



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, April 18, 2023 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 March 7, 2023 be approved as circulated)	6:35 pm
A.4.	Public Questions/Comments *	6:45 pm
A.5.	Educational Presentation: Climate Action Week	6:55 pm
B.	Action Items	
B.1.	2023/24 Budget Consultation Update and Board Direction	7:15 pm
C.	Information and Proposals	
C.1.	Educational Update: Progress Reporting Order	7:30 pm
C.2.	Land Management – Written Update	7:35 pm
C.3.	Committee Reports – Written Update	7:45 pm
C.4.	Superintendent's Report	8:00 pm
C.5.	Report Out – British Columbia School Trustees Association and BC Public School Employers' Association	8:10 pm
C.6.	Trustees' Reports/Highlights	8:25 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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- D. Future Meetings**
- E. Public Question & Comment Period**
- F. Adjournment**

Estimated Completion Time
8:30 pm
8:30 pm
8:30 pm

Note: The completion times on this agenda are estimates intended to assist the Board in its deliberations.

School District No. 44 (North Vancouver)

Minutes of the Public Meeting of the Board of Education, School District No. 44 (North Vancouver) held in the Mountain View Room of the Education Services Centre at 2121 Lonsdale Avenue in North Vancouver, British Columbia, on Tuesday, March 7, 2023.

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

A. Call to Order

Board Chair Kulvir Mann called the meeting to order at 6:30 p.m.

A.1. Acknowledgments

Board Chair Mann acknowledged the traditional territorial lands of the Sk̓wx̓wú7mesh (Squamish) Nation and səliłwətaʔt (Tsleil-Waututh) Nation.

A.2. Approval of Agenda

Moved by L. Tumaneng

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

Seconded by G. Tsiakos

Carried

A.3. Approval of Minutes

An amendment to the minutes of February 21 2023, was requested in *Trustees' Reports* to add Trustee Wilson's events attended.

Moved by D. Anderson

that the minutes of the public meeting of February 21, 2023, be approved as amended.

Seconded by L. Munro

Carried

A.4. Public Question/Comment Period

There were no public questions or comments received by the Board.

A.5. Educational Presentation: Indigenous Education Graduation Requirements

Dr. Pius Ryan, Superintendent, welcomed Siyameythai - Rose Greene, District Principal of Indigenous Education and Adam Baumann, Director of Instruction to provide an update on Indigenous Education graduation requirements as mandated by the Ministry of Education and Child Care.

The presenters responded to Trustees' questions.

B.1. Proposed 2023/24 School Calendar for Board Approval

Assistant Superintendent Chris Atkinson provided an overview of the public comments regarding the proposed 2023/24 school calendar for Board approval and responded to questions from Trustees.

Moved by C. Gerlach

that the Board of Education approve the Proposed 2023/24 School Calendar as attached to the Administrative Memorandum of March 7, 2023.

Seconded by G. Tsiakos

Carried

C.1. Educational Update: Framework for Enhancing Student Learning

Dr. Pius Ryan, Superintendent, introduced Assistant Superintendent Atkinson to present a summary on the Framework for Enhancing Student Learning. Assistant Superintendent Atkinson spoke to the integration of the 2021-2031 Strategic Plan into this Framework, and the school district education priorities (careers education, Indigenous Education, and social emotional learning).

The presenter responded to Trustees' questions.

C.2. Land Management – Written Update

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

C.3. Committee Reports – Written Update

Written updates on the Sustainability Committee, the Communications Committee, and the Inclusion Committee were included in the Board Agenda Package, no questions were asked.

C.4. Superintendent's Report

Chair Mann introduced Dr. Ryan, Superintendent, who provided an update on events, initiatives, and programming across the school district with a digital tour. Superintendent Ryan also highlighted the provincial government funding announcements for 2023/24.

Dr. Ryan responded to Trustees' questions.

C.5. Report Out – British Columbia School Trustees Association and BC Public School Employers' Association

Trustee Tsiakos provided an update on the British Columbia School Trustees Association (BCSTA) Provincial Council which occurred February 24 and 25, 2023.

Trustee Gerlach provided an update on BC Public School Employers' Association (BCPSEA) regional meeting.

C.6. Trustees' Reports/Highlights

Trustees shared their recent highlights, with an emphasis on their roles as school liaisons and Trustee.

- Meetings attended by Trustees included:
 - Public Board Meeting
 - Trustee Orientation/Development Meetings
 - District Student Leadership Council Meeting
 - Inclusion Committee
 - Screening and Selection of Vice Principals
 - BCPSEA Regional Meeting
 - BCSTA Provincial Council Meeting
 - BCSTA Trustee OnBoarding: Governance, Legislation, Roles and Responsibilities
 - City of North Vancouver Integrated Transportation Committee

- Events attended by Trustees included:
 - NVSD Employee 25 Year Recognition Event
 - NVPAC's Race to be Human events
 - School visits: Braemar Elementary, Capilano Elementary and Canyon Heights Elementary

D. Future Meetings

Date and Time	Event	Location
Tuesday, April 18, 2023 at 6:30 p.m.	Public Board Meeting	Education Services Centre 2121 Lonsdale Ave North Vancouver
Tuesday, May 2, 2023 at 7:00 p.m.	Standing Committee Meeting	Education Services Centre 2121 Lonsdale Ave North Vancouver
Tuesday, May 23, 2023 at 6:30 p.m.	Public Board Meeting	Education Services Centre 2121 Lonsdale Ave North Vancouver

E. Public Question/Comment Period

The Chair 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 Mann adjourned the meeting at 7.52 p.m. and thanked those who attended.

Certified Correct:

Jacqui Stewart
Secretary Treasurer

Kulvir Mann
Chair, Board of Education

Date

Date

Schedule A.4
of the
Administrative Memorandum

Meeting Date: April 18, 2023 **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 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: April 18, 2023 **Board** **Board, in camera**

Topic (as per the Memorandum): **Educational Presentation: Climate Action Week**

Narration:

The North Vancouver School District recognizes and values the importance of environmental stewardship as an integral component of the 2021 2031 Strategic Plan, and as part of this commitment will host the second Climate Action and Sustainability Week, April 11 - 14, 2023.

Justin Wong, District Principal of Administrative Services and Luke Smeaton, Manager of Sustainability, Energy and Environmental Planning will provide an overview of the Climate Action Week.

Schedule ...B1.....
of the
Administrative Memorandum

Meeting Date: April 18, 2023 **Board** **Board, in camera**

Topic (as per the Memorandum): **2023/24 Budget Consultation Update and Board Direction**

Narration:

At the December 6, 2022 Public Meeting, the Board of Education approved the budget process for the 2023/24 Preliminary Annual Budget. The five partner groups; North Vancouver Parent Advisory Council, North Vancouver Teachers' Association, Canadian Union of Public Employees (CUPE Local 389), North Vancouver Administrators', and District Student Leadership Council were invited to attend information sessions and participate in discussions about the 2023/24 Budget Priorities at the scheduled Finance and Facilities Standing Committee meetings. The Board requested that the 2023/24 budget priorities be framed in the context of the 2021-2031 Strategic Plan.

At the February 7, 2023, Finance and Facilities Standing Committee meeting, attendees were provided with the key components for the 2023/24 budget development including historical and current revenues and expenses, budget timelines, operating grant and the three-year forecast. Participants and interested individuals were asked to provide their suggestions for the 2023/24 budget priorities by emailing, online through a survey, attending meetings and by mail.

On March 15, 2023, the Ministry of Education and Child Chair announced the 2023/24 preliminary operating grant based on the three-year enrolment forecast submitted by the school district in February 2023. On average, the funding levels for for enrolments or supplement for unique students are increasing by 9.2 percent, which includes negotiated increases for collective agreements in 2022/23 and 2023/24. Funding for the Classroom Enhancement Fund (CEF) has been allocated at 100% of last year's allocation. Adjustments to the cost of living agreement for 2023/24 will be provided separately, and was not finalized when the preliminary operating grant was announced.

Following the September 1701 enrolment submission to the Ministry, typically the Ministry will revise the operating grant based on actual enrolments and other formula driven changes. The school district's preliminary operating budget is developed based on the preliminary operating grant as announced by the Ministry, leaving any budget shortfall to be funded through an appropriation from the school district's accumulated operating surplus.

The focus of the March 28, 2023 Finance and Facilities Standing Committee Meeting was gathering recommendations to inform budget development. The Director of Instructions and District Principals hosted table discussed by providing context on the strategic plan goal and the intended objectives and captured the input electronically. Attendees discussed the goal areas as a group and individually reviewed and rated the written comments gathered during table discussions. Attendees participated in discussions on two of the six strategic plan goals.

Based on the input received from the partner groups and community members, the Executive Committee has organized this input and offered recommendations and will provide an update on the 2023/24 budget development.

Attachments:

A. Annual Budget Priorities - Executive Committee Recommendations

On line survey responses

B. Summary of Public Input

C. Public Comments received

Input from March 28, 2023 Standing Committee

D. Budget Input - Written Comments

RECOMMENDED MOTION:

that the Board of Education direct staff to proceed with the development of the 2023/24 Annual Budget incorporating the budget priorities recommended by the Executive Committee, as outlined in Appendix A.

2023/24 ANNUAL BUDGET STRATEGIC PRIORITIES EXECUTIVE COMMITTEE RECOMMENDATIONS

In consideration of expressed Board of Education strategic priorities, the provincial mandate for public education, operational needs, public input received for budget 2023/24, and input from local Rights Holders, the following themes and general recommendations are provided for the Board of Education's consideration. The Executive seeks direction from the Board of Education to develop the preliminary budget in alignment with the school district's 2021-2031 Strategic Plan as outlined.

Operational Requirements

First and foremost, the preliminary operating budget will support student enrolment and collective agreement provisions. In addition to direct staffing requirements for the classroom, the operating budget must provide for contractual obligations, inflationary pressures, exempt staff and administrator compensation, facility maintenance, school technology and school resources.

During the current fiscal year, district department heads are developing new Operational Plans. The departmental Operational Plans are expected to align resources to support the 2021-2031 Strategic Plan and educational priorities for the school district, and will be further informed by the input received during the 2023/24 budget development.

Input on budget priorities highlight operational areas that require greater clarity, communication, and/or awareness building for our community. This includes the scope and limits to provincial funding, the use of block budgets for school resources, and awareness of current district wide initiatives. For example, the school technology plans under development through collaboration between the schools and Information Communication Technology will address some comments received. Other comments such as requests for construction of artificial turf fields and tracks are outside of provincial funding.

2021-2031 Strategic Plan

The 2021-2031 Strategic Plan defines the aspirational goals for the school district. With the resources available, the school district prioritizes the advancement of these strategic goals, in alignment with the provincial Policy for Student Success and the Framework for Enhancing Student Learning.

One area of focus for next fiscal year will be the identification of metrics and data to inform decision-making and measuring results. This information will also inform departmental Operational Plans.

Recommendations for consideration in the 2023/24 budget development are organized under each aspirational goal area. The following are highlights and does not represent an exhaustive list of all priorities and actions.

Goal: Student Centered Education

Key to student-centered education is highly qualified educational staff. It is recommended that resources be identified to support continued educator professional development in key pedagogical areas such as Universal Design for Learning, differentiation of instruction, assessment for learning, literacy and numeracy.

Educational Assistants play a central role in supporting learners. As the school district continues to build an understanding of healthy school communities and fostering belonging, Executive recommends supporting a continuum of training opportunities for Educational Assistants including trauma informed practices.

Principals and Vice-Principals lead complex environments and require ongoing development to excel. Further discussion is needed regarding the universal and targeted investments to determine the optimal approach to support professional development of school-based administration.

An area recommended for attention is continued support for school teams and Learning Support Teachers in the education of neuro-diverse students that exhibit complex behavior and require a highly guided and coordinated home-school-and community program. Although this is an area the school district has already significant investments with the Level 4 team, additional support for assessment, training, and team development inclusive of community partners is recommended.

Goal: Innovative Instruction

Innovation stems from educators working with each other in collaborative inquiry, research and the sharing of practice. It is recommended that resources be identified to support teacher collaborative inquiry, school rounds and teacher networks of practice. In addition, for teachers new to the profession, it is recommended that resources be identified for continued support for the joint school district and the North Vancouver Teachers' Association initiative for mentorship.

Although school block budgets are intended to support general classroom resources, additional resources are needed to augment emerging needs. Consideration for district wide resources in areas such as literacy, numeracy, and critical thinking is recommended.

Career education is one of three goals of public education and a priority for the school district under the Framework for Enhancing Student Learning. It is recommended that resources be identified to continue the development of the career development programs from K-12.

Goal: Welcoming and Inclusive Culture

An important part of a welcoming culture is how the school district supports sense of belonging and well-being. It is recommended that the school district continue to support the understanding and application of equity, diversity, and inclusion.

It is also recommended that resources be identified to provide training for all employees in trauma informed practice, and that the leadership team develop their skills in managing traumatic events.

Employee well-being is linked to confidence in a safe and caring workplace. It is recommended that resources be identified to support employee safety and well-being in the work place.

Goal: Mental Health and Well Being

Community, connection and the mental well-being of students and staff continues to be of high priority for the Board's consideration. Additional counselling staff added in 2022/23 is recommended to continue as the school district continues to assess the impacts of COVID-19.

Supporting student and staff well-being is a collective effort that requires care and consideration across many different initiatives. There is a shared role and responsibility with our education partner groups and other ministries and community agencies. Universal strategies inclusive of physical literacy and outdoor education, to targeted strategies inclusive of trauma informed and restorative practices, as well as intensive strategies are recommended.

It is recommended that resources and strategies be identified to support student and staff mental health and well-being. These supports should be in alignment with the school district's [Social Emotional Learning and Mental Health Continuum](#). A particular focus on supporting neurodiverse learners is recommended.

Goal: Truth, Healing and Reconciliation

The *Declaration of the Rights of Indigenous Peoples Act* has a significant influence on the relationship between school districts and Indigenous Peoples. Targeted resources remain in place to support the review and update of Board Policy in concert with the Act.

Indigenous Language is central to the revitalization of culture and reconciliation. The school district implemented curriculum that meets the new graduation requirements a year earlier than mandated. It is recommended that resources be identified to support the continued process of curriculum design and further development of Indigenous language instruction with the guidance of Squamish Nation and Tsleil-Waututh Nation.

There remain gaps and disparities in the outcomes for some Indigenous students compared to non-Indigenous students. It is recommended that resources be identified for targeted instructional needs with a focus on the early years that focus on literacy and numeracy for Indigenous students.

Students are more engaged in learning when they see themselves reflected in their schools and learning materials. It is recommended that resources support the acquisition of current, local and culturally appropriate materials for students as guided by Squamish Nation and Tsleil-Waututh Nation.

Goal: Environmental Stewardship

North Vancouver School District prides itself on being the 'Natural Place to Learn'. Outdoor learning enhances personal well-being, supports learning about our environment and fosters stewardship.

Although Environmental Stewardship is embedded in the work of schools, work is needed to develop a cohesive strategy to build student educator and community awareness of the necessity of Environmental Stewardship inclusive of the impacts on the global climate crises and our individual and shared actions needed.

The school system is a consumer of fossil fuels, and a contributor to negative environmental impact. It is recommended that resources be identified to support a school district climate action plan, inclusive of minimizing our organizations carbon footprint.

Budget Priorities: Public Input

2023/2024 Budget Development

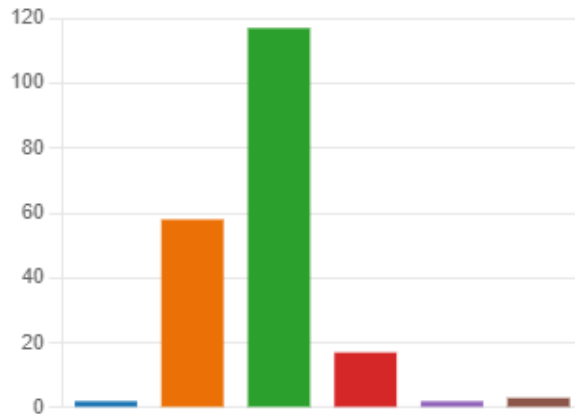
Survey question: Please share an initiative of importance to you, including how the initiative aligns with the school district’s strategic goals.

Survey results:

- 199 survey respondents (with the ability for each respondent to provide up to 3 comments)
- 9 emailed comments
- 387 total comments

Of the 199 survey respondents:

● Student	2
● Staff Member	58
● Parent/Guardian	117
● Parent/Guardian AND Staff me...	17
● Community Member	2
● Other	3



- Student-Centred Education** → Selected 132 times
- Innovative Instruction** → Selected 73 times
- Welcoming and Inclusive Culture** → Selected 48 times
- Mental Health and Well-Being** → Selected 118 times
- Truth, Healing and Reconciliation** → Selected 13 times
- Environmental Stewardship** → Selected 26 times

Below are seven common themes that emerged across strategic goals, with select comments included. Please refer to the [Budget Priorities: Public Input](#) web page for all comments. **Note:** comments are shared as they were received.

Student Support – 110 comments tied to student support (e.g. mental health and well-being, prepare for the future, teaching to diversity, preparation for the future)

“Focus on student (and teacher) Mental Health and Well-Being. Over the past 3 years, I have noticed (as a 17+ year teacher) significant changes in the mental health of our students. They need support and strategies to regain confidence, boost spirits, and to develop better work habits that are more conducive to academic success (which thereby reduces anxiety, stress and other mental health concerns that are exceptionally prevalent). The number of students requiring extra support in this area is significant.”

“Preparing or supporting students to be role models in their community. Dealing with adversity and diversity. Key benefits both inclusion and mental health goals.”

“A second initiative would be to help support and fund for students struggling academically. We need to help the students who are caught "in the middle" - not complex learners, but those who need a boost due to Covid issues, or due to mild learning difficulties. Please fund and develop a more comprehensive LAC system, separate from the LSTs. These students are losing out on valuable additional learning when personnel gets pulled to deal with big behaviour differences.”

Staffing & Staff Support – 36 comments tied to staffing and staff support (e.g., class size/composition limits; recruitment, training and development; mental health and well-being)

“Teachers need more comprehensive professional development on curriculum, UDL, new reporting. Not a "one off"; not a surface introduction.”

“Music and fine art should have a strong presence in the education system, and teachers who demonstrate a high degree of knowledge and expertise should be hired. Physical education, sports and teachers who have an intimate understanding in these areas should be hired as specialists leading classes in the benefits and value of life-long fitness, nutrition and good health.”

