the draft policy.

Attachments:

Proposed Revised Policy 201: Learning Resources

Policy 201: Learning Resources for Classroom Use (original)

201 Learning Resources

Adopted: Month TBC

Revised: Month TBC

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.3..
of the
Administrative Memorandum**

Meeting Date: September 23, 2025 ☒ **Board** ☐ **Board, in camera**

Topic (as per the Memorandum): **Policy 807: Naming of Facilities or Part of Facilities (Cloverley Elementary School)**

Narration:

Board Policy 807: Naming of Facilities and Parts of Facilities states that existing or rebuilt schools should only be renamed in exceptional circumstances. Policy 808: Renaming of Facilities and Parts of Facilities further allows the Board of Education to remove or change a name if it becomes offensive or controversial.

The new school under construction on the original Cloverley Elementary site is consistent with Policy 807 in retaining its historic name. The school closed as an enrolling school in the 1980s. "Cloverley" is geographically rooted, historically significant, and continues to hold strong community connections.

The rebuilding of Cloverley Elementary also provides an important opportunity to engage the community and collaborate with the Squamish and Tsleil-Waututh Nations, through the Indigenous Education Council, to ensure cultural foundations are meaningfully embedded in the school. Through this collaboration, the North Vancouver School District hopes that the school's early years will establish a strong grounding in truth, healing, reconciliation, and Indigenous ways of knowing as part of the school community's identity.

Schedule C.4.
of the
Administrative Memorandum

Meeting Date: September 23, 2025 ☒ **Board** ☐ **Board, in camera**

Topic (as per the Memorandum): **Policy 205: Outdoor Learning – Administrative Procedures – Posted**

Narration:

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

In accordance with Policy 103: Board of Education - Policy Development, the Superintendent will inform the Board of changes to Administrative Procedures for their awareness as part of the Public Board Meeting. The Administrative Procedures for Policy 205: Outdoor Learning have been reviewed and revised by school district staff to best align with current practices and are being presented to the Board for information.

Attachment:
Policy 205: Outdoor Learning - Administrative Procedures

Update – September 23, 2025

Administrative Procedures have been revised; dates referenced in procedures have been updated; last section of original document removed.

205 Outdoor Learning - Administrative Procedures

Adopted: September 23, 2025

Purpose

The principal or designated administrator must ensure that outdoor place-based learning experiences on the school grounds and in the local community are appropriately planned, organized, and supervised. Offsite excursions are governed by Board [Policy 207: Field Trips](#) and may be approved after due consideration has been given to factors identified in this policy and accompanying administrative procedures.

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.

Procedures

In the North Vancouver School District, Outdoor Learning will be planned, implemented and evaluated according to the following guidelines:

A) Curriculum Alignment and Integration

- i. Outdoor learning activities will support the delivery and enhancement of the core competencies.
- ii. Planned activities will be integrated into the existing curriculum across content areas such as science, physical education, arts, and social studies.
- iii. Educators are encouraged to develop lesson plans and activities that utilize outdoor settings, including parks, school yards, and natural spaces.

B) Risk Assessment and Safety Protocols

- i. All outdoor learning activities must comply with established safety protocols, supervisory ratios, and be aligned with Field Trip policy guidelines where appropriate.
- ii. Administrators will ensure that risk assessments of outdoor learning locations and activities have been conducted prior to activities being implemented.

- iii. Clear communication regarding the goals and format of outdoor learning activities will be shared with parents and community members where appropriate.
- iv. Training and supports for school staff including volunteers on safety procedures and emergency response procedures will be made available.
- v. Teachers will consider environmental conditions including weather, wildlife, and localized conditions in the planning and facilitation of outdoor learning activities.

C) Inclusion and Accessibility

- i. The location of outdoor learning sites will ensure accessibility for all students including those with mobility challenges.
- ii. Schools will be responsible for creating schedules for outdoor learning space usage as required.
- iii. Activities will be designed to address the diverse learning needs of the students including accessibility considerations.
- iv. Activities will consider diverse cultural perspectives and respect Indigenous knowledge and traditional practices related to land and nature. This includes the integration of diverse cultural perspectives and knowledge into outdoor learning activities.

