

**ADMINISTRATIVE MEMORANDUM**

**Meeting Place:**

Education Services Centre  
2121 Lonsdale Avenue  
Mountain View Room – 5<sup>th</sup> Floor  
North Vancouver, British Columbia

**Format and Date:**

PUBLIC BOARD MEETING  
Tuesday, June 21, 2022, at  
6:30 p.m.

		Estimated Completion Time
<b>A.</b>	<b>Call to Order</b>	
A.1.	Acknowledgments	6:30 p.m.
A.2.	Approval of Agenda (that the agenda, as recommended in the Administrative Memorandum, be adopted.)	6:30 p.m.
A.3.	Approval of Minutes (that the minutes of the Public Meeting of May 24, 2022, be approved as circulated)	6:30 p.m.
A.4.	Public Question/Comment Period *	7:00 p.m.
A.5.	Stakeholder Comment Period	7:30 p.m.
A.6.	Early Literacy Framework Presentation	7:40 p.m.
A.7.	Community Delegation: Scholarship Presentation	7:50 p.m.
<b>B.</b>	<b>Action Items</b>	
B.1.	Anti-Racism Steering Committee Report/Update	8:10 p.m.
B.2.	Five-Year Capital Plan 2023/24 (for Approval)	8:30 p.m.
B.3.	2022 Municipal Election Bylaw	8:35 p.m.
<b>C.</b>	<b>Information and Proposals</b>	
C.1.	Ableism Policy Update	8:55 p.m.

\* 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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PUBLIC BOARD MEETING  
Tuesday, June 21, 2022, at  
6:30 p.m.

	Estimated Completion Time
C.2. Public Board Meeting Structure Update	9:10 p.m.
C.3. Committee Reports - Written Update 1. Inclusion Committee 2. Occupational Health and Safety Committee	9:10 p.m.
C.4. Land Management - Written Update	9:10 p.m.
C.5. Superintendent's Report (including COVID-19)	9:20 p.m.
C.6. Report Out - BC School Trustees Association (BCSTA) and BC Public School Employers' Association (BCPSEA)	9:25 p.m.
C.7. Trustees' Reports/Highlights	9:30 p.m.
<b>D. Future Meetings</b>	9:30 p.m.
<b>E. Public Question &amp; Comment Period</b>	9:50 p.m.
<b>F. Adjournment</b>	9:50 p.m.

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

## 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, May 24, 2022.

**PRESENT:** K. Mann, Chair  
L. Munro, Vice Chair  
C. Gerlach (teleconference)  
M. Higgins  
C. Sacré  
M. Tasi Baker  
G. Tsiakos

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### A. Call to Order

Board Chair Kulvir Mann called the meeting to order at 6:30 p.m. and acknowledged the traditional territorial lands of the Sk̓wx̓wú7mesh (Squamish) Nation and səliłwətaʔt (Tseil-Waututh) Nation.

Moved by K. Mann

WHEREAS Section 67 of the *School Act* permits Trustees to participate in or attend a meeting of the Board by telephone or other means of communication if all Trustees and other persons participating in or attending the meeting are able to communicate with each other;

the Board hereby approves the participation by Trustee Gerlach in the May 24, 2022 Public Meeting by Microsoft Teams.

Seconded by C. Sacré

Carried

### A.1. Chair Mann's opening remarks

Chair Mann began by acknowledging that June is a month of celebration for year end activities and grad events and wished the Class of 2022 all the best as they get ready to embark on a new journey. On behalf of the Board of Education, Chair Mann congratulated Dr. Pius Ryan on his appointment as the North Vancouver School District Superintendent of Schools. Thanks was provided to Sylvia Russell, Acting Superintendent, for her work guiding the School District for the past few months.

### A.2. Approval of Agenda

Moved by K. Mann

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

Seconded by L. Munro

Carried

### A.3. Public Comment Period

The twenty minute comment period is intended to be relevant to the Board's mandate. The Chair requested that those wishing to speak should sign on the Public Comment Sign-Up Sheet.

There was no one wishing to speak.