“Teachers are always trying to create innovative and engaging learning opportunities, individualized learning, and create a welcoming and inclusive atmosphere. Now it is time for the district to work on the well-being of the learning communities by creating better boundaries with families by stressing the importance of home-routines, parents

PARENTING their children by supporting school expectations, and families respecting the school schedules and decisions of educators and administrators. This will in turn, help everything run more effectively AND support staff mental health and burnout. It's time that society start understanding that school districts employ experts and we want to develop strong and respectful relationships with the school community. All stakeholders are important, but we want our school staff to feel supported by the district reminding families of their roles.”

Facilities – 45 comments tied to facilities (e.g., child care, general maintenance, major capital projects, track and artificial turf fields (ATFs))

“Before and after school care on site. This supports the first four goals by providing access to quality care for students outside of school hours, removing barriers to access for lower income families, and increasing the number of available spots for care reducing stress on families.”

“General facilities/field/buildings improvements to ensure grounds are clean, safe, enriching, and positive.”

“All weather turf field and track in our high schools rebuilds should be a top priority in the Capital budget. It is imperative to the welfare of students from feeder schools as well as the high school itself. The community benefits greatly as well and as such municipal, provincial and if needed federal government should be aware of any financial shortfalls and pick up the slack. “

Funding – 38 comments tied to funding (e.g. classroom resources, library resources, Literacy Centres, technology in classrooms)

“As a Teacher Librarian I see everyday the importance of the library as a welcoming, safe and inclusive space for our students, especially our more vulnerable ones. I have been fortunate enough to have had the opportunity to redesign the space I am working in. On a limited budget (Parent Support) we were able to add some flexible seating, new tables, carpets and a book shelf. Modernizing our library spaces is important because the spaces we create have an effect on how we feel. I have seen first hand the effect it has had on the students and how they feel when they walk into the new space. There are places for them to read, class management is easier, and they are calmer and more joyful.

“Our son completed a semester at the Lit Centre at Sherwood Park Elementary to support his quest to become a better reader. Although it has been almost two years

since he attended this program, we continue to see the tremendous benefits it provided for him. We, as his parents, would like SD 44 to continue to support this program and to actively pursue it's expansion. There are many other children who would so benefit from this kind of reading and learning support. Furthermore, such a program did more than just improve his reading literacy it also provided skills around time management, emotional awareness and working well in groups.”

“Providing schools with the technology necessary to individualize instruction, increase innovation, and encourage digital resources instead of paper ones.”

Instruction – 114 comments tied to instruction (e.g., core academics, arts education, environment and climate change, outdoor education, real-world, STEM, trades, etc.)

“The school district should focus more the core academic programs, helping kids with strong STEM related courses and literature, reading comprehension, writing skill development. I saw too many co-workers who grow up in Canada but having a lot of writing skill challenges and even have grammar errors. Any tasks involve numbers are daunting to a lot of people.”

“Our youth require immediate, meaningful, practical education about Climate Change and how they must work towards slowing it down.”

“Outdoor education elective course focusing on land stewardship, sense of place as well as recreation. This could align with welcoming and inclusive culture, as well as mental health and wellbeing if it helped students build stronger relationships and a stronger connection to place. It could align with Truth and reconciliation goals if it were developed in collaboration with Indigenous communities.”

North Vancouver School District
Public Comments - 2023/24 Budget Priorities.
Comments are shared as they were received.

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Staff Member	Quality arts education in schools	Innovative Instruction
Staff Member	More counselling time. Mental health is not being taken seriously in this district. The trauma that our students face daily increases yearly and we are not receiving adequate counselling to support them.	Mental Health and Well-Being
Parent/Guardian	More focus on real trade training	Innovative Instruction
Parent/Guardian	More focus on real trade training	Innovative Instruction
Parent/Guardian	More focus on real trade training	Innovative Instruction
Staff Member	Staff training, competency, and compensation	Student-Centred Education
Parent/Guardian	Innovative instruction.	Innovative Instruction
	Mental health and well being	Mental Health and Well-Being
Staff Member	Providing students with diverse, modern texts to read. Our district libraries have embarrassing budgets. Some elementary schools receive only \$500.00!!!! Our budgets have not increased to reflect the importance of providing equitable access to diverse resources, to buy the supplies necessary to catalogue books, or to even maintain levels we have. Our school libraries are the heart of the schools and need the funding to be able to support all of our learners.	Truth, Healing and Reconciliation
Parent/Guardian	Would like a dietician to speak to students regarding body acceptance and health. Think this is hugely important to the mental health and well-being initiative as well as inclusivity.	Mental Health and Well-Being
Staff Member	I think more Funding - library resources is of priority as well as further collaborative activities opportunities for classes to work with other classes.	Student-Centred Education
Staff Member	Greater expansion of the outdoor ed programming provided by the district; for example, more educators running outdoor ed programs at school sites.	Environmental Stewardship
Parent/Guardian	Mental Health and Well being: our children have been through so much in the last few years and it's important to make their mental health and well being a priority.	Mental Health and Well-Being
Parent/Guardian	Student-centred education: So that all kids can feel they have the resources and abilities to learn at the place they are at, empowering them to move forward.	Student-Centred Education
Parent/Guardian	More outside play space at high schools. Outside time improves mental health so fields at Argyle and Handsworth need to be completed ASAP so students can use them at lunch time. Also need more outside basketball hoops and outside seating.	Mental Health and Well-Being
Parent/Guardian	More pro-d for teachers around ADHD and mental health.	Mental Health and Well-Being
Parent/Guardian	More field trips for students to get outside the classroom in HS.	Student-Centred Education
Parent/Guardian AND Staff member	Increased time and materials for open-ended, unstructured play and movement to foster physical literacy and social skills. Materials for 'heavy work'. Supplies, especially, outdoor-friendly, to support this (outdoor building blocks, wheelbarrows, discovery ramps, tires, etc).	Mental Health and Well-Being
Parent/Guardian AND Staff member	Increased counsellor time in schools. Increased LST, LSW as well. Post-Covid, explosion of needs and long wait times and financial barriers for families to seek support outside of school.	Mental Health and Well-Being

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Parent/Guardian AND Staff member	I would like to see Libraries in this district better funded. In addition, budgeting, should be based on a per capita formula so that schools with greater student population receive more funds, as do dual-track schools and those that are socio-economically at risk. Having a current,well-stocked library with indigenous and inclusive and diverse materials reflects student- centred education, Truth and Reconciliation, and a welcoming and inclusive culture.	Student-Centred Education
Parent/Guardian	More teachers, smaller class size. Student well-being and quality of education aligns with "student-centered education"	Student-Centred Education
Parent/Guardian	Only 1 priority	Student-Centred Education
Staff Member	There are still many classrooms violate size and composition limits. Why is district funding being placed ANYWHERE ELSE until most class size and composition violations are resolved without use of remedy (which is not practically useful for solving the problem).	Mental Health and Well-Being
Staff Member	Technology funding for schools is lacking. Teachers need excellent quality projectors/TVs with proper connectivity in every classroom. Teachers should have choice of devices (computers/iPads) provided to them by the district and new devices should be supplied at least every three years.	Innovative Instruction
Parent/Guardian	The students at Argyle need a field. One of my children has never had a field during their entire highschool career. This is completely unfair and there has not been any help from other schools.	Student-Centred Education
Parent/Guardian	Operating gyms at Argyle. Enough space to house the PE program.	Student-Centred Education
Parent/Guardian	Handsworth ATF. This provides the largest school with proper physical fitness facilities and allows youth from the entire district to benefit with additional field space for soccer, field hockey and football. The lack of field space in the heavily populated capilano area (with lights) is problematic.	Mental Health and Well-Being
Parent/Guardian	mental health and well being - mental health supports in schools have been the most important initiative for my child that attends mountainside. I also feel that music programs in elementary schools should be priority. my 2 children at Boundary Elementary have not had music in the past 2 years . This should be a priority with in the mental health and well being initiative.	Mental Health and Well-Being
Parent/Guardian	welcoming and inclusive culture, as a parent of a student that attends mountainside I recognize the importance of school being a sae place	Welcoming and Inclusive Culture
Parent/Guardian	environemtnal education, I love that students have the opportunity to go to outdoor school	Environmental Stewardship
Parent/Guardian	Indigenous Support Works in our school focusing on truth & reconciliation.	Truth, Healing and Reconciliation
Parent/Guardian	Early identification and support for learning disabilities is lacking and needs to be at the forefront of education, especially since NVSD has a strategic goals on student-centred education, inclusive culture and well-being. Research has shown 1 in 20 children have a learning disabilities and many of these remain undiagnosed --> a real disservice our children and our education system.	Welcoming and Inclusive Culture
Parent/Guardian	Classroom Champions	Mental Health and Well-Being
Parent/Guardian	Handsworth Track and ATF	Mental Health and Well-Being
Staff Member	Expansion of Carson Graham Secondary School, to provide an increase in the number of classrooms available. There are currently not enough appropriate teaching spaces at Carson to provide student learning. The library and superlab spaces are currently, inappropriately, bring used as 'classrooms.' A new wing would help the student's mental health and well-being.	Mental Health and Well-Being

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Parent/Guardian	What are the strategic goals? Everything is being taken away at our school. Everything that would bring the community together and yearly traditions. Whether its mothers day and fathers day or the christmas concert. Happy to celebrate pride week, which is what is happening now instead, but can we also celebrate mothers? if there is money to give out to schools, it should always go to extracurricular activities- experiences is what the kids need	Student-Centred Education
Parent/Guardian	<p>Innovation instruction based on the three Rs prioritizing learning how to study for tests,how to take a test and large projects that teach how to complete homework at home.</p> <p>The move away from tests in elementary schools, does not give children a process to ease into testing in high school. In the attempt to make elementary school 'less stressful' with no tests, children (my grade 6 daughter) is not prepared for highschool. Had she been eased into the testing process (the disappeared spelling test for example) she would be better equipped on how to study for a test and how to take a test in grade 8, a skill she doesnt have.</p> <p>Also the newly adopted "no homework" policy is the same scenario, by lowering the elementary expectations, the high school transition is going to be so much harder.</p> <p>Graduated learning, so that grades 5,6,and 7 resemble high school (since north van has no middle schools) will reduce anxiety and performance stress in grade 8.</p> <p>By making 5,6,and 7 easier with lower expectations, the system is making more work and adjustments for students in grade 8 - a disservice.</p>	Innovative Instruction
Parent/Guardian	I think by betting preparing students for highschool in grades 5,6, and 7 you ARE contributing to the betterment of their mental health and wellbeing down the road in highschool, when a problem with anxiety and testing usually means a child dropping out of school.	Innovative Instruction
Parent/Guardian	<p>I think the lack of science fairs is appalling.</p> <p>There are no BIG IDEAS anymore, just mediocre class based projects with no innovation, projects that can easily be served by copy and pasting google.</p> <p>SAD.</p>	Innovative Instruction
Parent/Guardian	Before and after school care on site. This supports the first four goals by providing access to quality care for students outside of school hours, removing barriers to access for lower income families, and increasing the number of available spots for care reducing stress on families.	Student-Centred Education
Staff Member	Creating / improving the welcoming process for the many mid-year arrivals from out-of-country. In order to truely welcome them some more time and effort needs to be put toward ensuring they are given the supports they need negotiating their new school life. In order for them to be included, more needs to be done to help them understand and ease their introduction into their new school and the expectations we "assume" students and families know.	Welcoming and Inclusive Culture
Parent/Guardian	Academic teaching, NOT partisan political activism and left wing ideology	Mental Health and Well-Being
Staff Member	Innovative instruction and health and wellbeing	Innovative Instruction
Parent/Guardian	<p>Student-Centred Education. For example, SD44 does such an amazing job of elementary music education. This should continue to be an area of focus.</p> <p>g</p>	Student-Centred Education
Parent/Guardian	Robotics and coding for STEM learning	Innovative Instruction
Parent/Guardian	continuation of funding for outdoor school	Environmental Stewardship

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Parent/Guardian	Eliminate "woke" indoctrination from all curricula. This would contribute to better mental health and well-being for students as woke culture leads to hate and bullying for some groups and racializes everything. White students are taught that there is something wrong with them and this affects their mental health. You cannot solve racism with more racism. Eliminating "woke" culture will also contribute to a more welcoming and inclusive environment where we are taught simply to respect others no matter how different. Woke culture, on the contrary, teaches victimhood and exacerbates tensions between groups of people.	Mental Health and Well-Being
Parent/Guardian	Include more sports and physical activity in curricula.	Mental Health and Well-Being
Parent/Guardian	Provide healthy hot lunches in school. This would improve parent-kids relationships and make our mornings much easier.	Mental Health and Well-Being
Parent/Guardian	Music education; the arts are how we know we're alive.	Student-Centred Education
Parent/Guardian	Meaningful education assistance for kids on IEPs and designations...reduce the need for parents to actively curate education experiences outside of the school setting.	Mental Health and Well-Being
Parent/Guardian	Expanding the Music Program at Windsor Secondary to allow for more Teachers, better equipment, better instruments and larger band rooms to accommodate all bands & choirs. A larger Music Facility or Gym at Windsor would allow concerts to be held at the school instead of renting theatres elsewhere on the North Shore and therefore, reducing the costs of rentals. This larger facility could also be used for the Drama Department, Sports Teams, School Clubs and for Graduation Ceremonies, therefore eliminating the added costs of renting a theatre off site. A multi-purpose facility or Dome could provide a valuable asset to Windsor's programs.	Student-Centred Education
Parent/Guardian	The development of a Music Academy at Windsor Secondary. Or a Musical Arts Academy which would encompass Drama, Band and Choir. Students in these areas spend many hours performing and practicing both in school hours as well as before school, after school, evenings, weekends, tours, etc.....This Music Academy could replace the PE requirement that other academies like hockey, soccer, etc.....offer which allows Music Students more time to work on and improve their talents and skills like sports players do.	Student-Centred Education
Parent/Guardian	Handsworth turf field - it is vital for the students well-being and the well-being of the community. Supports mental health and well being of students and staff, fosters community, provides a means of student- cantered education.	Mental Health and Well-Being
Staff Member	More of the budget should be spent on student resources, specifically updating textbooks, novels, STEM supplies etc.	Student-Centred Education
Parent/Guardian	Mental Health and Well-Being. Promote mental health and well-being through social-emotional learning and trauma-informed practices.	Mental Health and Well-Being
Parent/Guardian	A teaching system that focuses on Canadian and North American culture and history, to prepare our children for the future. less on native and overseas culture. More in field an hands on classes and field trips, building a platform to teach protecting the environment and the ocean while still enjoying the fruits of what mother nature has to offer.	Student-Centred Education
Parent/Guardian	the environment	Environmental Stewardship
Parent/Guardian	students need to learn basic skills (reading writing math) well	Innovative Instruction

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Parent/Guardian	Out of school care should be offered within schools - in other school districts non-profit care providers like YMCA or local neighbourhood houses operate after school care that is mostly playground play-based with indoor spaces like gym stage or music room or similar used in case of severe weather. This relates to goal of providing equitable access, as families with tighter budgets are forced to sacrifice careers or advancement opportunities to pick up kids earlier if they are not in a flexible work situation, or one parent stays home, or they are not able to afford taking children to off-site after school programs or expensive PAC organized sporadic programming. As well, young kids frequently are picked up brought home and are put in front of a tv or video game so their parents can finish a work day rather than having more time for physical play and social development.	Student-Centred Education
Parent/Guardian	Say to say nature based learning. Opportunities for the kids to go outside into nearby parks to explore and supplement their classroom learning by interacting with nature (i.e. primary math including grouping, addition, subtraction, division, multiplication using pine cones or leaves)	Innovative Instruction
Staff Member	I believe we need to spend more money supporting mental wellness of our students. In light of the past two years of "different schooling" due to Covid, we are seeing a tremendous need for support and help with anxiety and other wellness difficulties. Please help fund more counsellors and LST personnel. This initiative aligns with the district goal of supporting mental health.	Mental Health and Well-Being
Staff Member	A second initiative would be to help support and fund for students struggling academically. We need to help the students who are caught "in the middle" - not complex learners, but those who need a boost due to Covid issues, or due to mild learning difficulties. Please fund and develop a more comprehensive LAC system, separate from the LSTs. These students are losing out on valuable additional learning when personnel gets pulled to deal with big behaviour differences.	Student-Centred Education
Staff Member	It may be time to re-evaluate how complex learners are integrated into the school system. Some other new and innovative strategies and placements may help and support these learners better than the present inclusion system. Perhaps these students need a separate program where they can thrive and other students can then be better served in their regular classroom. With the present system, we may not be meeting anybody's best interest.	Innovative Instruction
Parent/Guardian	More support for different learning needs; ADHD	Student-Centred Education
Parent/Guardian	Learning that is applicable to real world circumstances	Innovative Instruction
Parent/Guardian	Safety and trauma informed anti- bullying support	Mental Health and Well-Being
Parent/Guardian	To help with Mental Health and Well Being, it would be nice use some of the Capital Budget to finally finish the new turf field at Argyle. The school has a history of strong sports teams and would be nice for the students to have a field on which to play.	Mental Health and Well-Being
Parent/Guardian	A new turf field at Handsworth will hopefully be in the works soon. I know the school us just newly built and a field is in the plans but hopefully can be finished sooner rather than later.	Mental Health and Well-Being
Parent/Guardian	A presently non-existent initiative that is of importance to our family (and others) is the establishment of a gifted education program within one or more of the District's secondary schools. This program would recognize the best practices for grouping and educating gifted learners as recommended by the National Association For Gifted Children https://nagc.org/page/Gifted-Education-Strategies . Failing that, a board-wide commitment to in-class instruction and groupings suitable to the learning needs of gifted and 2E learners.	Student-Centred Education
Parent/Guardian	The development of a training program for secondary educators in working with gifted and 2E learners. https://nagc.org/page/the-importance-of-teachers	Innovative Instruction

