

**BOARD OF EDUCATION STANDING COMMITTEE**  
**Education and Programs**

**NORTH VANCOUVER SCHOOL DISTRICT**

**Meeting Summary of September 15, 2020**

Meeting Summary of the Board of Education's Education and Programs Standing Committee Meeting held virtually on Microsoft Teams on Tuesday, September 15, 2020.

**Call to Order:**

Standing Committee Chair Cyndi Gerlach 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. It was noted that this virtual meeting was being recorded and would be posted to the School District website following the meeting. The traditional territorial lands of the Squamish Nation and Tsleil-Waututh Nation were acknowledged.

**Director of Education Programs, Outdoor School, Conor McMullan - Cheakamus Centre:**

Over the past year the programs at the Cheakamus Centre have focused on aligning to the School District goals on Outdoor Environmental Education and Leadership. This has been achieved by providing greater access to nature to benefit mental health and social emotional learning, and providing opportunities to enhance school and community capacity. Outdoor learning networks have been emphasized to support teachers in utilizing outdoor space effectively. Outdoor learning continues to motivate confidence, competence, knowledge and behavioral engagement in students and staff across the School District.

**District Principal of Aboriginal Education, Brad Baker:**

The work of Aboriginal Education is important for all students in many ways – from creating schools that are welcoming and creating a sense of belonging for all, to the best practices embedded within the First Peoples' Principles of Learning. The role of our education system is to provide a safe place for students, educators and members of the community. Working closely with the School District's Directors of Instruction, we are able to provide the supports that are needed. Overall, the goal of Aboriginal Education is to focus on social emotional learning to move forward to fully support Indigenous students in all ways.

**District Principal of Fine Arts/Director of Artists for Kids, Allison Kerr:**

The strength of our community fosters a sense of belonging and community for our students. This begins with positive relationships established with all staff across the School District. We weave the School District's shared language of positive social emotional learning into our fine arts programs. We enable students to have enhanced learning through strong relationships in community, which is a bedrock in all that we do. Learning is personal: we support interdisciplinary thinking and we foster personalized learning in our classrooms. This year, Artists for Kids will continue to engage our entire community and more information about these initiatives will be shared throughout the year.

**District Principal of Careers and Enhanced Programs, Mike Kee:**

Career education is intended to be part of what we do in classroom and is embedded in our School District education plan. Within our education plan, career development is a part of the goals of public schooling and the School District's priorities. Each school has a careers programs teacher and work experience facilitator who place students and monitor and support them through experiences. The new curriculum is designed to be inclusive across all grades K-12. Moving forward, we will acknowledge, celebrate, encourage and connect what staff are already doing in Career Education and work experience.

**District Vice Principal of Inclusive Education, Janis Mann:**

Inclusion is now embedded in all of the work we do in the School District. It is now a natural and mindset that is inherent in our system – we should be proud of this. The School District's seven core components continue to inform our planning as we celebrate and support complex and diverse learners. These components are emergent and always developing as we work towards a shared learning. The focus for the 2020/21 school year includes consistency within the learning support teacher role, developing quality education plans, planning for student transitions, and inclusive work experience.

**Principal Jeremy Church - Social and Emotional Learning and Mental Health:**

Social emotional learning is a pillar of education practice, weaved through other practices within the School District. We aim to create a harmonized language and vision by building a sense of belonging and sense community while re-establishing good connections for students at school as we help support them with mental health.

The presentation and video recording can be found online: [Meetings & Minutes 2020/21](#)

**Next Meeting:**

October 3, 2020  
Virtual Microsoft Teams Meeting