### A.4. Stakeholder Comment Period

As per the motion passed on May 26, 2020, the Board of Education provided a twenty minute stakeholder comment period to allow stakeholders to speak to items on the Board of Education Agenda.

**A.4. Stakeholder Comment Period (continued)**

Executive members of the District Student Leadership Council (DSLCL), Anita Beauchamp, Maddie Walker and Moe Zhang, provided a final update to the Board of Education. The update highlighted seven general meetings, ten executive meetings and three Board of Education meetings. The executive members congratulated Dr. Pius Ryan on his appointment as Superintendent and thanked the Board for making students feel like their voice is valued.

**A.5. Approval of Minutes**

Moved by G. Tsiakos

that the minutes of the public meeting of April 12, 2022, be approved as circulated.

Seconded by C. Sacré

Carried

**A.6. Outdoor Safety and Emergency Preparedness Open House Presentation**

Lisa Dalla Vecchia, Communications Manager and Adam Baumann, Director of Instruction, provided highlights on the inaugural Outdoor Safety & Emergency Preparedness Open House Presentation at Argyle Secondary School on May 7, 2022. The event showcased the expertise of local emergency management partners and first responders who provided information sessions and workshops on outdoor safety and emergency preparedness.

**B.1. Proposed Revised Policy 203: Communicating Student Learning to Parents (Reporting)**

Greg Hockley, District Principal, Curriculum and Assessment (Secondary) and Careers and Chanin Smyth, District Principal, Curriculum and Assessment (Elementary) were invited to the table to present changes to Policy 203: Communicating Student Learning to Parents (Reporting).

Mr. Hockley and Ms. Smyth highlighted changes to the policy which aligned language with the Ministry of Education and Child Care. Clarification on Individual Education Plans (IEPs), communicating student learning, and timeline for reporting out was provided. Staff advised that further revisions may be needed pending Ministry changes to the reporting order.

Moved by M. Higgins

that the Board of Education approve Proposed Revised Policy 203: Communicating Student Learning to Parents (Reporting), as attached to this Administrative Memorandum of May 24, 2022.

Seconded by C. Sacré

Carried

**B.2. Proposed Revised Policy 409: Anti-Racism and Equity through Cultural Diversity**

With the support of the Anti-Racism Steering Committee, the Superintendent created a sub-committee to review Policy 409: Multi-Cultural/Race Relations, which was last revised in 2001. Rupri Samra-Gynane, Principal, École Handsworth Secondary, was appointed to chair the sub-committee.

Ms. Samra-Gynane updated the Board on the policy and acknowledged that the conversation of racism, equity and cultural diversity is constantly evolving and changing. Responding to Trustees' questions, clarification was provided on the participation of committee members, creating safe spaces for conversations, supporting individuals through reporting systems, and, changes to the Administrative Procedures.

Moved by K. Mann

that the Board of Education approve Proposed Revised Policy 409: Anti-Racism and Equity through Cultural Diversity, as attached to this Administrative Memorandum of May 24, 2022.

Seconded by G. Tsiakos

Carried

**B.3. Corporate Banking Services**

Board Chair Mann introduced the following routine bylaw and resolutions as a consequence of a new Director of Financial Services assigned signing authority.

**(A) Bank of Montreal – Banking Bylaw 1-2022**

Moved by C. Sacré

that Banking Bylaw Number 1-2022 be read a first time;

Seconded by G. Tsiakos

Carried

Moved by L. Munro

that Banking Bylaw Number 1-2022 be read a second time;

Seconded by G. Tsiakos

Carried

The Board unanimously agreed to proceed to a third reading of the bylaw.

Moved by G. Tsiakos

that Banking Bylaw Number 1-2022 be read a third time, passed, and adopted.