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Parent/Guardian	The creation of a gifted education administrator role within SD44. This person would serve as an ombudsman for families of gifted and 2E students.	Welcoming and Inclusive Culture
Parent/Guardian	I'd like to see more education focus on real world life lessons. Business schools. How to balance a budget. What are taxes. How are they used. How is our govt formed. Etc.	Innovative Instruction
Parent/Guardian	Less focus on pronouns being forced onto our children who don't want pronouns. Start by having Counsellors to help with specifically gender confusion of the children need it. Stop forcing it on all children. Stop putting flags in school classrooms. They are there to get an education. Not be forced on what that teachers beliefs are. You don't see crosses up in classes and schools, scripture isn't allowed to be taught, if you are going to be "inclusive" then be inclusive to all religions and beliefs.	Welcoming and Inclusive Culture
Parent/Guardian	Truth, Reconciliation and Indigenization by naming schools in host Nation languages and providing place based Indigenous history and learning. This aligns with one of the priorities	Truth, Healing and Reconciliation
Parent/Guardian	More athletic programs for students. This will build teamwork and leadership with our students.	Mental Health and Well-Being
Parent/Guardian	Increasing student class time. The current 9-3 does not reflect the work day and parents are most times forced to leave their children on before and after school programs that are costly and provide no real value to children's education. This is a waste of Canadian kids time. They could be learning another language, doing sports, learning music, anything that would equip them to be better citizens and contribute even further to the development of the Country. I appreciate the effort the School District to come up with a great public school system for the community. I understand that this request might even be outside of the district control. However, this is the biggest initiative that I can envision that would positively impact our kids education.	Student-Centred Education
Parent/Guardian AND Staff member	Innovative Instruction - need more technology in the classrooms for both teachers and students e.g. each student should have access to a laptop or tablet throughout the day. This will help our community stay current in an ever-changing tech environment.	Innovative Instruction
Parent/Guardian AND Staff member	mental Health and Well-Being of Staff and students. The last few years have been rough on everybody given the pandemic. I am seeing the lasting effects on my students, colleagues and families in my community. If there was ever a time we needed a bigger focus on mental health, the time is now.	Mental Health and Well-Being
Parent/Guardian AND Staff member	Environmental Stewardship - We have a long way to go to make a concerted effort to minimize our environmental footprint. I would like to see more initiatives around experts in this field supporting our district and visiting classrooms to help drive the message and education behind what we can do to make a big impacts on things like shifting climate change.	Environmental Stewardship
Staff Member	Providing schools with the technology necessary to individualize instruction, increase innovation, and encourage digital resources instead of paper ones.	Student-Centred Education
Staff Member	More Indigenous teachers or leaders available for all schools	Truth, Healing and Reconciliation
Staff Member	Staff mental health	Mental Health and Well-Being
Staff Member	New books needed. Computers/ Printers for student breakout rooms.	Student-Centred Education
Staff Member	Resources to support Indigenous Education. More teacher time for Indigenous students.	Truth, Healing and Reconciliation
Staff Member	Pro D speakers that understand teaching and have taught before.	Innovative Instruction

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Parent/Guardian AND Staff member	Handsworth multi-purpose all weather field and track. In order to be equitable to student athletes and communities across the SD, Handsworth and the surrounding community needs the same amenities as other schools in the district to afford student athletes with similar opportunities for success.	Mental Health and Well-Being
Parent/Guardian	Supporting the staff who teach and support the neurodiverse kids.	Student-Centred Education
Parent/Guardian	Mental health and well-being	Student-Centred Education
Parent/Guardian AND Staff member	Focus on student (and teacher) Mental Health and Well-Being. Over the past 3 years, I have noticed (as a 17+ year teacher) significant changes in the mental health of our students. They need support and strategies to regain confidence, boost spirits, and to develop better work habits that are more conducive to academic success (which thereby reduces anxiety, stress and other mental health concerns that are exceptionally prevalent). The number of students requiring extra support in this area is significant.	Mental Health and Well-Being
Parent/Guardian	I support the following: Innovative Instruction. Enhance innovative and effective approaches and curriculum to develop educated citizens.	Innovative Instruction
Parent/Guardian	Student-Centred Education. Provide equity-based education that supports the learning needs of all students.	Student-Centred Education
Parent/Guardian	Environmental Stewardship. Lead on sustainable practices and nature-based learning to address environmental challenges.	Environmental Stewardship
Parent/Guardian AND Staff member	The goal of the education system is to ready children/teens for the world to be productive members of society. To meet that end, we need to teach our students how to think and navigate the world around them. We need to teach them how to communicate their ideas with others. We need to teach them how to interact with others and how to manage their own materials, feelings and well being. To that end, I think Innovative instruction is the most important issue, followed closely by mental-health and well-being. If these issues are addressed and focused on, the other issues will fall into place.	Innovative Instruction
Parent/Guardian AND Staff member	See above statement. [The goal of the education system is to ready children/teens for the world to be productive members of society. To meet that end, we need to teach our students how to think and navigate the world around them. We need to teach them how to communicate their ideas with others. We need to teach them how to interact with others and how to manage their own materials, feelings and well being. To that end, I think Innovative instruction is the most important issue, followed closely by mental-health and well-being. If these issues are addressed and focused on, the other issues will fall into place.]	Mental Health and Well-Being
Parent/Guardian AND Staff member	The health of all the students	Mental Health and Well-Being
Parent/Guardian	Extra calicular activates & opportunities for students to get exposed to, more support for students who struggle or have learning concerns in class & smaller class rooms (20 or less)	Innovative Instruction
Parent/Guardian	NA	Mental Health and Well-Being
Parent/Guardian	Handsworth Secondary School Track	Mental Health and Well-Being
Parent/Guardian	Handsworth Secondary School Track will be great for many reasons and really fits into many initiatives. Mental health for students staff and community to have a local track to train, walk run around. its environmental because it stops students to leave there school to drive to another track which doesnt build community, safety and on site training.	Mental Health and Well-Being
Parent/Guardian	Handsworth Secondary School Track	Environmental Stewardship

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Staff Member	Support for learning services (LAC).	Student-Centred Education
Staff Member	Special education. Students with several learning challenges.	Student-Centred Education
Parent/Guardian	I'm not sure where it fits, but providing more budget to individual teachers for their own application in their specific classroom with its own dynamic needs and possible benefits. More budget for them, in their front line situation.	Student-Centred Education
Parent/Guardian	Valuing every individual. Being curious about what ideas others might have rather than making judgments.	Welcoming and Inclusive Culture
Parent/Guardian	Keeping the school grounds free of garbage. Taking care of our school and our environments. Learning and experiencing responsibility for taking care of the land and the rewards and sense of achievement and connection that comes with it.	Environmental Stewardship
Parent/Guardian	Mental Health and Emotional well-being initiatives are unfortunately not taught at home and we need these kids to be mentally healthy for the rest of their lives.	Mental Health and Well-Being
Parent/Guardian	Innovative instruction is a must as well to have access to new technology and to learn the basics of the new innovations coming out are integral.	Innovative Instruction
Parent/Guardian	The kids are so much more sophisticated in this era and we need to support their diverse interests to keep them interested in learning.	Student-Centred Education
Parent/Guardian	Lack of District Funding in maintaining facilities... I would like to see an increase to the Annual Facilities Grant and transparency of what percentage of the districts budget is being spent on maintaining our facilities. These issues are Both Exterior and Interior site upgrades. Plumbing, grouting, roofing , site drainage, Washrooms, water pressure, School grounds with broken, rotting and dangerous equipment (improper filed drainage, broken playgrounds with exposed rebar, poor chipping or fall protection, broken benches and rusted out containers, large holes alongside manholes causing tripping hazards or worse, dead trees not being removed causing fall hazards). Our administration puts numerous maintenance requests in each year and they all sit there unaddressed. This aligns with 3 strategic goals Student Centred Education, Mental Health and Well Being and Welcoming and Inclusive Education	Mental Health and Well-Being
Parent/Guardian	Pls stop using phones as "devices" in high school. Each student can be using a laptop. This would incentivise teachers to innovate their instruction as they should be, but sadly are not. High school instruction has not evolved with the times is outdated overall. SD45 has brought laptops for kids starting in intermediate at elementary and I observe far more innovative teaching in secondary in that board.	Innovative Instruction
Parent/Guardian	Mental health of staff/teachers..	Mental Health and Well-Being
Parent/Guardian	Return to teaching ... not just worksheets	Student-Centred Education
Parent/Guardian	Focus on preparing students and ensuring they have the foundation they need to go forward	Student-Centred Education
Parent/Guardian	ATF for Handsworth Secondary School. HSS has one of the largest student population and I believe that it should at par with other secondary school in terms of sports facilities. This would also add value to the local community as there are no comparable facilities in the area.	Innovative Instruction

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Staff Member	Properly funding resources for school libraries and classrooms. My Funding - library resources has shrunk year after year. There is no transparency or consistency about formulas for funding and library budgets are a 'go to source' for when admins need to raid money for another pressing or momentarily popular issue. I am at the point where my collection is falling apart and I can't support students and teachers with curricular resources they way I have in past years. I feel like my program is perpetually in triage mode.	Student-Centred Education
Staff Member	I am so tired of always focusing on the 'politically correct' or 'latest trend' topics while we continue to have major sustained problems go unaddressed over fundamental issues for years... It's not that I don't care about these politically correct issues, it's just that I feel that the district chooses to focus on them almost exclusively because they are so much easier (and less expensive) to focus on than the problems that the district seems to have no answers for that plague our schools.	
Staff Member	Honestly... I don't care which of the district initiatives it aligns with. I'm trying to convey to you that many of our district classrooms are resource wastelands and that library budgets have been gutted, making library programs a shadow of what they once were, and exhausting teachers who are constantly having to reinvent the wheel. This feels like insanity.	
Parent/Guardian	Special programs like French Immersion, Gifted Education, Music.	Innovative Instruction
Parent/Guardian	Student support for learning challenges and mental health	Mental Health and Well-Being
Parent/Guardian	Academic & career counselling	Student-Centred Education
Parent/Guardian	The school district should focus more the core academic programs, helping kids with strong STEM related courses and literature, reading comprehension, writing skill development. I saw too many co-workers who grow up in Canada but having a lot of writing skill challenges and even have grammar errors. Any tasks involve numbers are daunting to a lot of people.	Student-Centred Education
Parent/Guardian	Team Sports, Fostering Healthy life style and awareness of additions including digital product addictions.	Student-Centred Education
Parent/Guardian	Criminal laws around domestic violence and raping case. Boundaries of how to deal with civil conflicts without being charged as criminal. There are too many people get arrested and charged nowadays for domestic conflicts. Kids should learn from young age about those boundaries so they don't get into trouble with law and lose perspectives for their future from very young age. Or even educate their parents on situations they might lose custody of their children. I read the news today how an indigenous women lost custody of her kids and committed suicide. There are more education system can do to teach people who can happen if domestic violence presents.	Student-Centred Education
Parent/Guardian	More opportunities for academic enrichment and focus on core "fundamentals" such as math, English, sciences etc.	Student-Centred Education
Staff Member	Innovative Instruction. We have fallen behind other district in this area. Funding for robotics, coding, STEM and careers lacks. I think we could do a better job here and provide resources such a promotion of trades and technical fields. Training for elementary teachers in this area would be amazing. Lastly, a focus on GIFTED and exceptional students seems to have been missed. Create a centre for innovatory learning and inquiry at Mountainside that is staffed.	Innovative Instruction
Staff Member	A program for Robotics and STEM for elementary age students. There is nothing here in North Vancouver and parents move their kids to West Vancouver because they have after school robotics and STEM programs. It could be a fee paid service as well similar to AFK.	Innovative Instruction
Staff Member	Training on project base learning would be ideal. Having students align their learning with teaching that is relevant, student centred and project based is a powerful way to encourage deeper learning. Having all schools do the Personal project and hold community nights where students showcase their learning would be amazing!	Student-Centred Education

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Parent/Guardian	Make a consistent sum of money available each year to every school to pay for children who may not be able to afford to join band or another arts initiative in school	Environmental Stewardship
Parent/Guardian	Enhance arts/music instruction; the emphasis has declined in all levels of school over the years and it's so important for emotional and cultural development.	Student-Centred Education
Parent/Guardian	clean the school from asbestos material, provide clean potable water and replace the water pipes. Provide colaborative places to learn, provide good sport facilities and opportunities for the students to participate in sport clubs.	Mental Health and Well-Being
Parent/Guardian	replace old schools, build new additions and remove all current potables from school grounds. Kids are not allowed to wash their hands in portables and have to go to the main school which takes half of their lunch break.	Welcoming and Inclusive Culture
Parent/Guardian	provide adequate suport for the students that need additional support, stop bungle all of them in the same class with one support teacher. Just because they meet expectations doesn't mean that they don't need special support.	Student-Centred Education
Parent/Guardian	Our world is changing and the approach to education needs to change. I believe some of the tradition education needs to stay. Moving to bc from another province, I noticed a lack of basic knowledge for the level of education offered . I believe it's the need to be innovative and inclusive that overshadows what knowledge is actually needed in elementary to have easy transition to high-school.	Innovative Instruction
Parent/Guardian	Mental health is spoken about but when the time comes to actually intervene and stop bullying , schools tend to excuse behaviors.	Mental Health and Well-Being
Parent/Guardian	Basic classroom funding, and extra-curriculars	Student-Centred Education
Parent/Guardian	N/A - the rest of this crap is a waste of limited funds	Student-Centred Education
Parent/Guardian	Reading, Writing, Arithmetic - stop squandering tax money on ideological agendas.	Student-Centred Education
Staff Member	<p>Teachers are always trying to create innovative and engaging learning opportunities, individualized learning, and create a welcoming and inclusive atmosphere. Now it is time for the district to work on the well-being of the learning communities by creating better boundaries with families by stressing the importance of home-routines, parents PARENTING their children by supporting school expectations, and families respecting the school schedules and decisions of educators and administrators.</p> <p>This will in turn, help everything run more effectively AND support staff mental health and burnout. It's time that society start understanding that school districts employ experts and we want to develop strong and respectful relationships with the school community. All stakeholders are important, but we want our school staff to feel supported by the district reminding families of their roles.</p>	Mental Health and Well-Being
Parent/Guardian	Post secondary preparedness	Student-Centred Education
Parent/Guardian AND Staff member	Focus on ALL students not only those with unique needs	Student-Centred Education
Parent/Guardian AND Staff member	Environment	Environmental Stewardship
Staff Member	Funding - library resources is a major issue for me. Having worked as a TL and TTOC/TL in numerous libraries, I can see there is a huge discrepancy in funding between sites. Books are expensive and curating a collection that supports a student-centred education program cannot be done on a limited budget. If we are aiming for these goals for SD44, we need to prioritise creating effective, well-resourced, and updated Library Learning Commons in our schools and that means setting a specific section of the block budget for the library. While money from the school PAC is always appreciated, PAC support also varies from site to site and a PAC should not be responsible for funding the library.	Student-Centred Education

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Staff Member	Funding - library resources is a major issue for me. Having worked as a TL and TTOC/TL in numerous libraries, I can see there is a huge discrepancy in funding between sites. Books and technology such as ereaders and laptops are expensive and curating a collection that supports innovative teaching and learning for staff and students cannot be done on a limited budget. If we are aiming for these goals for SD44, we need to prioritise creating effective, well-resourced, and updated Library Learning Commons in our schools and that means setting a specific section of the block budget for the library. While money from the school PAC is always appreciated, PAC support also varies from site to site and a PAC should not be responsible for funding the library.	Innovative Instruction
Staff Member	Funding - library resources is a major issue for me. Having worked as a TL and TTOC/TL in numerous libraries, I can see there is a huge discrepancy in funding between sites. Books are expensive and curating a collection that supports a welcoming and inclusive school culture - focusing on diversity, equity, and inclusion - cannot be done on a limited budget. I have worked hard this year to find books that represent a variety of cultures and backgrounds in their authors and stories so that our students have feel represented in our collection. If we are aiming for these goals for SD44, we need to prioritise creating effective, well-resourced, and updated Library Learning Commons in our schools and that means setting a specific section of the block budget for the library. While money from the school PAC is always appreciated, PAC support also varies from site to site and a PAC should not be responsible for funding the library.	Welcoming and Inclusive Culture
Parent/Guardian AND Staff member	Teachers need more comprehensive professional development on curriculum, UDL, new reporting. Not a "one off"; not a surface introduction.	Innovative Instruction
Parent/Guardian AND Staff member	Arts education needs more professional development.	Student-Centred Education
Parent/Guardian	All weather turf field and track in our high schools rebuilds should be a top priority in the Capital budget. It is imperative to the welfare of students from feeder schools as well as the high school itself. The community benefits greatly as well and as such municipal, provincial and if needed federal government should be aware of any financial shortfalls and pick up the slack.	Mental Health and Well-Being
Parent/Guardian	We need to be more innovative when it comes to STEM. AI and even core sciences are changing at a rate which is hard for teaching materials to keep up with.	Innovative Instruction
Parent/Guardian	Origins of liberal democracy. We do not currently cover the classical origins of liberalism like analytic philosophy. Nor is the origin and importance of democracy covered. The students need to understand these since they are becoming threatened	Student-Centred Education
Parent/Guardian	Student-Centred Education & Innovative Instruction	Student-Centred Education
Parent/Guardian	Well-being	Mental Health and Well-Being
Parent/Guardian	Maintenance and facilities	Mental Health and Well-Being
Parent/Guardian	Enhanced spaces for outdoor learning - this directly impacts all students. Includes outdoor classrooms, playground equipment and turf fields for athletics programs.	Student-Centred Education
Parent/Guardian	Academy rigour and core competency. Not sure how this aligns with a single strategic goal which is concerning to me.	Student-Centred Education
Parent/Guardian AND Staff member	Outdoor Kindergarten/More outdoor schooling opportunities. Many schools in the Lower Mainland have outdoor school options for families and considering NVSD being "The Natural Place to Learn", we could definitely do better in this area. I feel it aligns with Innovative Instruction, Student-Centred Education and Environmental Stewardship.	Innovative Instruction

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Parent/Guardian AND Staff member	Mud kitchens and active school gardens at ALL NVSD elementary schools. I am currently a TTOC and the variety of school engagement in this area is too wide. Many schools could do better to engage children with the land.	Student-Centred Education
Parent/Guardian	Student-Centred Education	Student-Centred Education
Parent/Guardian	Student-Centred Education, Environmental Stewardship, Innovative Instruction	Student-Centred Education
Parent/Guardian	Environmental Stewardship	Environmental Stewardship
Parent/Guardian	After school care	Welcoming and Inclusive Culture
Parent/Guardian	Before school care	Student-Centred Education
Staff Member	We need a larger budget for the Learning Services department - in particular, allowing for more Learning Support Teachers for each school. This allows us to expand the services of the push-in model, work with classroom teachers in a mentorship role to expand their inclusive practices, while still supporting students 1:1 with remedial classes and skills. Having more learning support teachers targets the "need for time and resources" that so many classroom teachers address as a barrier to any initiative and goal.	Welcoming and Inclusive Culture
Parent/Guardian	Respect for everyone / no bullying	Welcoming and Inclusive Culture
[Blank]	Student centred learning. With a strong sense of mental health and wellbeing of students in today's society.	Mental Health and Well-Being
[Blank]	Schools really need to be more in touch with students of today's world.	Innovative Instruction
Parent/Guardian	Building an inclusive culture is very important and assigning resources to this and will align with the recommendations of the Anti-Racism Steering Committee.	Welcoming and Inclusive Culture
Staff Member	I'd like to see one EV charger or outlet for EV trickle charging available at each school site. Even a light standard retrofitted with a 120V outlet so users could use their own trickle charger would be wonderful. This aligns with the district's goal of environmental sustainability. We have several staff at our school with PHEVs and no way to "top up" our charges, despite asking for this for several years and being told that "the district is looking at how to make access equitable" EV chargers were installed at the board office without anyone worrying about making it equitable for all staff, so why not at least start with opportunities for work sites that have shown great interest?	Environmental Stewardship
Parent/Guardian	Focus on individual student/child. Find the most appropriate education approach depending on child's capabilities and readiness.	Student-Centred Education
Parent/Guardian	Pay attention to emotional distress of the child	Mental Health and Well-Being
Parent/Guardian	Make a connection between education, well being and positive relationship with nature	Environmental Stewardship
Staff Member	As a Teacher Librarian I see everyday the importance of the library as a welcoming, safe and inclusive space for our students, especially our more vulnerable ones. I have been fortunate enough to have had the opportunity to redesign the space I am working in. On a limited budget (Parent Support) we were able to add some flexible seating, new tables, carpets and a book shelf. Modernizing our library spaces is important because the spaces we create have an effect on how we feel. I have seen first hand the effect it has had on the students and how they feel when they walk into the new space. There are places for them to read, class management is easier, and they are calmer and more joyful.	Welcoming and Inclusive Culture