D) Professional Development and Resources

- i. The Board will support training and mentorship opportunities for educators to effectively implement outdoor instructional approaches.
- ii. Opportunities to enhance the development and communication of resources to support Outdoor Place-based Learning will be identified at the school and district level.
- iii. The development and maintenance of professional outdoor learning networks are recognized as an important strategy to support teachers in developing and sustaining outdoor curricula and instructional practices.

E) Community Engagement

- i. Schools are encouraged to collaborate with local organizations, parks, and community members to enhance outdoor learning opportunities.
- ii. Parent and community involvement is encouraged through volunteer opportunities, outreach and information sessions.
- iii. Engage local Indigenous communities and other cultural groups to provide authentic, inclusive experiences.

F) Evaluation and Assessment

- i. Schools will establish methods to evaluate the effectiveness of outdoor learning initiatives, including student engagement and academic performance.
- ii. Feedback from students, parents, and educators will be collected to continually improve outdoor learning practices.

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

Meeting Date: September 23, 2025 ☒ **Board** ☐ **Board, in camera**

Topic (as per the Memorandum): **Policy 416: Anti-Ableism – Administrative Procedures – Posted**

Narration:

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

At the June 17, 2025 Public Board Meeting, representatives from the subcommittee responsible for developing the administrative procedures for Policy 416: Anti-Ableism presented the corresponding Administrative Procedures. The Administrative Procedures for Policy 416: Anti-Ableism were adopted in September 2025 and are attached for information only.

Attachments:

Policy 416: Anti-Ableism - Administrative Procedures

Administrative Procedures Proposed Draft – June 2025

Update – September 23, 2025

The Anti-Ableism subcommittee developed a “proposed draft” Administrative Procedures as presented to the Board of Education at the June 17, 2025 meeting, as included in this package.

The final Administrative Procedures have been formatted using the school district template and include other minor changes as included in this package.

416 Anti-Ableism - Administrative Procedure

Revised: September 23, 2025

Objective

The North Vancouver Board of Education ("The Board") is committed to addressing ableism and disablism in the North Vancouver School District ("NVSD"). NVSD works to raise awareness, promote and advance inclusivity, and implement 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.

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 equitable access to education, 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 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](#)

Subcommittee Members:

Jayden Weiss - District Student Leadership Council (DSLC)
Jennifer Branston - North Vancouver Parent Advisory Council (NVPAC)
Vicky Sra - North Vancouver Parent Advisory Council (NVPAC)
Robin Deleurme - North Vancouver Teachers Association (NVTa)
Cindy Hudson - North Vancouver Administrators Association (NOVA)
Jennifer Wilson - North Vancouver Administrators Association (NOVA)
Kevin Pokasuwan - Canadian Union of Public Employees (CUPE)
Janis Mann - Chair of NVSD Inclusion Committee
Vince White - Chair, Subcommittee to Develop Policy on Anti-Ableism

Meeting Dates 2024/2025:

February 15
April 18
May 30
December 10
January 21
March 14* (shift to online format.)
May 29

Administrative Procedures

~Proposed Draft - June 2025~

Objective:

The North Vancouver School District is committed to actively addressing ableism and disablism by raising awareness, promoting and advancing inclusivity, and implementing concrete measures to diminish and eventually eliminate instances of ableism and disablism within its school communities. The North Vancouver School District is dedicated to ongoing collaboration with partner groups and the disability community to collectively pursue these objectives. The [North Vancouver School District Accessibility Plan 2023-2026](#) outlines specific measures to remove and prevent barriers stemming from ableism and disablism. These administrative procedures are informed by and intended to align with the plan's objectives.

In a concerted effort to support the implementation of Policy 416: Anti-Ableism, the following administrative procedures shall be applied:

Ableism/Disablism Training and Awareness:

- Develop and recommend a comprehensive guide identifying ableist language, euphemisms, and common ableist phrases.
- Create guidelines for reviewing resources through the lens of ableism, disablism, and disability to be provided to all staff.
- Review and create guidelines to plan for the inclusion and participation of all students within the North Vancouver School District to attend field trips, outdoor school, emergency preparedness drills and school community events and programs.
- In collaboration with people with visible and invisible disabilities, select and/or create professional development, in-service, and/or training focused on the following:
 - Understanding of disability, accessibility, barriers, inclusion, and ableism/disablism through an intersectional lens.
 - Promote and acknowledge significant dates within the disability community including National Accessibility Week and the International Day of Persons with Disabilities.