Seconded by C. Sacré

Carried

**(B) Toronto-Dominion – Resolution re: Bankers and Signing Officers**

Moved by G. Tsiakos

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

Seconded by M. Tasi Baker

Carried

**(C) BlueShore Financial – Resolution re: Bankers and Signing Officers**

Moved by L. Munro

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

Seconded by G. Tsiakos

Carried

**B.4. Trustee Stipend**

Secretary Treasurer Jacqui Stewart introduced this agenda item, noting that Section 71 of the *School Act* states that “a board may authorize annually the payment of remuneration to the chair, vice chair and other trustees, and...a reasonable allowance for expenses necessarily incurred by the trustees in the discharge of their duties.” The Board of Education’s Policy 107 outlines that in keeping with the *School Act*, Trustees shall receive an annual stipend, the amount to be set by Board resolution. The annual stipend is to be adjusted annually, each July 1, in accordance with the increase in the Vancouver Consumer Price Index (CPI).

Moved by M. Higgins

that the Board adopt Trustee Stipends for the Chair at \$31,421; the Vice Chair at \$29,834; and Trustees at \$28,988 effective July 1, 2022.

Seconded by M. Tasi Baker

Defeated

Against: C. Gerlach

A short break was observed.

**B.5. School District No. 44 (North Vancouver) Annual Budget Bylaw for Fiscal Year 2022/23**

As required under the *School Act*, the Board of Education must adopt its budget bylaw on or before June 30, 2022, for the 2022/23 fiscal year. Secretary Treasurer Stewart introduced this agenda item by sharing the budget process with the Board of Education and presented the 2022/23 Preliminary Annual Budget in the amount of \$213,338,434.

Secretary Treasurer Stewart, Executive Director of Human Resources Scott Stanley and Assistant Superintendents Chris Atkinson and Pius Ryan summarized the 2022/23 preliminary planning assumptions, highlighting student enrolment, revenues, staffing, and salaries and benefits. The presentation included specific impacts to the Board's Strategic Plan Goals for 2021-2031.

Staff highlighted programs and services included within the 2022/23 financial plan that align with Board priorities. Input received from consultation with the School District partner groups was presented, and staff identified ways in which those priorities have been incorporated into the 2022/23 financial plan. Concluding the presentation, staff summarized potential risk assumptions for the next year and highlighted the approval process.

The Executive team provided clarification and responded to Trustees' questions.

**Motion 1:**

Moved by C. Sacré

that the Board of Education restrict use of \$5,488,923 from the Accumulated Operating Surplus for the 2022/23 Preliminary Budget.

Seconded by G. Tsiakos

Carried

**Motion 2:**

Moved by L. Munro

that School District No. 44 (North Vancouver) Annual Budget Bylaw for fiscal year 2022/23 be read a first time;

Seconded by M. Tasi Baker

Carried

Moved by G. Tsiakos

that School District No. 44 (North Vancouver) Annual Budget Bylaw for fiscal year 2022/23 be read a second time;

Seconded by L. Munro

Carried

The Board unanimously agreed to proceed to a third reading of the bylaw.

Moved by M. Higgins

that School District No. 44 (North Vancouver) Annual Budget Bylaw for fiscal year 2022/23 be read a third time, passed and adopted.

Seconded by L. Munro

Carried

**Motion to Extend**

Moved by unanimous consent

to extend the meeting past 9:30 p.m.

**C.1. Elementary School Fees 2022/23**

Assistant Superintendent Chris Atkinson introduced this item and noted that, in accordance with Policy 706: School Fees, the elementary fees included in the Board Agenda Package for Trustees' information have been reviewed by school administrators consulting with appropriate staff, students and Parent Advisory Council. Assistant Superintendent Atkinson noted that the range of fees is based on cost recovery.

**C.2. Land Management Update**

The cover report provided updates on the Argyle Secondary replacement project, the Handsworth Secondary replacement project, the Lynn Valley expansion project, the Mountainside Secondary update and the Cloverley Elementary school project. Secretary Treasurer Stewart responded to Trustee questions including the timing of the Argyle artificial turf field.

**C.3. Tuesday, May 3, 2022, Standing Committee Meeting**

Trustee Linda Munro reported on the meeting that highlighted the current goals of public schooling and the North Vancouver School District's priorities that guide Indigenous Education. Examples of Indigenous curriculum, both universally embedded across the curriculum and targeted in Indigenous focused courses, were discussed.