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Staff Member	If we are to provide "equity-based education that supports the learning needs of all students" then our school libraries need to be funded. As it stands there is a great deal of disparity in funding across the district. Access to books should be equal for all of our students, not just to schools who "choose" to fund the library, or to schools who have PAC's who believe in a well funded library program. There is a direct link between literacy and access to good quality books. In many of our schools we have set literacy as a goal. Therefore, it is very hard to understand how some libraries can receive \$0.00 year after year, while others receives thousands of dollars. The literacy needs of our students should not be optional--it should be equal for everyone.	Student-Centred Education
Staff Member	The Learning Commons Model is rapidly replacing that of the traditional library. Many other districts like Richmond and Surrey have already moved to the Learning Commons Model as it better aligns with 21st Century learning goals. It is my hope that the North Vancouver School district will also begin moving towards this goal with the understanding of how valuable a Learning Commons is to both the learning and literacy needs of our students. In addition to literacy, a Learning Commons has the potential to enrich learning and provide students the opportunity to further enhance their 21st century learning skills, particularly in the areas of digital literacy, coding and robotics. However, in order to accomplish this goal we also need better funded access to technology.	Innovative Instruction
Staff Member	Creating classrooms that have adequate supports for students and staff is very important to me. This aligns iwth the initiative, "Student-Centred Education. Provide equity-based education that supports the learning needs of all students". I find a particular gap in student-centred education to be in the early years classrooms. Students are rarely identified and there are little to no supports offered. Bringing students up to SBRT feels pointless as there are no resources offered. I would like to see a minimum of two adults in every Kindergarten (and ideally Grade 1) classroom.	Student-Centred Education
Staff Member	Mental helath and well-being of teaching staff is also very important to me. Teachers are burning out at alarming rates and staff shortages are ocuring as a result. The conditions of our work are unacceptable and often extremely unsafe. There is lots of talk about mental and health and well being, but this talk is controdicted when more is added to teacher's plates. What can the district remove from teacher's responsibilities?	Mental Health and Well-Being
Parent/Guardian	All weather turf for Handsworth	Mental Health and Well-Being
Staff Member	innovative instruction - as a teacher, i would like to be trained on new and emerging instructional technologies so i can better accommodate my students who will be affected by the emerging technologies in the future, especially the emerging field of AI. this will greatly affect all aspects of student generated works, from having pictures made for their writing and story telling, to helping write essays, to new and unknown ways AI will shape our lives in the future.	Innovative Instruction
Staff Member	Environmental Stewardship - the upcoming generations will need to be better stewards of the planet than the previous generations, so placing a greater emphasis on our part as stewards of the planet is quickly growing in importance with the young generations.	Environmental Stewardship
Staff Member	emotional awareness is always great to incorporate and get more training on in the classroom. with younger students, learning good coping strategies will help the classroom run smoother and I would love to learn about additional practices I can implement in my teaching.	Mental Health and Well-Being
Parent/Guardian AND Staff member	More technology (working laptops and iPads) is need in schools. This aligns with student-centered, innovative instruction, UDL (inclusion and accessibility) and environmental stewardship!	Student-Centred Education
Staff Member	More counselling support for students in school. Current funding levels do not meet the increased need for mental health support students need to participate fully at school.	Mental Health and Well-Being

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Staff Member	More technology in schools to support student centred learning. Not enough access to technology means that programs cannot always be individually tailored to students' needs.	Student-Centred Education
Staff Member	Smaller class sizes to reduce teacher and staff work load, provide more student centred instruction and allow for more innovation in instruction	Student-Centred Education
Parent/Guardian	More social-emotional education, community building among students, anti-bullying etc.	Mental Health and Well-Being
Staff Member	Creating a library that is comprised of books that answer the needs of our learners	Innovative Instruction
Staff Member	Creating a welcoming and accepting environment	Welcoming and Inclusive Culture
Staff Member	Supporting all students inside and out of the library	Mental Health and Well-Being
Parent/Guardian	District wide ongoing training for teachers and administrators on how to handle racism and discrimination in a meaningful and proactive manner	Welcoming and Inclusive Culture
Parent/Guardian	District wide programming for students in all grades on conflict resolution and ways to build relationships based on respect and understanding. This initiative also aligns with the inclusive culture strategic goal.	Welcoming and Inclusive Culture
Parent/Guardian	Budget, time and energy of teachers and students should be focused on core education topics (reading, writing, mathematics), and physical activities/education. None of the strategic goals are of any importance until you cover the basics for all students and I don't see that being done particularly well.	Student-Centred Education
Parent/Guardian AND Staff member	Increased support in schools for student mental health, SEL and behaviour support; hiring more counselors, BSWs, co-teachers and REDUCE "middle management" / layer between principals and superintendent. We need more support IN CLASSES and in schools, not from outside administration.	Mental Health and Well-Being
Parent/Guardian AND Staff member	First Nations' Support and Success teachers in all schools for both support of Indigenous students AND authentic education of all learners on the stolen lands of the səilwətał (Tsleil-Waututh) and Skwxwú7mesh (Squamish) Nations. Increased capacity for outdoor-land-based education.	Truth, Healing and Reconciliation
Parent/Guardian AND Staff member	More inclusive practices that allow for participation in sports, arts, music, clubs and other school-based programs WITHOUT 45 papers and permission forms to sign. Acceptance of school-based participation forms (i.e. walking field trip, regular classroom permission at the start of the year) FOR school-based clubs inclusive of sport practices / clubs / music / games etc. There is no need for and additional four to five medical forms to be signed for sports that practice AT the school and do the SAME activities teachers do (should be doing) in PE! The school HAS this information already. Many students simply "don't participate" due to the inability to get forms signed. Many schools do not run programs that could increase mental / physical health and well being because of the administrative constraints of FORMS. We need more kids ENGAGED, not more forms to sign. (Thank you!)	Welcoming and Inclusive Culture
Parent/Guardian AND Staff member	Argyle turf field	Mental Health and Well-Being
Staff Member	Mental Health and Wellbeing of students AND staff.	Mental Health and Well-Being

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Parent/Guardian	As a mother of two neurodivergent children (FASD and ASD) I realize that the schools generally are not providing the students with the tools or accommodations they need to succeed. Teachers and administrators do not really understand FASD and ASD and are not well educated in these subjects. Furthermore, the school team tends to dismiss the parents knowledge.	Student-Centred Education
Parent/Guardian	Kids, especially in high school, are facing things that many parents never had to. All these courses on bullying etc. are doing nothing - they are not truly reaching the kids. Almost every child in high school is bullied in some form. School is not as safe as it once was. Drug dealers are the norm in high school. Older kids sit in the bathroom and let younger kids use their dab pen.	Welcoming and Inclusive Culture
Parent/Guardian	Science, Science,Science!!! school science fairs, presentations by scientists, weekly science meetings, reviews, science development, clubs, etc, we spend a massive amount of time and energy on sports, but most of the worlds future, hopes and dreams will rest in the hands of scientists studying climate, geology, ecology, energy, etc, so let's excite and create a culture of science for our children rather than a culture of athleticism ie. soccer, basketball, or track and field, and lead the world towards solutions for the major challenges ahead.	Innovative Instruction
Parent/Guardian	SUPPORT THE LEARNING NEEDS OF ALL STUDENTS. That means spend the money to make schools accessible, not just to wheelchairs but to sensory sensitivities and other disabilities; spend the money for more EAs, aides, and teachers to actually be able to support diverse learners; spend the money for up to date training on disabilities and education! This is the foundation for all of the districts' initiatives - if students' learning needs are not being supported, then they will not be in a place to learn from innovative instruction, have the capacity to embody an inclusive and welcoming culture (and how can a culture be inclusive and welcoming if students' needs - particularly disabled and marginalized students' needs - are not being met?), see SEL practices in action (because again, if students' learning needs aren't met, all the talk in the world about SEL isn't going to help someone who's anxious or depressed because they're being made to feel like a failure due to the failure of the system to adequately support them), champion Reconciliation, or address environmental challenges? This is an area in which the school district talks a big game but has yet to fully back up the excellent intentions with funding and action. Supporting the learning needs of all students MUST BE DONE or none of the other initiatives can succeed.	Student-Centred Education
Parent/Guardian	SUPPORT THE LEARNING NEEDS OF ALL STUDENTS	Welcoming and Inclusive Culture
Parent/Guardian	SUPPORT THE LEARNING NEEDS OF ALL STUDENTS	Mental Health and Well-Being
Parent/Guardian	Physical education that is non-sports related. Not all children enjoy sports, but all children should be given an opportunity to find movement during their day. It is a matter of inclusivity.	Student-Centred Education
Parent/Guardian	So, what's missing for me is the actual education component - how are we approaching reading, writing, mathematics and physical education? I don't see anything in the strategic priorities list that has to do specifically with how we plan to do better in these areas. I am concerned these strategic initiatives aren't focusing on actual educational improvements.	Student-Centred Education
Parent/Guardian	Innovative instruction - what are we actually doing here? Some example would be nice. What I think about here is how we innovate to materially change how we approach education. Like shorter days with more focused blocks, followed by outdoor education blocks like exploring the wilderness - you can tie other strategic themes (like environmental stewardship) to this.	Student-Centred Education
Parent/Guardian	Seek to invest in programs and capital infrastructure that can be complemented by others' investments. Ex. dedicate capital investment into sports fields that can be supported by municipal government, soccer associations or others, to create an outcome of increased physical and mental health and better learning environments.	Innovative Instruction

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Staff Member	The Technology Planning Initiative is important because it sheds light on the inequities that exist in our district. All students should have equitable access to learning materials and tools, regardless of the affluence or lack thereof in their school catchment. Our district cannot provide Student-Centered, Innovative instruction that aligns with Truth, Healing and Reconciliation without considering the prevailing inequities in our district.	Truth, Healing and Reconciliation
Parent/Guardian	Inclusive culture - please consider extra air filtration in schools (HEPA air filters) to combat Covid and the other respiratory illnesses that affect immunocompromised students and their family members. These illnesses (not to mention smoke caused by forest fires) are actually dangerous to members of our community so including hospital grade air filtration in all schools should be considered a priority.	Welcoming and Inclusive Culture
Parent/Guardian	Orientation and support for new students entering in grades 9, 10, 11 and 12 A short info session about what to expect in the first day/week prior to the first day, a little community building activity between new students, a buddy-match, a reach out to new students from the school counsellor in the first month, an email to new parents asking them how the adjustment is going - any of these supports would go a long way to ease the anxiety of the first days and weeks in a new school.	Welcoming and Inclusive Culture
Parent/Guardian	Another multi-day experience at Checkamus for students in senior high school, to deepen the experiential learning and connection to Indigenous culture	Truth, Healing and Reconciliation
Parent/Guardian	Outdoor education elective course focusing on land stewardship, sense of place as well as recreation. This could align with welcoming and inclusive culture, as well as mental health and wellbeing if it helped students build stronger relationships and a stronger connection to place. It could align with Truth and reconciliation goals if it were developed in collaboration with Indigenous communities.	Environmental Stewardship
Staff Member	Carson Graham Building Expansion. The building is over capacity and classes are being taught in rooms designed to be common spaces. Many of these classes support learners who are already facing systemic barriers (e.x. ELLs), which is inequitable. Classes are being taught in the general purpose library space, and part of the school's shared lab space has had to be converted into a classroom, leaving less space for student-centred, practical inquiry learning and innovative instruction. These common areas are also noisy and busy, causing stressful learning environments for students with sensory needs or social-emotional needs, again an equity and inclusion obstacle. Teachers are also frequently moving rooms to accommodate limited space, leaving students unable to find them when students need support (academically or socio-emotionally) for their health and well-being. This connects to the following strategic goals: 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. Mental Health and Well-Being - Promote mental health and well-being through social emotional learning and trauma-informed practices.	Student-Centred Education
Parent/Guardian	Innovative instruction: our world is changing quickly and our curriculum needs to be flexible and adapt to meet the evolving needs of students for the world they will be living in.	Innovative Instruction

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Parent/Guardian	Learning to read using evidence-based strategies. The current methods that are heavily based on 3-cueing strategies are not evidence-based and are setting many students up for struggles and failure in reading. I strongly encourage every teacher & education leader to read this report from the Ontario Human Rights Commission: https://www.ohrc.on.ca/en/right-to-read-inquiry-report/curriculum-and-instruction . "Children with unaddressed reading difficulties have not failed the system; the system has failed them."	Innovative Instruction
Parent/Guardian	Welcoming and inclusive education that supports children with Disability and learning challenges	Welcoming and Inclusive Culture
Parent/Guardian	Mental health that support depression, anxiety and aggressive behavior	Mental Health and Well-Being
Parent/Guardian	Supporting student education that fits there Learning Style, learning plan and IEP. Students with disabilities going into Highschool need more supports in place such a safe place for them to eat lunch together, prevent bullying and a life skill program.	Student-Centred Education
Parent/Guardian	More offerings of courses that do not require students to work online or if student has to work online, their home school is monitoring progress and providing assistance. My child did most of his last 2 years online as courses weren't offered at his secondary school. This aligns with student centered education.	Student-Centred Education
Parent/Guardian	See replies below	Student-Centred Education
Parent/Guardian	Student centred education Important especially for complex learners so they may get the most from courses offered.	Student-Centred Education
Parent/Guardian	Innovative instruction Some students may not do as well as others in a traditional teacher/classroom setting.	Innovative Instruction
Parent/Guardian	Welcoming and inclusive culture All students benefit from mixing with others in a school setting. All students should learn that there is a diverse population in this school and everyone has their own abilities.	Welcoming and Inclusive Culture
Parent/Guardian	Mental Health and Well-Being	Mental Health and Well-Being
Parent/Guardian	Welcoming and Inclusive Culture	Welcoming and Inclusive Culture
Parent/Guardian	Student-Centred Education	Student-Centred Education
Parent/Guardian	Educating teachers to adapt to learner needs vs expecting learners to adapt outside of their capabilities. Supports Diversity and inclusion and mental wellness.	Student-Centred Education
Parent/Guardian	Practical activities to support mental health - growth mindset, movement in class, yoga, meditation, tapping, etc	Mental Health and Well-Being
Parent/Guardian	Accountability for IEP implementation.	Student-Centred Education
Staff Member	There should be more budgets on inclusive education, especially ones that highlight intersectionality. There has been an increase in misogyny and racism from particularly high school male students across the board, including towards teachers, and more education to address this should be prioritized. This can include updating reading lists in high school English and presentations available for them.	Welcoming and Inclusive Culture
Staff Member	Payed mental health days for staff. With a lack of support from many admin, teachers and EAs are burned out and need to have rest days to be able to support students better. We need to model what we want our students to learn.	Mental Health and Well-Being
Parent/Guardian	achieving academic excellence	Innovative Instruction
Parent/Guardian	Improving educational outcomes and promoting personal, social and academic excellence for all students through differentiated instruction.	Student-Centred Education
Parent/Guardian	Employing proven, innovative and adaptable teaching strategies.	Innovative Instruction

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Parent/Guardian	Student athletics that promote well-rounded wellness, personal and community growth. It is disappointing to see the school district de-emphasize proper athletics fields at Handsworth and make deals with private providers that prevent parents from fundraising for school athletics.	Mental Health and Well-Being
Parent/Guardian	Learning about our first nations needs to be broadened to actually learning about first nations - the full breadth of their cultures across Canada, instead of the relentless daily reminders of residential schools over and over and over again. It unfortunately strikes an accusatory tone that is not landing with students. Learning about first nations cultures and inclusivity must be an important priority for all Canadians, but at the moment the structure of the curriculum and messaging is having an opposite effect	Truth, Healing and Reconciliation
Parent/Guardian	Money should be spent on learning traditional STEM subjects.	Student-Centred Education
Parent/Guardian	We should spend money to create a very engaging and interesting curriculum.	Innovative Instruction
Staff Member	Our youth require immediate, meaningful, practical education about Climate Change and how they must work towards slowing it down.	Environmental Stewardship
Staff Member	Life lessons financial- how to bank, budgeting - saving, debt info...	Innovative Instruction
Staff Member	Life lessons Cooking - how to makes eggs, pasta, grill cheese...Include shopping for ingredients	Innovative Instruction
Staff Member	Life lessons Automotive - check oil, change tire...	Innovative Instruction
Parent/Guardian	Welcoming and inclusive culture - this is not something we have seen, quite the opposite. We have personally experienced bullying and ostracism at three separate elementary schools and two separate friends have experienced the same at two other elementary schools. That is a total of 5 elementary schools in the North Vancouver district that have not practised a welcoming and inclusive environment. None of us are minorities either, which leads me to believe the closed off and clique mentality of North Vancouver is virtually impossible to break and it will take a great deal of work to fix this problem.	Welcoming and Inclusive Culture
Parent/Guardian	Mental health and well being. I have had my child in counselling because of the bullying, but it has little affect when the same problems are not addressed at school.	Mental Health and Well-Being
Parent/Guardian	Student centred education. We must address the problems from an individual perspective. If one child is failing, we should see it has every child is being failed. if we are truly practising an inclusive, welcoming, mental health, well being, and student centred education plan, because to let one suffer and to teach others that that is ok is a true failure for us all.	Mental Health and Well-Being
Parent/Guardian	1- Career development-teaching kids skills they can use for and at work 2-Innovative Instruction-good teachers doing good teaching in their specialty. Actual French teachers, actual PE teachers.	Innovative Instruction
Parent/Guardian	3-Emotional Learning-teaching kids about Emotional intelligence, Communication, and Expressing mental and health issues.	Mental Health and Well-Being
Parent/Guardian	4-Inclusivity and Acceptance - we all come from different backgrounds, cultures and languages; we should respect one another despite our differences.	Welcoming and Inclusive Culture
Parent/Guardian	More funding for field trips for experiential education and out of classroom learning	Innovative Instruction
Parent/Guardian	More money for supplies for teachers and classrooms for learning - I'm shocked how many supplies parents have to supply so the teachers can do basic art, math, hands-on activities/projects.	Student-Centred Education
Parent/Guardian	General facilities/field/buildings improvements to ensure grounds are clean, safe, enriching, and positive	Student-Centred Education

