



North Vancouver Administrators

*NoVA envisions a future where a culture of trust, respect and collaboration fosters excellence in educational leadership.*

*NoVA will achieve this vision by working collaboratively to support and develop our members, and provide leadership within the School District.*

*We value Inclusivity, Leadership, Relationships, and Responsibility.*

April 3, 2018

**To: North Vancouver School District Board of Trustees**

**Re: *Budget 2018/2019 Budget Development Process: NoVA Priorities***

NoVA members are committed to student success through supporting all stakeholders including teachers, support staff, parents, and community partners. Our day-to-day role as Instructional Leaders gives us clear insight into the needs at the school and classroom levels. Research by leading experts such as John Hattie (2017), has identified that instructional leadership has a greater influence on student achievement than all other leadership styles. Hattie's data indicates that Instructional Leaders can promote the collective efficacy of staff, which in turn has the highest effect on student success.

Our actions are grounded within the context of the School District's Vision, Values, and Goals as identified in the 2011-2021 Strategic Plan. NoVA recognizes that the Board of Education has to make difficult decisions within a balanced budget. We also recognize that Operational, Educational/Instructional, and Stewardship aspects of leadership are all part of our administrative portfolios, but are finding that reaching a reasonable balance between these demands is becoming increasingly difficult in this time of complexity and change in education.

As Instructional Leaders we are committed to promoting and advancing education at all levels for all people. We respectfully request your consideration of the following budget priorities:

1. Increase Administrator time to support the success of ***all*** learners (students, teachers, support staff and parents) at the universal, targeted and intensive levels.
2. Continue investment in NoVA to support advances in our total compensation package.
3. Increase resources for Social-Emotional Learning /Mental Health to support ***all*** learners (students, teachers, support staff, administrators, and parents) at the universal, targeted and intensive levels.

## **Priority 1:**

**Increase Administrator time to support *all* learners to be successful (students, teachers, support staff and parents) at the universal, targeted and intensive levels.**

### Strategic/Operating Plan Alignment:

- Expand the availability of best instructional practices and enriched curriculum
- Encourage the growth of collaborative, adaptive and personalized learning environments
- Nurture an inspiring and healthy work environment
- Develop and promote innovative and sustainable programs

### ***Why?***

- The demands on leadership continue to grow:
  - With the Memorandum of Agreement (MOA) in place, we have many new teachers as well as experienced teachers from other districts who need to learn and understand the North Vancouver culture/vision and require targeted instructional leadership support
  - Due to the MOA, additional CUPE staff in each school require an increase in instructional leadership support in the areas of training and skill development
  - The MOA has also necessitated the tracking, calculation and scheduling of remedy that has negatively impacted Instructional Leadership time
- In order to build our vibrant learning communities, increased admin time is required to support Instructional Leadership by:
  - modelling best practices
  - co-teaching and mentoring
  - guiding and directing school planning
  - building community connections
- Support the implementation of the Ministry of Education's new curriculum, instruction, assessment and reporting practices

### ***How? (suggestions):***

- Additional FTE allotted to administrative time, particularly at the elementary level
- If the Board chooses to go above ratios as outlined in the NVTAC Collective Agreement, there are many qualified and experienced elementary Vice-Principals with the expertise to provide additional targeted and intensive support in the form of co-teaching, mentorship, and case management in a variety of learning services roles
- Re-organization of District resources to support the managerial aspects of the remedy process

## **Priority 2:**

### **Continued investment in NoVA to support advances in our total compensation package.**

#### Strategic/Operating Plan Alignment:

- Nurture an inspiring and healthy work environment:
  - Encourage leadership at all levels of the organization
  - Attract, recruit and retain exceptional staff

#### ***Why?***

- Other stakeholder groups' total compensation packages are fully funded by the government
- The government does not provide funding targeted for total compensation packages for exempt staff (Principals/Vice-Principals and District Management staff)
- With pending BCPSEA approval, Boards of Education are financially responsible for all compensation increases for exempt staff
- Compensation needs to reflect increased responsibilities, instructional leadership, organizational leadership, and stewardship of our NVSD44 schools
- The current compensation model fosters inequalities and establishes conditions that deter the best candidates from choosing school leadership
- Attract and retain qualified and experienced administrators

#### ***How? (suggestions)***

- Consult with the Finance department to ensure that sufficient funding is set aside to fulfill obligations that will arise due to BCPSEA directions around total compensation and movement on the regional salary grids
- As per the BCPSEA's *Realities, Risks and Rewards* document ensure that "compensation paid to P/VPs is sufficiently greater than the compensation available to teachers".

### **Priority 3:**

**Increase resources for Social-Emotional Learning /Mental Health to support *all* learners (students, teachers, support staff, administrators, and parents) at the universal, targeted and intensive levels**

#### Strategic/Operating Plan alignment:

- Expand the availability of best instructional practices and enriched curriculum
- Encourage the growth of collaborative, adaptive and personalized learning environments
- Nurture an inspiring and healthy work environment
- Develop and promote innovative and sustainable programs
- Strengthen and expand reciprocal community relations

#### ***Why?***

- Mental health issues are increasing: (Stan Kutcher, 2017)
  - 1 in 5 students are effected by a mental health issue which impacts a student's ability to attend, engage and be successful in school
  - 70% of mental health disorders have their onset during childhood or adolescence
  - of youth with a mental disorder, 60% present with multiple diagnoses (Slesnick & Prestopnick, 2005)
  - a growing body of international evidence demonstrates that awareness, prevention and early intervention initiatives show positive returns on investments (Mental Health Commission of Canada, 2014)
- Schools require additional qualified, trained staff to support mental health needs within their community

#### ***How? (suggestions)***

- Additional Instructional Leadership allocated to District oversight of:
  - systemic SEL/Mental Health professional development for all staff
  - awareness, prevention and early intervention education
  - mental health literacy
  - counsellor networks (District and community)
  - parent education
  - further development of interagency partnerships
- Organization and potential restructuring of K-12 District SEL/Mental Health support programs
- Investment in people: continued support for recruiting, training and retention of trained, qualified and experienced staff to support students with SEL/Mental Health concerns