- Enhanced understanding of Individual Education Plan development and implementation, and the application of adaptations, accommodations, and neuro-affirmative supports within the classroom.
- Universal Design for Learning (UDL) to enhance understanding of how to utilize UDL principles to increase equitable access to learning, specifically for students with disabilities or who are neurodivergent.
- K-12 Reporting Order – focus on assessment support needs, accommodations, and student-centered assessment.
- Neuro-affirmative practices for all staff.

Technology Proficiency:

- Develop a comprehensive training plan for staff to enhance and ensure confidence in utilizing tools within Microsoft 365. This includes training on “Text to Speech” and “Speech to Text” tools.
- Ensure best efforts to communicate with students, staff, and families through multiple accessible formats.
- Advance staff training, understanding, and proficiency in Alternative and Augmentative Communication (AAC) devices aimed at communication skill acquisition and development, and coordinated efforts of utilization between home and school for nonspeaking students.

Human Resources Practices:

- Undertake an audit of current practices, including reviewing job posting templates, application and interview processes to identify barriers to accessibility, ableist/disablist practices, and terminology.
- Ensure inclusive language with explicit commitment to provide accommodations and accessibility within all aspects of the hiring process, including applications, interviews and the onboarding process.
- Provide training on accessibility principles in recruitment, employment, awareness of unconscious biases, and ableism.
- Incorporate information on inclusion, ableism/disablism, and ableist/disablist practices within educational and societal contexts into the North Vancouver School District’s orientation program for new staff members.

Collaboration and Partnerships:

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

- Continue to collaborate with parents/caregivers, 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.
- To eliminate ableism/disablism, ableist/disablist practices, and exclusion, the North Vancouver School District Inclusion Committee, the North Vancouver School District Accessibility Committee, and the Student Intellectual Disability and Autism Sub Committee will identify and collaborate on addressing barriers to accessing equitable education.

Communicating and Reporting Instances of Ableism

- Proactive and collaborative parent-school relationships positively impact student success and well-being. The purpose of communication between parents/caregivers 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](#).)
- Encourage and empower students and their parents/caregivers to utilize the [Expect Respect and a Safe Education \(ERASE\) website](#) as an online reporting tool available to students and their parents/caregivers to seek help or submit reports if they see, hear, or experience instances of ableism.
- When barriers are experienced, any member of the North Vancouver School District community can share feedback through the [Accessibility Feedback Mechanism](#).

Monitoring and Evaluation:

- Monitor the implementation of these administrative procedures to ensure adherence, consistency, and effectiveness, and to identify and implement potential updates or enhancements.
- The North Vancouver School District Inclusion committee will gather feedback from students and parents/caregivers on services and support provided. Use the feedback to identify areas for enhancement and to improve accessible and equitable educational programming and services for students with disabilities or who are neurodivergent.

Through the implementation of these administrative procedures, the North Vancouver School District is committed to fostering an inclusive and supportive environment. Actively working to address ableism and disablism ensures a welcoming sense of belonging for students, parents/caregivers, and staff with disabilities or who are neurodivergent.

Additional administrative procedures may be developed in the future to adapt to evolving needs.

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

Meeting Date: September 23, 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.

Year in Review 2024–2025

The Indigenous Education Council met six times over the course of the 2024–2025 school year, continuing its role as a key advisory body to the Board of Education. A significant milestone was achieved with the Terms of Reference being finalized and approved by the Ministry of Education and Child Care, providing greater clarity and stability to the work of the Council moving forward.

Of note, Indigenous student graduation results show progress. Over the past five years, five-year completion rates have ranged from 59% to 78%, and the most recent six-year completion rate (2023–2024) reached 95%, underscoring the impact of collaborative efforts among schools, families, Nations, and community partners over time.

Looking Ahead

Written quarterly updates will continue to be provided to the Board of Education following each of the scheduled meetings for 2025–2026.