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Parent/Guardian AND Staff member	More literacy centres in the district. Having only 2 locations with 8 students at each location per term does not allow us to reach all the students that need the help.	Student-Centred Education
Parent/Guardian	mental health and well-being of everyone in the schools, including staff	Mental Health and Well-Being
Parent/Guardian	supporting our youngest learners who are not identified and don't qualify for extra support. It's not inclusion when students who are neurotypical are being hit, pushed, shoved etc by children who are unsupported.	Welcoming and Inclusive Culture
Parent/Guardian	support your staff district down	Mental Health and Well-Being
Staff Member	inclusion is not working. provide full time EA support in K and 1 classes. Often those classes have children who are not diagnosed but are creating havoc in the classroom so that the typical kids are not being supported. Find different ways of learning for kids who are not able to manage in the classroom.	Welcoming and Inclusive Culture
Staff Member	be okay that inclusion doesn't work for everybody. make classrooms and learning environments work for our students instead of trying to push in students (square peg, round hole?). We need to look at alternative school situations that work for ALL students, not just the ones with the highest needs	Welcoming and Inclusive Culture
Staff Member	Look at the staff engagement survey and actually respond to it. Read the comments. React to them. Change things. Our system is not working. We need to see change.	Mental Health and Well-Being
Parent/Guardian	Innovative Instruction	Innovative Instruction
Parent/Guardian	The Welcoming and Inclusive culture initiative. My son is neurodivergent and I feel that diversity is important.	Welcoming and Inclusive Culture
Parent/Guardian	Some Teachers need to be qualified, they need to know math when teaching math	Student-Centred Education
Parent/Guardian	Qualified teachers need to paif fairly	Student-Centred Education
Parent/Guardian	We need more qualified teachers	Innovative Instruction
Parent/Guardian	Inclusion of all learners	Welcoming and Inclusive Culture
Parent/Guardian	Mental health	Mental Health and Well-Being
Parent/Guardian	Climate change and environmental awareness/stewardship	Environmental Stewardship
Staff Member	Inclusion of diverse learners and teaching to diversity	Welcoming and Inclusive Culture
Staff Member	Mental health and well-being, resilience	Mental Health and Well-Being
Staff Member	Teaching students about the climate crisis, encouraging them to take initiative to environmental stewardship	Environmental Stewardship
Parent/Guardian	Initiatives of importance to me are ensuring that kids have strong access to mental health support programs, and also have health extra curricular activities to associate with such as robust sport programs.	Mental Health and Well-Being
Parent/Guardian	Initiatives of importance to me are ensuring that kids have strong access to mental health support programs, and also have health extra curricular activities to associate with such as robust sport programs.	Mental Health and Well-Being
Staff Member	I believe we need to spend more money supporting mental wellness of our students. In light of the past two years of "different schooling" due to Covid, we are seeing a tremendous need for support and help with anxiety and other wellness difficulties. Please help fund more counsellors and LST personnel.	Mental Health and Well-Being
Staff Member	A second initiative would be to help support and fund for students struggling academically. We need to help the students who are caught "in the middle" - not complex learners, but those who need a boost due to Covid issues, or due to mild learning difficulties. Please fund and develop a more comprehensive LAC system, separate from the LSTs. These students are losing out on valuable additional learning when personnel gets pulled to deal with big behaviour differences.	Student-Centred Education

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Staff Member	It may be time to re-evaluate how complex learners are integrated into the school system. Some other new and innovative strategies and placements may help and support these learners better than the present inclusion system. Perhaps these students need a separate program where they can thrive and other students can then be better served in their regular classroom. With the present system, we may not be meeting anybody's best interest.	Innovative Instruction
Staff Member	Mental Health & Well Being, especially in this day and age of focused productivity and result driven society	Mental Health and Well-Being
Staff Member	Welcoming and Inclusive Culture. Enhance our welcoming, safe and inclusive culture and learning environment. A welcoming and inclusive culture is created by people and systems. A welcoming and inclusive culture is created by people who are informed, trained and prepared to support a wide range of diverse learners. A welcoming and inclusive culture is created by systems that have mechanisms within them that are able to sustain change, breakdown, and stress. We have some amazing people working in the NVSD. But there are not enough people in the NVSD who are well informed, trained and prepared to support a welcoming and inclusive culture. We need more people! There is a lot of stress on the systems currently in place because they are not built in a way to sustain the amount of change and pressure that is currently present. When one person in a speciality role (PT, ASW, FOSL, LST, EA, Counsellor, etc) is sick, goes on leave, accepts a different role, etc, the whole system is stressed and breakdowns. Learners needs are not being met. More funding needs to go to hiring well informed, trained, and prepared support staff and non-enrolling teachers (like LSTs). Structures and systems need to be reviewed to ensure that they are able to accommodate today's learners because they are changing.	Welcoming and Inclusive Culture
Staff Member	Mental Health and Well-Being- this is connected to my first comment- We have some amazing people working in the NVSD. But there are not enough people in the NVSD who are well informed, trained and prepared to support a welcoming and inclusive culture. We need more people! There is a lot of stress on the systems currently in place because they are not built in a way to sustain the amount of change and pressure that is currently present. When one person in a speciality role (PT, ASW, FOSL, LST, EA, Counsellor, etc) is sick, goes on leave, accepts a different role, etc, the whole system is stressed and breakdowns. More funding needs to go to hiring well informed, trained, and prepared support staff.	Mental Health and Well-Being
Staff Member	Please hire more qualified LSTs, EAs, Counsellors, Autism Support Workers, OTs, PTs, etc. If there are no people, find a way to find more people.	Mental Health and Well-Being
Parent/Guardian	<p>None of the proposed initiatives that are outlined here should be a priority for funding. Your survey is biased towards principles which do not align with the values of the wider North Vancouver community, British Columbia and Canada. Remove the slippery word equity and student-centred education arrives close to the target of beginning to build a sound and effective education system which could produce critically-thinking individuals who are goal-oriented and who will have a toolkit of comprehension and understanding techniques as they exit public school. The continued indoctrination of our children in this propaganda does them a disservice and you who have accepted and propagated this nonsense should be ashamed of yourselves.</p> <p>So I will mark student-centred education despite the limited opportunity here to offer other options for how our taxes should be spent.</p>	Student-Centred Education
Parent/Guardian	A grade-centred system should lay at the heart of child and youth education and personal excellence must be emphasized. A return to highlighting academic proficiency is now needed more than ever.	Student-Centred Education

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Parent/Guardian	Music and fine art should have a strong presence in the education system, and teachers who demonstrate a high degree of knowledge and expertise should be hired. Physical education, sports and teachers who have an intimate understanding in these areas should be hired as specialists leading classes in the benefits and value of life-long fitness, nutrition and good health.	Student-Centred Education
Grandparent	Learning initiatives based outdoors collaborating with indigenous experts would align with mental well being, T&R, and environmental stewarding 🌱	Environmental Stewardship
Parent/Guardian	It is my hope to have our kids outside more within the school day. Exploring, drawing, gardening, calculating, playing. With the right resources and teacher support, we can do so much with our kids outdoors. For example an outdoor Kindergarten program (the pilot was one day per week) something that was proposed before the pandemic at Larson Elementary. I know many parents that would like to see this pilot program re-started/expanded in schools and other similar programs for older children considered as a budget priority.	Environmental Stewardship
Staff Member	<p>My library block budget has shrunk year after year for the last 10+ years while book prices have doubled. 10 years ago, when "library" was specified as a line item, my school library was allotted about \$2400 for resources per year, plus \$250 for library supplies (bar codes, spine labels, book binding materials, etc.) This year, with the largest elementary population in the district, the school library was allotted \$1000. One hard cover picture book now costs \$25.00. Often hard cover novels cost more than that, and nonfiction resources can be even more costly. This allows for about 40 new books to add to the collection per year at the most, and does not at all allow for the replacement of resources which are lost or falling apart. This is shameful and woefully inadequate. There needs to be a guaranteed base funding model from the district operating budget for school libraries that can be counted on, with perhaps extra funding tied to larger school populations.</p> <p>Every one of our district's strategic goals are dependent on a well-stocked and curated school library. Every. Single. One.</p> <p>We need strong resources to promote our welcoming, safe and inclusive culture and learning environment; books which teach and celebrate diverse cultures, address historical and present-day inequities, champion respect and restorative practices, and recognize the contributions of racialized persons in our country. Our staff need current resources to enhance and innovate their teaching practice, and to meet the diverse needs of their students. This cannot be accomplished with \$1000 per year.</p> <p>One of the biggest issues currently is the lack of equity from school to school. North Vancouver has allowed "have-" and "have-not" school to develop. There are schools which have strong and very involved school PACs in wealthier areas of the north shore who fundraise and provide large amounts of funding to school libraries, while other schools receive almost nothing. Where is the "equity-based education that supports the learning needs of all students"??? Why should the students at Lynnmour have to make do with a library filled with resources that were published before the year 2000, while students at Canyon Heights have access to a wealth of brand new books?</p> <p>School library collections are becoming tattered because there is no budget to replace books which are falling apart.</p>	Mental Health and Well-Being
Parent/Guardian	More outdoor learning time	Mental Health and Well-Being
Parent/Guardian	Mental health	Mental Health and Well-Being
Parent/Guardian	Innovative instruction	Mental Health and Well-Being

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Parent/Guardian AND Staff member	All schools (including elementary) should have AEDs.	Mental Health and Well-Being
Parent/Guardian	<p>I see no link to any initiatives or any clear listing on the NVSD website, perhaps you may want to redesign this survey to provide such links?? The word 'initiatives' only appears twice in the SWAY page that referred me to this survey: "Community Initiatives</p> <p> CNV Youth Awards & Scholarship – Apply by March 13 DNV Annual Youth Awards – Apply by March 13"</p> <p>Is this what your'e talking about?? A search on https://www.sd44.ca/Search/Pages/results.aspx?u=https%3A%2F%2Fwww.sd44.ca&k=initiative#/= shows only outdated posts going back to 2019 and beyond.</p>	Student-Centred Education
Parent/Guardian	Again.. what the heck are you talking about? There are NO INITIATIVES LISTED ANYWHERE ON ANYTHNIG YOU HAVE SENT OUT??	
Community Member	more help & outreach for students who are struggling especially with mental health issues, suicide prevention	Mental Health and Well-Being
Community Member	active recruitment of students to develop solutions to the environmental crisis particularly in science, agriculture	Mental Health and Well-Being
Community Member	develop more hands-on programs for students to participate in environmental initiatives	Mental Health and Well-Being
Student	There is no mental health support for boys. All our counsellors are female. I don't go to Choices because it is mostly all females in there. Our hallway monitor and are also female. I dont have anyone to talk to about stuff when I need it.	Mental Health and Well-Being
Staff Member	Waste Diversion - teaching staff and students to be great caretakers of our environment - in particular getting back to the 3 Rs - Reduce, ReUse, Recycle. I see too much going into our garbage - staff/administrators need to be trained no to throw larger items into the garbage that might be useable at other schools. Also, people putting the right things in the right bin for waste diversion (sandwiches in the container bin which now contaminates the whole bin, containers in the garbage that could go into another bin or paper plates, food waste in garbage that can go into the compostable bin!)	Environmental Stewardship

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Staff Member	<p>The initiative of importance to me is library funds.</p> <p>In fact, my initiative aligns with every school district strategic goal of : Student-Centred Education. Provide equity-based education that supports the learning needs of all students. Being able to give student and staff the books needs to use in their classrooms, to promote the love of reading, to be able to support all kinds of learning in our school and make books and resources equitable and diverse.</p> <p>Innovative Instruction. Enhance innovative and effective approaches and curriculum to develop educated citizens. To help support inquiry and good teaching practices with the resources staff and students need to accomplish this goal.</p> <p>Welcoming and Inclusive Culture. Enhance our welcoming, safe and inclusive culture and learning environment. To make our libraries the hub of the school where all are welcome and included. To provide spaces for students to learn as well as to be culturally diverse.</p> <p>Mental Health and Well-Being. Promote mental health and well-being through social emotional learning and trauma-informed practices. Library resources and spaces provide all sorts of materials that helps support the mental health and well being that our district is promoting.</p> <p>Truth, Healing and Reconciliation. Champion truth, healing and reconciliation, and embed Indigenous ways of knowing. More and more amazing resources are coming out that help support Indigenous ways of knowing and also Truth, Healing and Reconciliation</p> <p>Environmental Stewardship. Lead on sustainable practices and nature-based learning to address environmental challenges.</p>	Welcoming and Inclusive Culture
Staff Member	Creating a program for students who cannot be properly integrated into our classrooms. Currently, we have several students who are in the building but not integrated into classrooms due to violent behaviour. These students need to have a school or program where they can attend and be included in education instead of housed in small rooms away from their peers. We need to understand that inclusion looks different for everyone, and simply being in the building is not inclusion and is hard for the students, parents and staff.	Mental Health and Well-Being
Staff Member	Anxiety support for families and students.	Mental Health and Well-Being
Student	Funding for more AP courses.	Student-Centred Education
Parent/Guardian	#1 budget priority should be getting that Argyle turf field done!!!!!! It's embarrassing it hasn't happened yet!!	Student-Centred Education
Parent/Guardian	ARGYLE FIELD!!!	Student-Centred Education
Parent/Guardian	ARGYLE FIELD!!!!!!	Student-Centred Education

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Community Member	A rubberized track and field facility at one of the district high schools. Fen Burdett isn't suitable (not a 400m track). There isn't a rubberized track facility at any high school in North Vancouver. Swangard, SFU and UBC aren't options to promote the sport here in North Vancouver. Fits in perfectly with promoting physical and mental health and well-being. Participation in school sports is dropping and health indicators for our school aged youth are looking worse every year. After Covid-19 we should be rejuvenated to promote both physical and mental health. How does a district of this size not have one suitable track facility?	Mental Health and Well-Being
Parent/Guardian	Positive enthusiastic student learning. Encouraging students to do their best, healing where needed, and positive no bully environment.	Student-Centred Education
Staff Member	Arts Education gives all learners voice, either through visual art, movement, drama or music. The Arts are infused within every strategic goal, and provides access to deepen learning, and or for some, to begin learning, through this essential literacy.	Student-Centred Education
Staff Member	Arts Education creates welcoming and inclusive cultures by valuing how our diversity is the heart of learning.	Welcoming and Inclusive Culture
Staff Member	Arts Education infuses all forms of learning, to build interdisciplinary understanding through the lens of inquiry.	Innovative Instruction
Parent/Guardian	Covid and other airborne diseases prevention by cleaning the air, improve ventilation to up-to-date engineering standards.	Welcoming and Inclusive Culture
Parent/Guardian	My grade 5 child attends Spark to support his gift education, and he loves it. We need more of this type of education for our gifted learners. Attending Spark more than 12 times a year would be a start. This is not enough challenge for their development. Gifted learners should not be left behind.	Innovative Instruction
Parent/Guardian	As part of Spark, my son was able to participate in the very short-lived robotics program offered to Grade 5-6 this year. This was a great start but does not pale in comparison to offerings in West Vancouver. Again, we need to have more initiatives like this, so our students don't need to leave the district to get the education they deserve.	Innovative Instruction
Parent/Guardian	The programs above are also supporting my son's mental health. He is at risk of depression because he often doesn't connect with most of his peers. Things like Spark and robotics gives him an opportunity to connect with like minded peers.	Mental Health and Well-Being
Parent/Guardian	Financial literacy. Preparing students for the world and life goals.	Student-Centred Education
Parent/Guardian	Financial literacy	Welcoming and Inclusive Culture
Parent/Guardian	Can we spend more time on high school/ college prep? Teach how to study? How to take a test? How to do homework? My child has no homework, and no tests. How is my child going to be ready for high school? Innovative Instruction.	Innovative Instruction

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Parent/Guardian	Can we spend more time on high school/ college prep? Teach how to study? How to take a test? How to do homework? My child has no homework, and no tests. How is my child going to be ready for high school? Innovative Instruction should not be required to teach these academic life skills, but it unfortunately seems to be the case	Innovative Instruction
Parent/Guardian	School should AT LEAST teach how to be good AT SCHOOL. With no tests and no homework, kids do not know how to study or budget their time to complete their work. Why are teachers allowed to do this, is it because the teachers do not want to have to do the extra work of marking?	Innovative Instruction
Parent/Guardian	Innovative instruction seems like the only meaningful strategic goal from our perspective. Being static and staunch with curriculum can limit the ability to educate different types of students.	Innovative Instruction
Parent/Guardian	None. The rest of these strategic goals don't make any sense.	Innovative Instruction
Parent/Guardian	I'd like to see the school board stop funding politically motivated initiatives as I don't believe they have any place in educating our children. It only hurts families when parents have to spend massive amounts of time getting their children to unlearn political and woke ideologies that we have people just accepting at face value. Let's get back to the basics and give our children the actual tools they need to succeed in life.	
Staff Member	Funding for the visual arts	Student-Centred Education
Staff Member	Funding for music education	Student-Centred Education
Parent/Guardian	All of them are important and should receive resources. However, a more creative use of technology at school (have students create videos, and a more student-driven and inquiry-based approach (Project-based learning) with more hands-on learning would highly benefit our students. When I see that students still have to submit hard copies, listen to lectures and come back home with a lot of printed worksheets, I wonder how the Innovative Instruction and Student-Centred initiatives of the budget could better translate into practices.	Student-Centred Education
Parent/Guardian	Honestly, all of them are great. because I have to choose one, it could be Mental Health and Well-Being.	Mental Health and Well-Being
Parent/Guardian	Welcoming and Inclusive Culture	Welcoming and Inclusive Culture
Parent/Guardian	Sports and physical education. Absolutely essential to mental health and well-being .	Mental Health and Well-Being
Parent/Guardian	Sports and physical education. Again. In alignment with truth and reconciliation. Indigenous ways of knowing and sports are an excellent way to get students outside and participating in traditional ways of connecting and improving health.	Truth, Healing and Reconciliation
Parent/Guardian	Handsworth track/ATF	Mental Health and Well-Being
Parent/Guardian	Innovative instruction and mental health and well being.	Innovative Instruction

