



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 2, 2019

To: North Vancouver School District Board of Trustees

Re: *Budget 2019/2020 Budget Development Process: NoVA Priorities*

NoVA members are committed to developing vibrant learning communities, buildings where students and educators learn, share and grow together. As Leaders in our school buildings in curriculum, instruction, assessment and supporting the social/emotional needs, we have a clear insight into the needs at the school and classroom levels. We create school climates in which measurable goals are created and monitored, teachers collaborate on curriculum and assessment, and we promote the collective efficacy of staff, which in turn has the highest effect on student success (Hattie, 2017).

Our actions as Leaders, involve engaging our community of learners in appreciating the many positive features of our schools, and drawing attention to future directions and focus areas; within the context of the School Plan, School District's vision, values, and goals. NoVA does recognize that the Board of Education has to make difficult decisions within a balanced budget. We also recognize that Operational, Educational, 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 change in education.

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

**Priority 1:
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
- Government does not provide funding targeted for total compensation packages for exempt staff (Principals/Vice-Principals), Boards of Education are financially responsible for all compensation increases for exempt staff
- Compensation needs to reflect increased responsibilities, educational leadership, organizational leadership, and stewardship of our NVSD44 schools
- Current compensation model fosters inequalities and establishes conditions that deter the best candidates from choosing school leadership
- Attract and retain qualified and experienced administrators
- 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"

How?

- 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: movement on the regional salary grids and improved benefit packages

Priority 2:

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
- Develop and promote innovative and sustainable programs

Why?

- The complexities of leadership continue to grow:
 - With the Memorandum of Agreement (MOA) in place, we have many new teachers and experienced teachers from other districts, as well as support staff who need to learn and understand the North Vancouver culture/vision and require targeted leadership support
 - The MOA has also necessitated the tracking, calculation and scheduling of remedy that has negatively impacted Leadership time
- In order to build our vibrant learning communities, increased admin time is required to support leadership for:
 - modernizing the curriculum
 - celebrating and supporting diverse students and school communities
 - increasing the awareness and development of career paths for the future
 - model best practices
 - co-teach and mentor
 - guide and direct school planning
 - build community connections

How:

- Additional FTE allotted to administrative time, particularly at the elementary level
- If the Board chooses to go above ratios as outlined in the NVTA 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
- Review District resource allocation to support the operational components (remedy, financial, data entry, district wide supply orders)

Priority 3:

Increase resources for Social-Emotional learning /Mental Health to support *all* learners (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
- Strengthen and expand reciprocal community relations

Why?

Data from the 2013 McCreary Adolescent Health survey indicates the following:

Stress

- 25% of youth described feeling a bothersome amount of stress in the past month
- 31% feeling “quite a bit” to an “overwhelming” amount of stress in the past month

Suicidal Thoughts

- 10% of youth surveyed indicated they had “seriously considered suicide in the past year”

The 2017 Middle Years Developmental Index found that:

- 31% of Grade 4 and Grade 7 students rated as being at risk for “low well-being”, indicating they scored low on one of the 5 areas of the well-being index
- Students in both Grades 4 and 7 indicated higher levels of worry than other areas on the North Shore
- 21% of students in Grade 4 and 35% of students in Grade 7 indicated they have “No Important Adults at School”
- Schools require additional qualified, trained staff to support mental health needs within their community

How?

- Additional Leadership allocated to District to oversee the District’s intentional focus on SEL/Mental Health
- Additional Admin time allotted to administrative time, particularly at the elementary level to implement universal, targeted and intense programs
- 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