The 2025-2026 Indigenous Education Council meeting schedule is as follows:

Indigenous Education Council Meeting	Corresponding Board of Education Meeting
September 22, 2025	October 21, 2025
November 24, 2025	December 16, 2025
February 23, 2026	April 14, 2026
May 11, 2026	May 19, 2026

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

Meeting Date: September 23, 2025 ☒ **Board** ☐ **Board, in camera**

Topic (as per the Memorandum): Tuesday, September 16, 2025 Standing Committee Meeting

Narration:

The Board of Education will find attached the meeting summary from the September 16, 2025 Standing Committee Meeting.

Board Vice Chair Antje Wilson will report on highlights of the meeting, on behalf of Board Chair, Linda Munro.

Attachment:

Meeting Summary – Board of Education Standing Committee, September 16, 2025

BOARD OF EDUCATION STANDING COMMITTEE
Education and Programs

NORTH VANCOUVER SCHOOL DISTRICT

Meeting Summary of September 16, 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, September 16, 2025.

Call to Order:

Standing Committee Chair Linda Munro called the Education and Programs Standing Committee meeting to order at 7:00 p.m., thanking those in attendance for participating with the School District. The traditional territorial lands of the Skw̓xwú7mesh (Squamish) Nation and səliłwətaʔɬ (Tsleil-Waututh) Nation were acknowledged.

Enhancing Student Learning

Assistant Superintendent Arlene Martin provided an overview of the Framework for Enhancing Student Learning, highlighting the alignment between the mandate for public education, the Strategic Plan 2021-2031 and the planning cycle for the school district and individual schools.

District Principals Jeeniece Chand Sarah Best and John McGowan, shared highlights and areas of development from the goals of public education: Intellectual Development, Human and Social Development, and Career Development.

Elementary Principal Jillian Gordon and Vice Principal Lauren Vanderham described how the school district plan informs school planning, with a particular focus on literacy as a key priority.

Secondary Principal Caren Hall and Vice Principal Jennifer Tieche shared the framework to strengthen school culture, sense of belonging, and student outcomes at Windsor Secondary School.

The draft Enhancing Student Learning Report will be brought to the Board of Education at the September 23, 2025 Public Board Meeting for approval. Adam Baumann, Assistant Superintendent closed the meeting and thanked those in attendance.

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

Next Meeting:

October 7, 2025

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

Meeting Date: September 23, 2025 ☒ **Board** ☐ **Board, in camera**

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

Narration:

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

Attachments:

Audit Committee
Information & Communication Technology Advisory Committee

Audit Committee – September 2025

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.

The Audit Committee convened on September 11, 2025, and was attended by Audit Committee Chair, Daniel Anderson, Trustee Lailani Tumaneng and Independent Financial Expert Roy Uyeno. Staff in attendance were Pius Ryan, Superintendent, Jacqui Stewart, Secretary Treasurer, Eileen Chin, Director of Financial Services, and Rain Hou, Manager, Budgets and Forecasting. Leonora Lee, Audit Engagement Partner with KMPG was also in attendance.

The primary purpose of the September meeting is to review the year end results for the previous school year, which included discussion and review of:

- 2024/25 Draft Audited Financial Statements
- 2024/25 Financial Statement Discussion & Analysis and
- 2024/25 Audit Findings Report

Following the presentation on the 2024/25 results, the Audit Committee approved a motion outlined previously in the agenda for tonight's meeting.

The Committee members also meet in camera with the Auditor.

The next Committee meeting will be held on November 13, 2025.

Information Communication Technology (ICT) Advisory Committee – September 2025

The North Vancouver School District Information Communication Technology (ICT) Advisory Committee focuses on providing appropriate technology to serve all aspects of learning and to support school district operations. To oversee an effective information and communication technology program that supports this objective, the Terms of Reference include:

- To monitor information and communication technology services within the school district and make recommendations for improvements to the Superintendent and the Board of Education.
- To recommend to the Board of Education and the Superintendent effective means of providing information and communication technology services to support learning and school district operations.
- To review and provide advice on major ICT initiatives and projects, as requested.

Members for this year are:

- Committee Co-Chair, Teodora Dotzeva, Director of Information and Communication Technology;
- Committee Co-Chair, Adam Baumann, Assistant Superintendent;
- Suzette Dohm, Director of Instruction;
- four representatives appointed by NoVA;
- three representatives appointed by NVTa;
- two representatives appointed by NVPAC; and
- two representatives appointed by DSLC.