**C.4. Superintendent's Report (including COVID-19)**

Acting Superintendent Sylvia Russell started by thanking the Board of Education and the North Vancouver community for engaging with her during her time as Superintendent. Congratulations was provided to new Superintendent Dr. Ryan who will bring a strong leadership experience and deep appreciation for the School District. An update on COVID-19 was provided, including a message of thanks for staff for maintaining a positive presence.

**C.5. Report Out - BC School Trustees Association (BCSTA) and BC Public Schools Employers' Association (BCPSEA)**

Trustee Mary Tasi Baker shared her appreciation for the BCSTA Annual General Meeting that was held in April.

Trustee Sacré shared that there is an exempt staff review occurring across the province and teacher staff bargaining continues.

**C.6. Trustees' Reports**

Trustees submitted their reports on their activities on behalf of the Board as follows:

- Meetings attended by Trustees included:
  - Public Board Meeting
  - In Camera Meetings
  - Trustee Seminar Meetings
  - NVSD Board and CNV Mayor and Council Dinner Meeting
  - NVSD Board and DSLC – Student Executive Dinner Meeting
  - Meeting with Host Nations – Squamish Nation and Tsleil-Waututh Nation
  - Policy Review Committee Meeting
  - Inclusion Committee Meeting
  - Audit Committee Meeting
  - Sustainability Committee Meeting
  - Board Chairs Meeting with BCSTA
  - Artist for Kids Committee Meeting
  - Argyle Cabaret Committee Meeting
  - Various PAC Meetings
  - Meeting with NVPAC Executive
  - CNV4ME Action Team Meeting
  - President's Council Meeting
- Events attended by Trustees included:
  - NVSD Outdoor Safety and Emergency Preparedness Day
  - Seycove Secondary Capstone Presentations

**C.6. Trustees' Reports (continued)**

- Westview Elementary Accessible Playground Event with MLA Bowinn Ma
- CNV Mayors Gala at Polygon Gallery
- BCSTA AGM
- Argyle Secondary Spring Performance
- Carson Graham Secondary – “Be Aware Fair” – Sustainability Week Event
- Various School Cleanups
- Stream of Dreams Mural Event at Seymour Heights Elementary
- CityHive Session on Advocacy
- City of North Vancouver Youth Awards Event
- NVRCMP Celebration Event for Police Appreciation Week
- Trauma Informed Workshop
- Metro School District’s Meeting

**D. Future Meetings**

<b>Date and Time</b>	<b>Event</b>	<b>Location</b>
Tuesday, June 21, 2022 at 6:30 p.m.	Public Board Meeting	Education Services Centre 2121 Lonsdale Ave, N 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.

There was no one wishing to speak.

**F. Adjournment**

The established agenda being completed, the Chair adjourned the meeting at 10:53 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:** June 21, 2022                       **Board**                       **Board, in camera**

**Topic (as per the Memorandum):**                      **Public Comment Period**

**Narration:**

As per the motion passed on June 21, 2016 the Board will provide a twenty (20) minute public comment period relevant to the Board’s mandate on a trial basis. Speakers will be allocated a maximum of two (2) minutes each. An additional ten (10) minutes will be provided for Trustee questions of clarification.

Speakers are requested to place their name on a sign up sheet in order to speak during the Public Comment Period. The sign up sheet will be available in the Board Room from 6:20 – 6:30 pm prior to the meeting’s commencement. The Chair will invite those wishing to speak in the order that their name appears on the sign up sheet.

When appearing before the Board, speakers are requested to state their name and address for the record.

During the Public Comment Period, as well as 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.

Speakers may speak only once at the Public Comment Period.

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

**Meeting Date:** June 21, 2022  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** **Stakeholder Comment Period**

**Narration:**

As per the motion passed on May 26, 2020, the Board of Education will provide a twenty (25) minute stakeholder comment period to allow stakeholders to speak to items on the Board of Education agenda (B and C items). Speakers will be allocated a maximum of five (5) minutes each. An additional five (5) minutes will be provided for Trustee questions of clarification at the end of the comment period.