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Parent/Guardian	Student centered education	Student-Centred Education
Parent/Guardian	Innovation	Innovative Instruction
Staff Member	More learning support in schools, more point time for LSTs	Student-Centred Education
Staff Member	More student supports in schools for struggling students	Student-Centred Education
Staff Member	More ELL point time as ELL student numbers increase consistently, and more ELL students are complex learners	Student-Centred Education
Parent/Guardian	Our son completed a semester at the Lit Centre at Sherwood Park Elementary to support his quest to become a better reader. Although it has been almost two years since he attended this program, we continue to see the tremendous benefits it provided for him. We, as his parents, would like SD 44 to continue to support this program and to actively pursue it's expansion. There are many other children who would so benefit from this kind of reading and learning support. Furthermore, such a program did more than just improve his reading literacy it also provided skills around time management, emotional awareness and working well in groups.	Innovative Instruction
Parent/Guardian	I am 53 years old and completed all of my elementary and secondary schooling at Capilano, Highlands and Handsworth Secondary. The experiences through those years were positive and, frankly, wonderful. The highlight for me remains to this day those five days I spent as a Grade 6 student at NVOS in the fall of 1980. There are not words to describe the mark they left on me. And now our son will attend next year in grade 6. Please continue to support and work to enhance the learning opportunities at NVOS. There is no greater way to promote the strategic goal of Environmental Stewardship than through NVOS.	Environmental Stewardship
Parent/Guardian	I would like the focus of school to be education and arts. And less focus on sozi and sexual health education for grace 7 only and optional.	Innovative Instruction
Staff Member	Mental Health and Well Being	Environmental Stewardship
Staff Member	I would love for NVSD to provide trucking for equipment moving (music stands and percussion equipment) to support having Zone Concerts for band. As you know, the study of music comes with so many side benefits like cognitive development, time management skills, social connectedness, etc. Meanwhile, the "Zone concert" is such a good motivator for elementary students to continue their musical studies at the high school level (connects students to the high school program and the high school band teacher with a "part of the family" feeling, inspires them to sound like the more experienced/accomplished students, etc.) that I think that the district would be well advised to fund these concerts like they have in the not-so-distant past. Transporting the equipment makes the concert so much more feasible.	Welcoming and Inclusive Culture

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Parent/Guardian AND Staff member	<p>Construction of a regulation sized track at Handsworth Secondary (and eventual ATF)</p> <p>A regulation-sized track at Handsworth will be an important part of SD44's community of school, an important part of Handsworth education, and a highly sought-after element of North Vancouver's community amenities.</p> <p>There are very few regulation sized tracks in Greater Vancouver, and few sites on the North Shore that can hold provincial level competition. Handsworth had such a track in the past, heavily used by SD44 schools and independent schools.</p> <p>While an ATField, lights, stands and other amenities can be phased in, the initial commitment to the regulation-sized track cannot.</p> <p>With current provincial funds to support growing communities, it is essential that SD44 comes together with the DNV and the Province to commit to this track in the near term budgets.</p>	Student-Centred Education
Staff Member	<p>Music Education is my passion, my lively-hood, and something that has provided life altering value to both myself and the lives of my students. Art education has been earmarked as something that the board of trustees have made commitments to in both rhetoric and action. As a teacher with close personal friends in other lower mainland school districts, I am happy to see how NVSD provides structural support to the arts. This has allowed it to become a thriving music and art community. I see NVSD as having incredible potential to be model for how art education provides real value to our students.</p>	Student-Centred Education
Staff Member	<p>I've committed to ensuring that mental health and emotional literacy is a priority in my practice. This has required me to design curriculum that both delivers on content, other layers of learning outcomes as outline in the BC curriculum, and most importantly, emotional literacy.</p>	Mental Health and Well-Being
Staff Member	<p>increased counselling services in schools - aligns with mental health and well being and student centred education.</p>	Mental Health and Well-Being
Staff Member	<p>sustainability - education to the students with emphasis on problem solving big questions/issues like global warming</p>	Environmental Stewardship
Staff Member	<p>inclusive education and maintaining a robust public education system accessible to everyone. I would like to see better supports put in place to allow students with diverse needs to be in a classroom without a negative impact on others (e.g. students with severe behaviour issues having one to one support to keep other children safe and able to learn)</p>	Welcoming and Inclusive Culture
Staff Member	<p>We have IB PYP program which allows the growth of so many innovations.</p>	Innovative Instruction
Staff Member	<p>Important to create inclusive schools where mental health is a major priority, particularly after seeing what's been happening post-Covid restrictions and the isolation that many students experienced.</p>	Mental Health and Well-Being
Staff Member	<p>Fine arts need to be a priority. All fine arts. Create, cultivate and nourish programs that create opportunities for kids.</p>	Student-Centred Education
Staff Member	<p>More school counsellors- aligns with mental health and well- being; as a result of Covid and it's societal restrictions more SEL is required for classrooms to function well.</p>	Mental Health and Well-Being
Staff Member	<p>I would like to see more specialized EA's in the schools. Our complex learners require more staff for the safety of all. More training for EA's - which is starting happen.</p>	Student-Centred Education

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Staff Member	Mental health and well-being. As a classroom teacher and our school's NVTA rep for the School Based Resource Team, it is evident that students are needed more support for mental health and well-being than ever before. Ensuring we have enough counselling time is extremely important in this, as school counsellor not only support the growing number of students in need, but also teachers in support in the classroom.	Mental Health and Well-Being
Staff Member	Increasing the amount of learning services in schools. We are seeing grade wide gaps in knowledge and skills, as a result of the COVID-19 pandemic, with more students requiring targeted intervention beyond what a classroom teacher can provide.	Student-Centred Education
Staff Member	I am very interested in supporting SEL needs in schools.	Mental Health and Well-Being
Staff Member	I think there should be more counselling support in the schools.	Mental Health and Well-Being
Staff Member	Student-Centred Education is very important to me.	Student-Centred Education
Staff Member	Supporting Arts education by funding, promoting, and having administrators of all levels (school and district-based) advocating for Artists for Kids aligns with all 6 of the school district's strategic goals. An example of how the Arts support innovative instruction is embedded in the process of generating ideas for an artwork. Developing students' disposition for observation, wonder, critique, and play are all key to preparing them for the increasing need for creativity in the future.	Innovative Instruction
Parent/Guardian	N/A	Mental Health and Well-Being
Staff Member	Carpentry work; not sure that this aligns with one of the initiatives specifically but without this work being done the educational or learning environment is not as good for the students or the teachers to work in as it should be!	Student-Centred Education
Staff Member	Preparing the educational space.	Mental Health and Well-Being
Staff Member	Use of facilities.	Innovative Instruction
Parent/Guardian AND Staff member	Our LST teams are pulled in too many directions and are not spending enough time with students since they are drowning in paperwork and meetings. Students needs are changing post COVID and more extreme/dangerous behaviours are being exhibited. Allocated EA time is being pulled from students to help deal with these high need students resulting in many students not getting the support that they need. There are extreme ranges of student learning now post COVID, teachers need more specialized support (ie. extra teachers to come in and support things such as guided reading, jolly phonics, etc.) to assist in the widening disparity of learning.	Student-Centred Education

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Staff Member	<p>Opening a third and centrally located Literacy Centre.</p> <p>The Literacy Centre is a highly successful and essential program is designed to provide level 3 intensive, short term, targeted literacy intervention beyond what can be typically supported at a classroom or school based level. Student candidates are recommended by school based teams after exhausting all other instructional resources and interventions have been implemented, and where students reading skills continue to lag.</p> <p>Opening a third location of Literacy Centre in the central corridor would increase the number of yearly participants from 42 students to 63 and provide easy access to public transportation that will better serve school populations with stressed social economic status.</p> <p>A third location align with two of the North Vancouver school districts strategic goals and put students first by providing an equity-based education and a welcoming, safe and inclusive culture and learning environment for a demographic of vulnerable learners who have been overlooked with our current intervention opportunity.</p>	Student-Centred Education
Parent/Guardian	<p>Teen girls are very susceptible to trends around body image. Tik Tok is showing many disturbing videos, geared at (and by) teenage girls, showcasing many different body modifications, but particularly "Top Surgery" scars. (If you haven't seen these videos, please watch them.) Double mastectomies, are, of course, a permanent and devastating alteration as it both destroys an erogenous zone and the ability to ever breast feed a child. Teen girls can't understand this since many have not even had sex and few, if any, have breast fed a child. "Top Surgery" videos promote that it is "empowering" and "euphoric" for teen girls and young women to have double mastectomies. These "selfies" of "top surgery" scars gain an enormous number of "Likes", celebration and positive encouragement on social media (and they are very prolific). The messaging is very much that there is finally "freedom" in having a flat chest, and they have borrowed the pro-choice language of "my body, my choice" to appeal to a teen's need to rebel, gain independence, and their fear of the "patriarchy". Helping girls to cherish their female bodies and to recognize that how they feel about their body, their desire to have children, to appreciate full sexual function; all can change as they grow older, and is particularly "in flux" up to about age 25 when the brain fully develops. Teen girls need to be taught that a distorted body image/body discomfort/body hatred is a natural and extremely common part of female adolescence. They need to be taught that the difference of their female body is okay. Obviously in alignment with the strategic goal of "Mental Health and Wellness". It is trauma-informed because many girls are aware that their bodies are highly sexualized, they may have experienced sexual assault, experience extreme period pain, fear of pregnancy, inability to keep up with the boys in sports, etc. and any of these things can lead to hatred or disgust of their female bodies and the lure of a "quick fix" to these problems.</p>	Mental Health and Well-Being
Parent/Guardian	<p>Encourage all students to go "digital media free" at night after a certain hour. Make it a fun challenge with rewards like the "walk to school" events. Do not allow smartphone use in the classroom unless it is part of the school work. I am told that in their "free time" during class, many teachers allow them to surf their phones for an inordinate amount of time. Make them read, draw or socialize quietly instead. Acknowledge the addiction and encourage better use of time.</p>	Mental Health and Well-Being

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Staff Member	I am at an elementary school with over 500 students, yet we are allotted only two days a week of counselling time. It is not a secret that mental health issues in young people has sky-rocketed, especially in a post-pandemic world. How can we justify this lack of mental health support for our students to the public? Not only does the district need to allocate more funding for counsellors in schools, they must also vehemently and continually lobby the ministry of education and the government to change the funding ratios when it comes to counselling in schools. It is no secret that the number of teachers and other staff members going on stress leave because of the composition of their classes has gone up. Instead of paying people to be off work, let's put money into areas that would prevent such leaves to happen.	Mental Health and Well-Being
Staff Member	The second area where more funding needs to be allocated in my opinion is LST and BSW support in schools. It is no secret that extreme and violent behaviours are taking up much of the LST time in schools, at the expense of those students who are flagged for literacy and/or math support. We do so many assessments to identify those students who need the extra support above and beyond what the classroom teacher can provide, yet identifying them does not mean they will get of the extra support they need. In high school, students with diverse learning needs have options, (Choices programs, Mountainside). In elementary schools, there is no other option. In many schools we don't even have alternate learning spaces for those kids who need a break as schools are overloaded with students. We have gone through many LST's in my school, with very few people staying in the job for long. Burnout is very common in those positions. I was told by a LST recently that in a room full of LST's you can count on barely two hands the number of people who have been in the job for more than 5 years. What does that say about the position? It used to be a coveted position in schools, but now, very few people would actively pursue the position. The district even went so far as to offer to pay teachers to upgrade their education in order to secure more people to do the job. What does that say about the state of the position that extra incentives are needed to get people to do the job? How many people actually took that offer from the district? The district needs to take a good hard look at what is actually happening at the school level and put more people in the schools to lessen the load.	Student-Centred Education
Parent/Guardian	I would really like to see more focus in the classroom on environmental stewardship and in the food options (offering more plant based options) at the school level.	Environmental Stewardship
Parent/Guardian	"Student-Centred Education. Provide equity-based education that supports the learning needs of all students." This is super important as there are still a lot of teachers that will only teach one way and that is to the "standard" average student. This is especially challenging with boys. Students learn in different ways. Teachers that offer a few methods of showing understanding for projects/testing will illicit better responses. For example, a written essay, a powerpoint presentation and an oral presentation are all ways that can show understanding of a subject. Offering a choice for diverse learning instead of having every child only do one format.	Student-Centred Education
Parent/Guardian	Innovative instruction - "Enhance innovative and effective approaches and curriculum to develop educated citizens." Per above, it allows students more than one option that really is only great for the average learner.	Mental Health and Well-Being
Parent/Guardian	Mental health and well-being. Students are stressed. Period. Especially in the later years of high school. Whether it be from parents or peers. The idea that there is only one option ... university, still prevails. Also the pandemic really had an effect on high school students. There has been a huge increase in social media use to the point of addiction. This needs to be addressed. I truly wish phone could be made to be checked into a basket in classrooms. Our students are not learning how to make eye contact and engage with people properly.	Mental Health and Well-Being

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Rights Holder Representative	Adding a second class to The Eshta7an Learning Centre, this aligns with; Student Centered Education -Provide equity-based education that supports the learning needs of all students (all 5 bullets), Welcoming and Inclusive Culture- Enhance our welcoming, safe and inclusive culture and learning environment (bullets 2 and 5), and in particular Truth, Healing and Reconciliation - Champion truth, healing and reconciliation, and embed Indigenous ways of knowing (bullets 2 and 4).	Truth, Healing and Reconciliation
Staff Member	Counselling support for Elementary schools. One counsellor working at two school means they are servicing close to 800-1000 students. One counsellor to that many students does not seem acceptable at all! It stretches other support staff thin when the school has a need when the counsellor is not there.	Mental Health and Well-Being
Staff Member	Reasonable workload for Learning Service Teachers in schools. Right now, the workload on LSTs is so heavy. This is a burnout position that nobody wants. If the workload was not so onerous and if the work was distributed more equitably, perhaps more people would be willing to work in these positions. Additionally, LSTs are often pulled to support students with complex behaviours, or have an insurmountable amount of administrative paperwork that they are not able to provide targeted intervention/instruction to students who need an extra support.	Student-Centred Education
Parent/Guardian	Having a mental health doctor at schools. Or just mental health help at every school. Anxiety is far too common these days.	Mental Health and Well-Being
Parent/Guardian	Consequences for missing classes and skipping	Student-Centred Education
Parent/Guardian	Finance education for future planning Ex rrsp's Taxes etc	Student-Centred Education
Staff Member	I believe we need to spend more money supporting mental wellness of our students. In light of the past two years of "different schooling" due to Covid, we are seeing a tremendous need for support and help with anxiety and other wellness difficulties. Please help fund more counsellors and LST personnel.	Mental Health and Well-Being
Staff Member	I would like to see better supports for students entering Kindergarten. We used to provide EA or SA support for Kindergarten classes during the early weeks to facilitate a smoother transition into school for everyone. With increasingly complex needs and more students who arrive in Kindergarten with undiagnosed special needs, I suggest bringing back and extending this program to better support our youngest learners.	Welcoming and Inclusive Culture
Staff Member	A third initiative would be to help support and fund for students struggling academically. We need to help the students who are caught "in the middle" - not complex learners, but those who need a boost due to Covid issues, or due to mild learning difficulties. Please fund and develop a more comprehensive LAC system, separate from the LSTs. These students are losing out on valuable additional learning when personnel gets pulled to deal with behaviours that create a safety concern.	Student-Centred Education
Parent/Guardian	Preparing or supporting students to be role models in their community. Dealing with adversity and diversity. Key benefits both inclusion and mental health goals.	Mental Health and Well-Being

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Parent/Guardian	<p>Thank you for asking for my input.</p> <p>Every time I drop off my son and pick him up or have a meeting with a teacher I see the exterior and interior of the school requires some major maintenance and upgrade.</p> <p>I have gone to school in a third-world country but believe me or not we had a much better, nicer, cleaner, more modern environment at school than my child in Canada.</p> <p>I communicated a few times with the former principal in regard to the improvement that needs to be done outside the classrooms that are opened to the schoolyard but she never got back to me.</p> <p>If one day someone decides to spend some of the capital budget allocated to Larson school and do some improvements, please have a walkthrough with me so I can share my suggestions.</p>	
Parent/Guardian	<p>My Daughter goes to Lynn Valley Elementary. I don't believe the options given to spend any extra capital is sufficient. Could you do real world applications? Things students can use in the day to day? Healthy cooking and eating? Physical fitness and its importance to improve our healthcare system using prevention? Learning how to save, budget and set financial goals? Could you roll something like that all together?</p>	
Staff Member	<p>Thank you for asking for our feedback and reaching out to find out more about our budget concerns.</p> <p>As a Teacher-Librarian at two school in North Vancouver, I am concerned and puzzled by the process in which libraries receive monies from the Block Budget. Previously the Block Budget was a line item, and the funds varied little from year to year. During Covid, I understood that budget tightening was necessary. However, in the 2022-2023 year, I expect to get \$1,500 from the budget. This library serves students in both English and French. Other than that, I need to rely on Larson's PAC and on a Scholastic Book Fair to have money to spend.</p> <p>Larson is not typically a wealthy school so having to rely on PAC and Scholastic Book Fairs throws us even more into the "have not" category. I hear of other schools with such generous amounts of money to spend and the word EQUITY just keeps washing over me. There is no EQUITY if these are the guidelines that determine the Library budget. The collection at Larson is growing and being revived but it is a very slow process. I cannot purchase resources that teachers need to teach the curriculum and to support the School District initiatives. I am left with very little choice but to cut corners and try to address the most pressing needs. I have spent my own money to buy books that our students would otherwise not have. I have been in my own pocket for years, but I feel that buying over \$600 in books since 2020 is an unexpected hardship.</p> <p>I am disheartened by the budget. I feel defeated. I have been an educator for a very long time in three districts and this is the first time that I have felt like our goals in education/curriculum and what we say we are doing and advertising on the district website are at odds. The dream of those initiatives cannot be realized with a pittance of money. It feels like a shell game. Look what we are doing. Don't look too deep though, because the initiatives being presented by SD44 are not being funded. We need to do better.</p>	