The ICT Advisory Committee meets at least three times during the school year. Meetings for the 2025/26 school year are scheduled in October, January, and April.

During the 2024-25 school year, the ICT Advisory Committee provided strategic guidance on several key initiatives. The Committee supported the implementation of two-step verification for NVSD staff accessing Microsoft 365 applications such as Outlook and Teams, enhancing security across the district.

A primary focus of the Committee was the review and redevelopment of Policy 609: Information and Communication Systems. The revised policy has been finalized and is ready for presentation to the Policy Review Committee.

The ICT Advisory Committee also played a critical role in shaping the district's digitization priorities. Based on its recommendations, NVSD began modernizing its largely paper-based student registration process. This initiative aims to improve the parent experience, increase operational efficiency, and reduce manual workload.

In addition, the Committee's recommendations continued to reinforce a multi-phased classroom technology renewal plan. This plan is designed to enhance the classroom experience and better support the learning and teaching needs of all students

To continue supporting student-centered education and innovative instruction, during this school year the focus of the Committee will include:

- Exceptional student experience and user-friendly access to applications and software to facilitate learning, enjoyment, and creativity while also recognizing the importance of maintaining a focused and safe learning environment for all students.
- Provide employees with access to devices and digital resources that meet the requirements of their position and facilitate innovation, including AI online tools for educators.
- Continuous improvement of data protection and internet connectivity to enhance learning and access to online resources and tools.

Schedule ..C9...
of the
Administrative Memorandum

Meeting Date: September 23, 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 – September 2025

Land Management Update – September 2025

Cheakamus Centre

- Environmental Learning Centre – Envelope Rehabilitation: roof warranty inspection to be scheduled for late September or early October. No leaks observed during fall 2024 and winter 2025.
- Longhouse: structural engineer, insurance adjuster and fire investigation specialist visited the site on June 12. 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 will be engaged to undertake repairs.

New Elementary School in the Cloverley Neighborhood

- Building foundation, major steel structure and mass timber elements have been installed.
- The 2nd floor concrete slab for the east side of the building has been poured.
- Activities in progress: roof water proofing, site services, interior framing, mechanical and electrical rough-ins and retaining walls around the playfield and the north side of the building.
- City of North Vancouver has returned comments on civil offsite drawings; the architect will revise and anticipate resubmitting by October 3. Approval is needed to avoid potential contractor delay claims.
- Awaiting final service drawings from BC Hydro and Telus. Approval is also needed to mitigate delay risks.

Handsworth Secondary School – Artificial Turf Field (ATF)

- The District of North Vancouver has closed its civil construction tender and is reviewing submissions. The contract is expected to be awarded by the end of September 2025.

Lucas Centre Partial Demolition

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

Lynn Valley Elementary School - Expansion Project

- Construction of the addition is in progress, with completion anticipated 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 completion is anticipated by end of September.
- Off-site civil upgrades required by District of North Vancouver are complete.

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 anticipated spring 2026.

Playground Communication Boards

- Communication boards were procured for 7 elementary schools: Brooksbank, Larson, Lynn Valley, Lynnmour, Norgate, Queen Mary and Westview
- Installation is anticipated by the end of September 2025.

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

Meeting Date: September 23, 2025 ☒ **Board** ☐ **Board, in camera**

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

Narration:

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

Schedule C.11.
of the
Administrative Memorandum

Meeting Date: September 23, 2025 ☒ **Board** ☐ **Board, in camera**

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

Narration:

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

Schedule C.12.
of the
Administrative Memorandum

Meeting Date: September 23, 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: September 23, 2025 ☒ **Board** ☐ **Board, in camera**

Topic (as per the Memorandum): Future Meetings

Narration:

Date and Time	Event	Location
Tuesday, October 7, 2025 at 7:00 p.m.	Standing Committee Meeting	Education Services Centre 2121 Lonsdale Avenue North Vancouver
Tuesday, October 21, 2025 at 6:30 p.m.	Public Board Meeting	Education Services Centre 2121 Lonsdale Avenue North Vancouver
Tuesday, November 4, 2025 at 6:30 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

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: September 23, 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.