Stakeholders will be invited to speak to the Board of Education in a rotating order each meeting. The Chair will invite those wishing to speak in the order that is determined prior to the meeting. For the June 21, 2022 Public Board Meeting, the following order will be observed:

- Canadian Union of Public Employees (CUPE Local 389)
- District Student Leadership Council (DSLCL)
- North Vancouver Administrators (NoVA)
- North Vancouver Parent Advisory Council (NVPAC)
- North Vancouver Teachers' Association (NVTAA)

When appearing before the Board of Education, speakers are requested to state their name for the record.

During the Stakeholder Comment Period, as well as 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.

Speakers may speak only once at the Stakeholder Comment Period.

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

**Meeting Date:** June 21, 2022  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** **Early Literacy Framework Presentation**

**Narration:**

The North Vancouver School District recognizes and values the importance early literacy instruction in the overall success of all of our students. It is a goal of the School District, as outlined in the Framework for Enhancing Student Learning, to improve literacy outcomes for all students.

Chanin Smyth, District Principal of Curriculum and Assessment – Elementary, will share highlights that support Early Literacy instruction in all elementary schools to build teacher capacity and ultimately support student learning. In particular, the Early Literacy Assessment tool will be highlighted as a key initiative to support literacy instruction across the primary grades.

Early Learning Teacher Facilitators, Sarah Dawson and Debbie Dudley, will join Chanin Smyth to outline key initiatives that have been implemented in the 2021/22 school year.

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

**Meeting Date:** June 21, 2022  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** **Community Delegation: Scholarship Presentation**

**Narration:**

Clint Morrison, resident of Burnaby, has requested a delegation in front of the Board of Education to share information and background on scholarships that he is presenting to the North Vancouver School District. These scholarships are offered to students in the North Vancouver School District with neurodevelopmental disabilities.

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

**Meeting Date:** June 21, 2022  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** **Anti-Racism Steering Committee Report/Update**

**Narration:**

At the September 22, 2020, Public Board Meeting, the Board of Education passed a motion for the Superintendent to create a BIPOC inclusive Representative Working Group (“Anti-Racism Steering Committee”) to explore the prevalence of explicit and implicit racism and micro-aggressions within the North Vancouver School District. The working group was directed to create a set of recommendations for the Board’s consideration.

At the June 22, 2021, Public Board Meeting, the Superintendent updated the Board of Education on the work the Anti-Racism Steering Committee completed to date, including recommendations that were presented in the *Report from the Anti-Racism Steering Committee*. On November 9, 2021 a further update was provided, sharing highlights on the initiatives that the Anti-Racism Steering Committee had completed to date.

Student Co-Chairs Mabel (Tesaxlewet) Nahanee and Jessica Day, with Siyameythai-Rose Greene, District Principal of Indigenous Education and Equity in Education, will present a final report with recommendations from the Anti-Racism Steering Committee.

**Attachment:**

Final Report from Anti-Racism Steering Committee

**RECOMMENDED MOTION:**

that the Board of Education accept the report from the Anti-Racism Steering Committee; and,

that the Board of Education direct the Superintendent or designate to create an implementation plan (multi-year) and update the Board in December 2022.



Artwork by Layla, Grade 5 Student at Highlands

# Report from the Anti-Racism Steering Committee

Report to the Board of Education

June 21, 2022

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# 1.0 Board Motions

## 1.1 September 22, 2020

At the Public Board Meeting of September 22, 2020, the Board recommended and passed the following motions:

**"that the Board of Education direct the Superintendent to create a Representative Working Group to explore the prevalence of explicit and implicit racism and micro-aggressions within the North Vancouver School District; and,**

**that the Superintendent report at the October Public Board of Education Meeting with a proposed plan that includes:**

- **Draft Budget;**
- **Draft Framework for a BIPOC inclusive Representative Working Group;**
- **Draft Proposed facilitator(s) (preferably a member of the BIPOC community with experience in facilitating community engagement processes on Race and Inequality);**
- **Draft Terms of Reference for the Representative Working Group; and,**
- **Draft Tentative Engagement Plan- including various methods to engage students, staff and the larger community;**