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Parent/Guardian	<p>Monitoring and improving air quality in schools will allow students to maintain health and focus on their education. Parents demand B.C. schools do more to improve air quality as triple epidemic rages Vancouver Sun [https://vancouversun.com/news/local-news/parents-demand-b-c-schools-do-more-to-improve-school-air-quality-as-triple-epidemic-rages/wcm/84318162-bc8e-4454-ac3f-175ac516b47f/amp/]. " Heming says in the past, it's been hard to make a health case for improving air quality in schools, because the health impacts tend to be longer term. But a whole body of research [https://forhealth.org/Harvard.Schools_For_Health.Foundations_for_Student_Success.pdf] shows the health and academic benefits are substantial — and go beyond COVID. When a room is better ventilated, influenza rates, asthma attacks and absenteeism go down, reading and math test scores go up. Less carbon dioxide builds up in a room, which helps students think more clearly. "It's well documented across all different countries and all different ages," says Joseph Allen, director of the Healthy Buildings program [https://www.hsph.harvard.edu/joseph-allen/healthy-buildings/] at Harvard University. "We see benefits in kindergarteners, we see benefits in high school, we see benefits in college students and middle schoolers — every age group." https://www.npr.org/sections/health-shots/2022/03/14/1086125626/school-air-quality</p>	
Parent/Guardian	<p>I recently received the NVSD email regarding the 2023/24 budget priorities and it couldn't have come at a better time. Over the past several weeks I have been exchanging communications with the SD44 Facilities & Planning department. My specific concerns were with the condition of BlueRidge Elementary school grounds which are rarely attended to. As a parent of two students who attend BlueRidge Elementary I am at the school daily for drop-off and am well aware of the condition the grounds are in. I have let it be know there are critical areas of neglect at the school and last week the grounds crew were been able to remedy many of the neglected areas with more work to be completed in the near future. These are not simply cosmetic needs but areas which when attended to create a safe environment for all students, staff and care givers who access the property on a daily basis.</p> <p>Items such as cracked concrete pavers, (prior to being replaced were through thrown 6-8 school windows), broken trees laying on the school roof, clogged roof drains and storm drains which flood regularly. Much of this flooding is avoidable with some basic and regular grounds work, clearing leaves, proper pruning, etc.. In addition the emergency access lane is partially blocked by branches and dead fall from adjacent forested areas. I have been informed this will be cleared asap.</p> <p>The reason I bring you this detailed info is to petition for additional staff to attend to the grounds within SD44. I am aware there is a skeleton crew, a literal handful of full time staff, whom look after 30+ schools in the district and this simply is not enough. I can only imagine what the conditions at other schools is like and if it is in any way similar to BlueRidge school then it is way below acceptable. Having been a parent of students at Blueridge for multiple years it has become quite clear that more attention is needed during the school year to ensure a safe space for all who use the property. As a home owner, tax payer and resident on the North Shore I am well aware of the effects our climate can have over each passing season and also when the elements are unleashed to their more extreme levels.</p> <p>Down trees, flooding and standing water, decaying leaves, mud and other elements which the north shore elements bring only lead to greater problems, more expensive problems, when left unattended. With children, caregivers of all ages and staff regularly accessing the grounds, I am sure there must be many avoidable injuries that occur too. No one is expecting the grounds to be meticulously groomed rather simply attended to in a way that ensures a safe environment for all users and to ensure the school can function without major interruptions.</p> <p>Based upon the email info below from the NVSD I am petitioning for added full time staff for the purpose of maintaining school grounds at an acceptable level of use and safety. If you wish to contact me for any reason I can be</p>	

Are you a?	Please share an initiative of importance to you, including how the initiative aligns with the school district's strategic goals.	With which strategic goal does the initiative you've shared in Q2 most closely align?
Parent/Guardian	<p>This is to share my point of views regarding budget allocation. Having two students at elementary level, I have been wintnessing issues with regards to families which affect students mental health and learning capacity. I list them as below.</p> <ol style="list-style-type: none"> 1. Allocate resources such as, regarding the importance of family and behaviours required to consolidate the relationship between family members. How can we have stronger families? How can children play a role? To raise children awareness from school ages. To consider the "we" instead of the "I" 2. Allocate resources to support students in families which parents are going through separation or have separated already. 3. Allocate resources for the new comer families to make them familiar with BC education system, How knowledge is taught in schools in BC? What is expected from parents? 	
Parent/Guardian	<p>We would like to see Environmental Stewardship initiatives, integrated with Truth, Healing and Reconciliation initiatives (and truly, integrated with all of the other pillars), prioritized in the 2023/24 budget. We think this is critical at this time given the climate and biodiversity crises our youth and communities are living through and must be educated to engage with constructively. We were unable to complete the online survey because we're not aware of any current Environmental Stewardship initiatives, and have not been able to easily find information about such on the NVSD website. Thank you for your consideration.</p>	
Staff Member	<p>Presently a large number of classrooms in our school district resemble 'resource wastelands' - we are provided with little or nothing to teach with. The resources that you do see in classrooms are usually decades out of date, incomplete, insufficient, and/or bought with teacher funds.</p> <p>In my almost 20 years of teaching with this district, this is the worst that I have seen. This problem has been taking a toll on student learning, staff capacity, morale and engagement for many years now.</p> <p>Not only would making classroom resources a serious budget priority be highly beneficial to student learning, it would also go a long way towards bolstering teacher engagement and strengthening the relationship between teachers and the district.</p> <p>The results would also be much longer lasting than sinking more money into 'the next big initiative' (which like the last big initiative and the ones before that all seem to be promptly forgotten and discarded every 18 months or so). Something to think about.</p>	
Staff Member	<p>Please find the attached letter consisting of a proposal for your consideration for the 2023-2024 school year [https://www.sd44.ca/Board/BudgetFinancialInformation/BudgetInput/Documents/Comments%20received%20via%20email_Literacy%20Centre%20proposals_Redacted.pdf]. Feel free to contact me if you have any further questions or would like to have a more in-depth conversation regarding the supports provided through the Literacy Centre Programs. For more information about the Literacy Centre (East), I have attached a link to our class website for term two of the 2022-2023 school year. LITERACY CENTRE EAST - [Home (weebly.com) [https://nvsdliteracycentreeastjan-mar2023.weebly.com/]]</p>	

Standing Committee: Budget Input

What recommendations do you have for the board of education's budget process to enhance in each of these areas?

PAD4420 MAR 09, 2023 12:34AM UTC

Student Centered Education

Provide equity-based education that supports the learning needs of all students. We do this by:

- improving educational outcomes and promoting personal, social and academic excellence for all students through differentiated instruction
- teaching to the diversity of students and embracing all abilities
- supporting student goals, priorities and definitions of success
- providing opportunities for students to take control of their education and learning
- empowering educators to meet the diverse learning needs of students

What is going well?

- starting to engage in equity scans across our schools

Importance of Universal Design

the highlights of the opening budget presentation show the diversity of our district – ANONYMOUS

Representation

- library resources to ensure all learners feel represented in the literature they have access to

Identification of gaps and how to fill those gaps – ANONYMOUS

Yes. Crucial – ANONYMOUS

Yes, most definitely agree with this – ANONYMOUS

Importance of Learning Resources

- importance of having updated resources and online resources
- sharing resources

- MS Teams has supported this
- consideration of how LSTs can support course work without physical materials
- Physical resources are important and time to connect with colleagues is important

Excellent points – ANONYMOUS

Collaboration among colleagues

- importance of mentorship programs
- time for colleagues to work together and build understanding of supporting learnings in thier course work
- importance of release time- oppotunities not exclusively after school

Working with community partners to develop programming that fosters inclusivity – ANONYMOUS

Support for LSTs and Classroom teachers to really be able to take time to work together – ANONYMOUS

Agree strongly with above comment. – ANONYMOUS

Teacher Leaders at Secondary

- shift from department heads to teacher leaders seems to have shifted how collaboration happens at secondary

- doesn't come with point time so it is limiting with what the Secondary Teacher Leaders can do – ANONYMOUS

- limited opportunities to come alongside colleagues to work together because there is no time attached to the position – ANONYMOUS

- some presentations on UDL to staff- helpful but would be great to work directly with staff during the school day – ANONYMOUS

- consider looking at the Elementary model to compare ie. a group of Secondary teachers that are district secondary teacher leaders – ANONYMOUS

- need for understanding of assessment and instruction (UDL) in all subject areas – ANONYMOUS

Teacher Leaders at Elementary

- really supports cross curricular learning
 - focus around universal support in schools has been helpful
 - data - 130 requests this year from Elementary schools
 - flexibility has enabled Teacher Leaders to support in different ways across the district – ANONYMOUS
 - many requests to support with technology – ANONYMOUS
 - important to maintain these levels of support – ANONYMOUS
 - in class "hands on" professional learning – ANONYMOUS
- Elementary VP's could also provide assistance here with more admin time – ANONYMOUS

Learning environments

- new school designs is set up for student centred learning
- opportunities to shift other spaces
- importance of understanding the pedagogy that goes along with the redesigned spaces

A lot of elementary school have furniture that is 20+ years old
– ANONYMOUS

Technology

- working closely with ICT
- longevity of devices
- funding for tech replacements

ensuring all students have access to technology regardless of family means – ANONYMOUS

Access to technology that meets students need (ie translation services, speech to text) – ANONYMOUS

Strongly agree with the above comment. – ANONYMOUS

Teachers need finite resources to access the needs of all of their students with diverse needs

Supporting redesigned curriculum

text books out of date-- but need resources to replace them. Technology, print resources still have value but not one per student model – ANONYMOUS

Diversity of learners on the North Shore

- ensuring that we meet the needs and aspiration of our learners
- honour what students come with
- ensuring that students have agency and ownership over what they are learning

LST time and workload

- LSTs feel very stretched
- teachers feeling they do not have enough support to truly meet the needs in thier diverse classrooms
- support for push-in
- support for increased professional learning opportunities

Some concern that there are interested candidates applying who are not contacted, interviewed and hired in a timely way – ANONYMOUS

More access to level B Assessment, psychology services
– ANONYMOUS

LSTs overworked can cause conflict among colleagues
– ANONYMOUS

Psych-Eds

- long waitlists
- inequity of access to psych-eds

some things are not put in place until the psych ed is complete
– ANONYMOUS

The need for supports to be met so equity is met in the classroom for staff and students. – ANONYMOUS

Technology Training

Students have expansive knowledge of new advanced technology, staff need to be able to keep up and teach to student passions/skills/abilities

Restorative Justice Education

- partner with teachers and administrators to provide student centered goals
- supporting students to learn tools in order to work through conflict
- youth justice numbers inform this data

- Circles in schools has been very supportive- budget is minimal
– ANONYMOUS

- would love to be in every school in North Van – ANONYMOUS

- important tool for stepping away from exclusionary discipline- this can support that replacement – ANONYMOUS

- supporting staff to learn restorative justice – ANONYMOUS

- accessing restorative justice for all schools – ANONYMOUS

Students need support in school on positive ways to conflict resolution. It provides help in their lives later through life-Resorative justice education for staff and students is so important. – ANONYMOUS

Providing and supporting restorative justice is an equity issue – ANONYMOUS

More specialist staff

Having more specialist staff (counsellors, LSTs, EAs) would reduce some of the pressure on current staff to be able do their jobs better and be at their best for the students.

Strongly agree with above comment – ANONYMOUS

Innovative Instruction

Enhance innovative and effective approaches and curriculum to develop educated citizens.

We do this by:

- promoting academic excellence, lifelong learning and the pursuit of diverse personal journeys
- supporting students to learn from the past, engage in the present and prepare for the future
- employing proven, innovative and adaptable teaching strategies
- preparing students to safely and responsibly engage in a digital world
- incorporating Indigenous ways of knowing

Good information gathered in this round regarding Innovative Instructions. We need to Focused on recruitment and retention for teachers and LST. – ANONYMOUS

More opportunities for trades

Being focused on more than just university pathways – ANONYMOUS

We are really lacking in the trades. We need to provide more opportunities for students to be prepared in this area. – ANONYMOUS

Examples in other districts are much lower...NVSD does have some of these programs but we need to make these more accessible for all students. There seems to be a lack of awareness of the programs that are available. – ANONYMOUS

Careers coordinator is needed to support this growth. – ANONYMOUS

Trades opportunities can often keep children in school. – ANONYMOUS

Need exposure in Elementary School - need to increase the opportunities for exposure at younger ages. – ANONYMOUS

Great example is the robotics competition. Increase this next year – ANONYMOUS

Honouring different pathways is extremely important – ANONYMOUS

How can we enhance these pathways and increase programs variety... – ANONYMOUS

Technology being used but not provided

Infrastructure needs to be prioritized - connectivity etc – ANONYMOUS

Preparing students for the real world not the world of the past through innovative instructional practices - need more professional development for teachers

As well Support Staff in further training – ANONYMOUS

Recognition of diverse learners

Instructional practices need to be tailored to all students

Ensuring that teachers have strong UDL practices through professional development – ANONYMOUS

Designing instruction for all learners - identifying that there are a variety of learners that learn in different ways – ANONYMOUS

Professional development opportunities for teachers to gain more confidence in this area – ANONYMOUS

supporting teachers in order to provide innovative instruction in classroom with many diverse learners and levels. – ANONYMOUS

Supports are getting pulled and stretched in many other directions making it hard for teachers with a number of complex learning and behavioural needs in their classrooms to be innovative – ANONYMOUS

Absolutely agree with this comment – ANONYMOUS

Add budget to allow more staff to provide Psyc Ed. Evaluations. Teachers, TAs, LSTs need a psyc ed based IEP. Not an IEP based on what is seen. There are many things that only a psy ed reveals that can give info and help to provide a true inclusive education. – ANONYMOUS

Professional Development

Comprehensive professional development opportunities for teachers to align with innovative instructional practices

Creative ways to support Professional Development - budget may need to be included that does not always rely on TTOCs – ANONYMOUS

Library and Learning Commons

Enhancing our libraries to be the centre of the school learning

Support school library programs with funding for resource collection development. – ANONYMOUS

Continue to fund enhanced programs

Literacy centres (we need more of these) and other programs continue to be prioritized

French Immersion and academies - continue to nurture these programs – ANONYMOUS

Arts Education and Music need to continue to be supported in all schools – ANONYMOUS

Music for neurodivergent learners as well, regardless of age. Music teachers need more resources/tools to include neurodivergent learners. – ANONYMOUS

Skill development - real world

Providing the skills that students need to have that actually align with the world today - not stuck in the tradition of the past.

Use real world discovery and activities - these also support positive behaviour and relationships – ANONYMOUS

Stem based learning - maker spaces – ANONYMOUS

Professional Development

Nurturing this in the students needs the continued professional development of the teachers in order to have instructional practices that match the needs of today's learners.

Nature based learning

Getting outside is so good for students. Providing more materials and gear needed to facilitate this at every school. Supports all aspects of students - learning, SEL, etc

Teachers need to take risks - take the kids outside, connect to the land, story telling, etc – ANONYMOUS

Field trips – ANONYMOUS

Prioritize action oriented and real world learning – ANONYMOUS

Finding time for Professional Development

Staff desperately need further development and learning opportunities. Having a budget for these opportunities is so important, but there seem to be so many barriers.

Budget for creative opportunities to get professional development – ANONYMOUS

Ensuring equity and accessibility of assessments

Knowing your learners. Having strong assessment practices to be able to teach to the students that we have in our classrooms instead of assumptions or groupings.

Equal opportunities and access to district wide assessments are extremely important (eg psych ed assessments) – ANONYMOUS

Having psycho ed. evaluations available within a reasonable time frame. – ANONYMOUS

Recognize and teach students about their learning styles, and then embrace those styles in the classroom – ANONYMOUS

Having psycho ed assessments completed at schools and not private – ANONYMOUS

Enhancing the Literacy Centres

Expanding the literacy centres understanding that there is increased need and increased identified learning disabilities in the area of reading.

Increased numbers of literacy centres is so important – ANONYMOUS

Equity and access to this targeted and intensive program – ANONYMOUS

Increase universal instruction in the classroom to provide individualized instruction to support reading development – ANONYMOUS

Early intervention is so important with regards to literacy instruction – ANONYMOUS

Continued and ongoing professional development

Teachers need ongoing support for the changing classrooms - increased complexity and behavioural needs. Budgeting training opportunities to support growth in order to best serve the increasing diversity of the students in our schools and honouring each and every student.

Collaboration opportunities

Working together as colleagues and networks - creating connections to form supportive teams.

Give permission for teachers to change practice

Allowing teachers the freedom to take risks and see things differently. Try innovative practices to meet the needs of the ever changing students and innovative practices...

Increase the opportunities for networking – ANONYMOUS

Continued offerings of Pro-D through Teacher Leaders

More opportunities for all teachers - advertising and making sure teachers are aware of offerings.

Welcoming & Inclusive Culture

Enhance our welcoming, safe and inclusive culture and learning environment. We do this by:

- celebrating the diverse cultures, skills and experiences of our community
- acknowledging, teaching and proactively working to address historical and present-day societal and systemic inequities experienced on the basis of race, physical, mental, or intellectual ability, sex, sexual orientation, gender identity or expression and others
- championing respect, restorative practices and open dialogue among students and staff
- empowering educators with skills to enable a safe and harassment-free learning environment
- designing welcoming, engaging and accessible learning spaces
- recognizing the contributions of racialized persons in Canadian history

Providing practical tools for students to participate in building welcoming and inclusive culture – ANONYMOUS

If the district could provide more access to targeted training for LST's to ensure they can have success in their role. – ANONYMOUS

Identity and Representation

shared appreciation for the importance of sense of belonging and connectedness

Giving young people the opportunity to see people who look like them in positions of power and influence – ANONYMOUS

When students see themselves represented in learning resources and in library learning commons resource collections, that goes a long way in fostering connection to community and feeling included.
– ANONYMOUS

professional development

Opportunities to get together as staff. Utilize book clubs and bringing in experts

recognition of past injustices

acknowledgement of historical oppressions and inequities experienced by individuals of varying diversities

professional development

continuing to be innovative in our approaches to enhancing professional practice in support of inclusion. Book clubs are a good example.
Hoping that we will be able to access more experts to come and provide in-service

inclusive culture

opportunities to continue to develop community

Celebrating Community

Every school reflects a unique culture and community. Essential to find opportunities to celebrate this rich diversity.

Restorative Justice

Considering how restorative justice initiatives in schools can help promote inclusion.

Increasing specialist personnel

Schools would benefit from having increased staffing in specialist areas that would allow staff to focus on specific areas to greater

depth rather than feeling pulled in many directions driven by urgencies.

Absolutely agree with this. – ANONYMOUS

Building capacity for greater collaboration

School teams would benefit from more opportunities to work in greater collaboration with one another.

Collaborative Inquiry Grants

CIGs have proven an effective mechanism to support professional development and collaboration amongst staff. Is there a way to move this beyond a grant-based process so that these resources are automatically available and embedded in the yearly funding that schools receive?