**and, that the Representative Working Group create a set of recommendations for consideration that are presented to the Board of Education at the June 2021 Public Board meeting."**

## 1.2 October 22, 2020

At the Public Board Meeting of October 22, 2020, Superintendent Mark Pearmain reported on the work that has been started with the Anti-Racism Steering Committee including a draft Terms of Reference, Budget, Steering Committee Membership and Engagement Plan. The Board passed the following motions:

**"that the Board of Education accept the Terms of Reference, Budget, Engagement Plan and Steering Committee Membership; and,**

**that the Superintendent host the inaugural meeting of the Anti-Racism Steering Committee no later than November 30, 2020."**



## 2.0 Anti-Racism Steering Committee

At the September 22, 2020 public board meeting, the Board of Education directed the Superintendent to create a representative committee/group to explore the prevalence of explicit and implicit racism and micro-aggressions within the North Vancouver School District.

At the June 22, 2021 public board meeting, in its report to the Board, the Anti-Racism Steering Committee recommended the committee continue its work into the 2021-22 school year, to review the data provided by the focus groups and develop a strategy based on the feedback and develop a communications plan to promote awareness about the contributions of BIPOC Canadians.

At the November 9, 2021 standing committee meeting, the Anti-Racism Steering Committee presented an update on the survey, focus groups and policy work, conducted by Bakau Consulting.

### 2.1 Objectives

The objectives of the Anti-Racism Steering Committee are:

- To explore the prevalence of explicit and implicit racism and micro-aggressions within the North Vancouver School District;
- To create a safe and open space for dialogue regarding systemic or other forms of racism for students, staff and community;
- To develop and implement an engagement plan for students, staff and community members to provide insight and feedback to the North Vancouver School District on racism/systemic racism;
- To draft recommendations to the Board of Education for consideration to promote anti-racism within the North Vancouver School District.

### 2.2 Membership (2021-22)

Now in its 2<sup>nd</sup> year, the Anti-Racism Steering Committee consists of the Superintendent, the District Principal of Indigenous Education and Equity in Education, one representative from each of the School District employee groups (NVTAs, NOVA, CUPE) as well as two parent representatives (minimum one BIPOC) from the NVPAC, two student (minimum one BIPOC) representatives from the Student Leadership Council and one representative each from the Skwxwú7mesh and Tsleil-Waututh Nations. The committee appointed one Indigenous student and one Black student through consultation with committee members. Other persons with specialized skills may be appointed to the Committee from time to time and/or for specific purposes. The Superintendent or designate is the co-chair with the two student co-chair(s), as recommended by the committee.

## ANTI-RACISM STEERING COMMITTEE: STUDENT CO-CHAIR

# Jessica Day



**Jessica is a student at Carson Graham Secondary, and identifies as biracial, mixed with Jamaican and British heritage. Originally from London, England, she currently lives in North Vancouver with her family.**

When not doing homework, Jessica spends most of her evenings playing basketball. She also enjoys playing guitar, reading, hanging out with friends and spending time with her family, including her dog.

In her years at Carson Graham Secondary, Jessica has been involved in many of the programs the school offers. She has participated in volleyball, was a member of the Deep Cove Rowing Club, and has played for the basketball team since grade 8. She also spends some of her time as a COVID-19 Vaccination Site volunteer, helping the site run smoothly. With basketball being one of the main components in Jessica's life, she hopes to continue playing in post-secondary. Although she is not sure where or what she wants to study, she knows she wants to work with others, and better the world in some way.

Being a first-generation Canadian, Jessica has had her own unique experiences being biracial. With all the positive elements of this, she also has experienced some that are negative. Through her work with the NVSD Anti-Racism Steering Committee, she hopes to create a better environment in schools for current and future BIPOC students.