Similarly, time for complex learner teams to meet regularly that is embedded. Also, perhaps a mechanism to increase LIF for EAs who are on multiple complex learner teams and need those hours to debrief incidents, review ISWIs, etc. – AHEIBERGHARRISON

Enhancing the Effectiveness of the Teacher-Leader Model

Committing resources to ensure that individuals in the teacher-leader role have the available time necessary to be successful.

Strengthening Collaboration and Connection within and between departments in Secondary

acknowledged the value of teachers being able to connect with other colleagues within and outside their subject areas to enhance welcome and inclusive culture

Creating opportunities for students to come together and celebrate as a community

Increase opportunities for students who have similar lived experiences of diversity to come together. (i.e., students from across the district who are deaf or hard of hearing coming together to connect)

Continued focus on Anti-racism

District needs to continue and even enhance a focus on equity, inclusion, diversity and anti-racism. (i.e., Anti-racism, L4L, equity scans, etc.) Important to ensure that this is meaningfully reflected in what is occurring in schools.

Mental Health & Well-Being

Promote mental health and well-being through social emotional learning and trauma-informed practices. We do this by:

- teaching social-emotional skills to support mental health, physical well-being and student success
- establishing a culture and physical environment that promotes mental health and resilience
- supporting staff and students to navigate the challenges they face at, and outside of schools
- building capacity and professional learning around evidence-based, trauma-informed practices
- supporting age-relevant learning around physical literacy, healthy relationships, sexual health, and drug and alcohol use

Comprehensive Idea

At all layers: students, teachers, EAs, etc.
Role that schools play- place to start conversation

Things that are going well

Mental health literacy
Unfolding of community partnerships
Focus on health as opposed to illness

The fact that we are talking about this! – ANONYMOUS

We have a common framework on trauma informed practice, elementary approach, etc. – ANONYMOUS

Great community partnerships- MCFD, Foundry, RCMP...
– ANONYMOUS

Including Restorative Justice tools: practice, Circles, emotional literacy in every classroom – ANONYMOUS

Areas to enhance?

Sexual health
Substance use
Support families: common language (not just on backs of schools)

Mental health is just one component of health – ANONYMOUS

notion that schools are a centre of community – ANONYMOUS

School Based Sexual Health learning based on Curriculum. Provide Continuing ed for teachers to be able to provide it with supported knowledge. – ANONYMOUS

Areas to consider stopping/starting?

- Open Parachute

+ Gritty Literature- Romeo and Juliet- model for all that we are on this journey

+ Science- dopamine- not just in Physical and Mental Health

- Open Parachute at 8/9 (going well at 6/7) – ANONYMOUS

How do we allow the community to be at same table to enhance what schools do? – ANONYMOUS

Data and Surveys

Not just about school experience- home and community feedback
How are families navigating?

MDI, YDI, EDI, etc. – ANONYMOUS

School Counsellor Role

Families that are struggling through COVID and beyond.... idea that there is a lack of counselling support (not just a guidance counsellor).

Clarification of school counsellor role. What can they offer a child?
How is that connection built?

more counselling time in elementary schools to meet the growing changes/speed bumps in our society (ie economic strains, family dynamic changes etc.) – ANONYMOUS

Different Role of Elementary vs Secondary Counsellor

Allocated FTE

Counsellor do not all move forward with grade through secondary
How do we teach all students the notions of conflict resolution?

Stress management?

Parent education series? – ANONYMOUS

Explicit Teaching in All Areas

Coping

Anxiety

Mental Health and Well Being

Not just students- all members of the system

How do we work smarter, not harder?

Community care vs self care?

Not just resources for students and staff but somehow encouraging the vulnerable shared journey so people are more inclined to speak up – ANONYMOUS

How do we work as adults to support one another? – ANONYMOUS

Is there a way to be more focussed in our work? And not as stretched? – ANONYMOUS

Onward book and the value that held in many schools – ANONYMOUS

Provide monies to provide more EAs to bring down the stress and frustration students and teachers face daily – ANONYMOUS

Agree with above comment – ANONYMOUS

Mental Health affects us all

Recognize trickle down effect...

How do we create a safe space where we ask for help?

How can we break these barriers?

How do current financial circumstances play a part? – ANONYMOUS

We all need to play a part in this... counsellors, supervision aides, classroom teachers... – ANONYMOUS

How we recognize that many adults are tapped out?? – ANONYMOUS

Mental Health

We are talking about it... let's do it more

We need to notice, name and nurture it!

Health

How do we support families? Bedtimes? Not just mental health but the idea of the whole person.

Dietary considerations and food access. – ANONYMOUS

Can the school serve as a hub? Youth workers, NSNH, community partnerships... – ANONYMOUS

Inservice and pro-d to support staff in navigating this? When questions come their way? – ANONYMOUS

time on technology/ gaming – ANONYMOUS

Creating Safe Spaces

To ask for help... to ask questions, recognize vulnerabilities and normalize imperfections.

Be real – ANONYMOUS

Know that we are not alone. – ANONYMOUS

COVID Effects?

Gaps in learning.
Social implications- readiness not always there.
Levels of anxiety.
How do we recognize that maybe there is a new normal?

How do devices fit in to all of this? – ANONYMOUS

Social conflict and problem solving? – ANONYMOUS

Truth, Healing & Reconciliation

Champion truth, healing and reconciliation, and embed Indigenous ways of knowing. We do this by:

- celebrating the success of Indigenous students and Indigenous communities
- strengthening the relationship with Skwxwu7mesh and Tsleil-Waututh Host Nations, and seeking guidance from Indigenous partners
- including Indigenous worldviews, ways of knowing and protocols in our teaching and learning
- aligning with the Truth and Reconciliation Commission of Canada Calls to Action and the BC Declaration on the Rights of Indigenous Peoples Act
- teaching the full, authentic history of Canada's treatment of Indigenous peoples

Enhance systems and structures in support of schools:

- resource people from the office of Indigenous Ed + Local First Nations
- meaningful field trips
- administrative support to support efficient communication and support for the field

Targeted Literacy and Numeracy Supports should be considered

Support for school based LSTs

Increase LST staffing across the district to improve learning outcomes for all students. This is an equity issue which effects indigenous students who have learning disabilities – ANONYMOUS

This is an important part of our larger goals around equity, access, advocacy

Systems and structures need to be accessible and straightforward, otherwise they represent another barrier to overcome ...

Supports in schools are more accessible that supports that reside that the District or Community level

Idea: Scholarship fund for NVSD indigenous students to come back as employees

Key Value: representation matters ... for all students

Need for more ISW staff

Personal authentic indigenous teachings are pivotal to learning for all students.

Need for more authentic indigenous literature in our schools

Being okay with prioritizing SEL over curriculum

Creating a school/district culture that recognizes that students cannot learn if they do not feel safe, do not have self-regulation skills, and do not have a sense of connection and belonging. This needs to be embedded into classrooms. (*The Third Path* by David Tranter is a great resource to start these types of conversations with staff).

Accessibility of the computer devices for the students.

How can we deliver the information to parents in a timely manner.

Recruit more staff to support at the district, teaching and support staff.

Environmental Stewardship

Lead on sustainable practices and nature-based learning to address environmental challenges. We do this by:

- promoting learning in, with and about nature
- providing climate action education and leadership opportunities for students
- bringing an environmental lens to our decisions and our teaching practices
- supporting environmental initiatives that champion sustainability
- implementing building and organizational infrastructure that reflects the values of environmental stewardship

Outdoor learning opportunities like Outdoor School are sometime seen as a rite of passage

We are lucky in the North Shore, most families have the opportunity to spend time outdoors

For some new families to the shore, the strong sense of place is something that needs to be fostered – ANONYMOUS

We hear that new teachers come to our district because value the opportunities for access to the outdoors

Stewardship requires a healthy balance

Environmental stewardship requires great connection with land and that can be done by great focus on place based education

recent years, students have been holding us more responsible for environmental sustainability

Student pushing us to looking at green space and garden projects

many of the outside of the box thinking around sustainability coming from students

access to outdoor learning space still need to be worked on across the district.

Identifying measurable outcomes in outdoor place based learning will help in understanding where resources/supports are most needed – ANONYMOUS

like for students to have more opportunities for outdoor learning

need to be aware to not create climate anxiety and fear among students

knocking down some of the procedural barriers for staff to taking students outdoors

Agree – ANONYMOUS

investigate district active transportation campaign

Supporting student initiatives cost funds - gardens, aquaponics, etc. -- how will these projects be funded

on the north shore we sometimes take for granted our access to green spaces and nature

more and more classes are heading outside - and not traditional classes that go outside -- greater appreciation of nature

struggle to get enough enrollment for environmental science -- even though for students climate change is more on student priority -- how do we influence change with post-sec

we do an excellent job of measuring stewardship goal in terms of energy and facilities related areas .. but we are behind in other parts of environmental stewardship - like outdoor learning

what are we trying achieve with outdoor learning --- how does the it translate to action

outdoor education opportunities that go beyond experience -- mixing into other subject areas

working with students to understanding the barriers without stomping on student initiatives -- working on baby steps

using a sustainability and stewardship lens in other elements of the district -- eg. sustainability consideration in purchases

the intersection of other district decisions with sustainability education opportunities -- eg. new building

seeking partnerships for community projects

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

Meeting Date: April 18, 2023 **Board** **Board, in camera**

Topic (as per the Memorandum): **Educational Update: Progress Reporting Order**

Narration:

In 2016, the North Vancouver School District fully implemented the BC K-12 Curriculum developed and required by the Ministry of Education and Child Care. This was the first step in redesigning 'what and how' students learn in schools. The changes to the curriculum were significant and have been well received in the school district, and have been successfully implemented in an authentic and meaningful way.

The next step in the redesign of learning is connecting the assessment and reporting practices to the redeveloped curriculum. The Ministry stated, "The Student Reporting Policy Framework aligns with the redesigned curriculum, unifies existing policy options, and creates consistency across the province. Updated reporting practices also ensures alignment with B.C.'s provincial assessment system." The [K-12 Student Reporting Policy Framework](#) is effective September 2023.

Preparations for implementation are underway in the school district. Staff are learning and preparing for all aspects of the Framework to ensure that students and school communities will be comfortable and successful with the new Framework. Staff will provide an update and overview of the Framework, with a focus on:

- **Why** is student reporting changing?
- **What** are the key features of the new reporting order?
- **How** is NVSD supporting the implementation of the new reporting order?

Adam Baumann Director of Instruction and Greg Hockley and Sandra Singh, District Principals of Curriculum and Assessment, will present and be available for questions.

Schedule C.2
of the
Administrative Memorandum

Meeting Date: April 18, 2023 **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 – April 2023

Land Management Update – April 18, 2023

Argyle Secondary School – Seismic Replacement

- Gym floor restoration has been completed and full use of the gym was returned on March 27, 2023. Additional drainage measures to prevent future recurrence are underway and expected to be completed by April 14, 2023.
- Other projects to be completed:
 - New artificial turf field and sports court – contractor has commenced work (project led by District of North Vancouver).
 - New outdoor basketball practice area – contractor has been selected to commence work shortly (project is sponsored by Argyle Secondary School).

Handsworth Secondary School – Seismic Replacement

- No significant updates.
- Resolution of contractor deficiencies is on-going; new school warranty expired on December 23, 2022.
- New field construction has commenced.
- Final site landscaping improvements underway.

Mountainside Secondary School – Seismic Upgrade

- Final inspection by the District of North Vancouver is complete.

Cheakamus Centre’s Environmental Learning Centre – Envelope Rehabilitation

- Contractor is completing outstanding items, landscape restoration and resolving deficiencies.

Cloverley Elementary School – New School

- No significant updates.
- Ministry of Education and Child Care requested revisions to the Project Definition Report (PDR) to include a mass timber option. Revised PDR has been submitted to the Ministry.

Lynn Valley Expansion Project

- Civil sub-consultant has been retained and the geotechnical sub-consultant has been advertised.
- Schematic design phase has commenced.
- Project concept plan has been reviewed and approved by Core Committee and Ministry of Education and Child Care.
- The design input process is underway.
- Discussions with the District of North Vancouver Planning Department continue.

Lucas

- No change.

Facilities Update

- Brooksbank Elementary - Project awarded to construct universally accessible playground. Construction to commence in May 2023.

Schedule C.3
of the
Administrative Memorandum

Meeting Date: April 18, 2023 **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:

French Immersion Advisory Committee
Joint Education & Program Implementation Committee

French Advisory Committee Update - April 12, 2023

The North Vancouver School District French Advisory Committee's purpose is to promote, develop and enhance French Immersion and Core French in our school community. French Immersion and Core French are valuable programs that provide opportunities for students to acquire an additional language.

The role of the Committee is to:

- Explore supports and enhancements to the French Immersion and Core French programs;
- Consult with the various stakeholder representative groups. Representatives will take topics of interest to the representative groups and bring forth voice and recommendations to the Committee;
- Discuss the voice from stakeholders and make recommendations to Senior Executive through the Committee Chair;
- Seek to enhance the School District's French Immersion and Core French programs K-12 by reviewing such issues as accessibility, programming options, student retention and staffing and making recommendations.

The Committee is comprised of representatives from all education partner groups. Attendees at the most recent committee meeting include:

- Committee Co-chair, Greg Hockley, District Principal;
- Committee Co-chair, Sandy Singh, District Principal;
- Linda Munro, Trustee Representative for the North Vancouver School District Board of Education;
- Julia Bird, French Immersion Student, Representative for the Student Leadership Council;
- Freyja Grewal, French Immersion Student, Representative for the Student Leadership Council;
- Timothy Lin, French Immersion Student, Representative for the Student Leadership Council;
- Laura Ames, Vice-Principal, Argyle Secondary, Representative for the North Vancouver Administrator's Association;
- Julie Bertrand, Principal, Sherwood Park Elementary, Representative for the North Vancouver Administrator's Association;
- Megan Wheatley, Principal, Representative for the North Vancouver Administrator's Association (Currently on Leave);
- Tracy Langer, District French Facilitator, Representative for the North Vancouver Teachers' Association;
- Mia Mavor, French Immersion Teacher, Representative for the North Vancouver Teachers' Association;
- Kerry Walker, Representative for the North Vancouver Parent Advisory Council; and
- Emina Dervisevic, Representative for the Canadian Parents for French.

Topics include:

- Promoting, developing, supporting and enhancing French Immersion, Core French and the culture of language acquisition in our community;
- Reviewing current initiatives and opportunities;
- Building connections between the Board, staff, students, and community supports such as the CPF (Canadian Parents for French);
- Providing a body for parents, students, and staff to have a voice in the district French Immersion and Core French programs.

The last meeting was January 25, 2023 and the next meeting is April 19, 2023.

The two goals for the upcoming meeting is to share and discuss updates of the District French Immersion and French programs and to provide opportunities for stakeholder groups to voice feedback from their respective groups. The feedback requested at the January meeting was: "What might your group wish to explore to improve, enhance, and/or maintain our French and French Immersion programs?"

Joint Education and Program Implementation Committee – April 18, 2023

The North Vancouver School District Joint Education and Implementation Committee (JEPIC) determines the appropriate implementation process of new provincially prescribed educational programs and Board authorized locally designed educational programs in the K-12 setting.

The Committee primarily focuses on making joint recommendations regarding implementation of new educational programs. This includes recommendations on the time required, in-service and training and other supports needed to implement new curriculum and ministry initiatives at a district level. This year, the Committee's focus is implementation of the new K–12 Student Reporting Policy Framework.

The Committee is comprised of representatives from the North Vancouver Teachers' Association and the North Vancouver Administrators' Association. This year, both associations mutually agreed to an increase of representatives for 2022-2023 school year.

Members for this year are:

- Committee Co-chair, Greg Hockley, District Principal;
- Committee Co-chair, Sandy Singh, District Principal;
- Katrina Russell, President, North Vancouver Teachers' Association;
- Tammy Delay, Association's Professional Development Chair, Representative for the North Vancouver Teachers' Association;
- Adam Baumann, Director of Instruction;
- Kendra Arkinstall, Vice-Principal, Representative for the North Vancouver Administrators' Association;
- Susan Teegen, Principal, Representative for the North Vancouver Administrators' Association;
- Suzette Dohm, Principal, Representative for the North Vancouver Administrators' Association;
- Amy Wright, Elementary teacher, Representative for the North Vancouver Teachers' Association;
- Kelly Lindahl, Secondary teacher, Representative for the North Vancouver Teachers' Association;
- Claudia Panton, Secondary teacher, Representative for the North Vancouver Teachers' Association;
- Angelee Bulsara, Elementary teacher, Representative for the North Vancouver Teachers' Association; and
- Kirstin Gill, Elementary teacher, Representative for the North Vancouver Teachers' Association;

The steering group of the Committee initially met in November 2022 to formally identify the Reporting Order as the primary focus of the Committee and discuss the upcoming framework announcement. In January, a second meeting of the Steering Committee focussed on the planning of the larger meeting with all the Committee members. At the March 2 meeting, one Committee representative from each school site and one administrator attended. This meeting was an opportunity for school-based representatives to provide input into the seven identified key areas of the new reporting order: Informal Updates (Conferences), Written Updates (Report Cards), the new Proficiency Scale, Determination of Grades, Descriptive Feedback, Inclusive Assessment practices, and Self-Reflection of the Core Competencies and Goal Setting.

The feedback collected from the general meeting will be reviewed by the JEPIC Steering Committee on April 18, 2023. At this meeting, next steps for the implementation of the new Reporting Order will be determined and shared at the final general meeting in May. From there, school based JEPIC representatives can continue to collaboratively plan the necessary supports at their respective school sites in preparation for the full implementation of the new reporting guidelines next school year.

Schedule C.4
of the
Administrative Memorandum

Meeting Date: April 18, 2023 **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 not otherwise covered in the agenda.

Schedule C.5
of the
Administrative Memorandum

Meeting Date: April 18, 2023 **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.6....
of the
Administrative Memorandum

Meeting Date: April 18, 2023 **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.

**ScheduleD.....
of the
Administrative Memorandum**

Meeting Date: April 18, 2023 **Board** **Board, in camera**

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

Narration:

Date and Time	Event	Location
Tuesday, May 2, 2023 at 7:00 p.m.	Standing Committee Meeting	Education Services Centre 2121 Lonsdale Avenue North Vancouver
Tuesday, May 23, 2023 at 6:30 p.m.	Public Board Meeting	Education Services Centre 2121 Lonsdale Avenue North Vancouver
Tuesday, June 20, 2023 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.

**ScheduleE.....
of the
Administrative Memorandum**

Meeting Date: April 18, 2023 **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.