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the natural place to learn™

ANTI-RACISM STEERING COMMITTEE: STUDENT CO-CHAIR

# Mabel (Tesaxlewet) Nahanee



**Mabel (Tesaxlewet) is a member of the Skwxwú7mesh (Squamish) Nation. She lives on Xwméłch'tstn Uxwumixw (Capilano). Mabel's hobbies and interests include playing guitar, story telling, and travelling across the Coast Salish territories to speak and dance at cultural gatherings.**

Mabel has enjoyed her years at Eslha7an Learning Center. She not only she feels she has developed strong friendships but also, enjoys the one-on-one support, singing, drumming and laughing.

Mabel's role model is the infamous Steven Tyler. When she graduates, Mabel would like to pursue a career performing in a band. If that does not work out, she plans to become a longshoreman as many family members have before her.

Mabel is actively involved in Skwxwú7mesh cultural events. As she says, "Culture is just who I am. It's part of my life, and I was born into it." Mabel enjoys the feelings and vibes as she participates in blessings. Some of the cultural work Mabel participates in include canoe blessings, cedar bow brushing and Pow Wow dancing. She also enjoys spending time at the Shaker Church and the winter season at the Smokehouse.

Mabel is the student co-chair on the NVSD Anti Racism Steering Committee whose purpose is to support diversity in schools. Mabel has enjoyed the experience, stating "It is important everyone has a voice and is represented." Mabel hopes the committee will help support more Indigenous youth in schools.

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Name	Position	Description
Pius Ryan	Co-chair	Superintendent
Siyameythai - Rose Greene	District/Co-chair	District Principal, Indigenous Education and Equity in Education
Valerie Jacober	CUPE rep	Behaviour Support Worker, Carson Graham Secondary
Sanjeet Johal	NOVA rep	Principal, Seymour Heights Elementary
Katrina Russell	NVTA rep	President, NVTA
Chris McKenzie	Member	Community Member
Zee Noorani	NVPAC rep	Parent
Vicky Sra	NVPAC rep	Parent
Anna Cayou	Słwxwú7mesh rep	Team Leader, EsIha7an Learning Centre
Kristen Touring	Tsleil-Waututh rep	Education Manager, Tsleil-Waututh Nation
Jessica Day	Co-chair	Student
Mabel (Tesaxlewet) Nahanee	Co-chair	Student
Estelle Sim	DSLCC rep	Student
Taralee Hallson	Admin Support	Executive Assistant, Superintendent's Office

Co-chairs met prior to each Anti-Racism Steering Committee meeting to plan the meeting agenda.

## 2.3 Meetings Summary (2021-22)

The Anti-Racism Steering Committee met virtually in 2021-22 on the following dates:

- September 28, 2021
- November 2, 2022
- January 25, 2022
- March 1, 2022
- April 19, 2022
- June 14, 2022

Topics discussed at the meetings in 2021-22 included ways to engage with racialized and marginalized groups, Black Excellence Day, Black History Month, policy review, surveys, focus groups, Bakau reports and celebrating diversity.

## 3.0 Bakau Consulting

Bakau Consulting was contracted to conduct a diversity and inclusion audit, facilitate engagement through focus groups and conduct a review of our current policies and procedures.

### Student, staff and parent survey:

Students, staff and parents were invited to participate in an anonymous survey in a pre-recorded video featuring student co-chairs Mabel (Tesaxlewet) Nahanee and Jessica Day on October 4, 2021. The survey closed on October 22, 2021.

### Student, staff and parent focus groups:

Bakau Consulting facilitated 2 student, 2 parent and 3 (1 management, 2 non-management) employee focus groups between October 2021 and February 2022.

## Student Voices

Below are the experiences students shared within the survey.

### Key Themes Identified

Racism	Sexism	Ableism
Homophobia	Antisemitism	Discrimination

## Parent and Caregiver Voices

This section includes the experiences of parent and caregiver respondents. Some points of resistance that were shared by parents and caregivers are explored in the next section on data analysis.

### Key Themes Identified

Racism	Ableism	Sexism
Homophobia	Anti-Semitism	

## Staff Voices

This section includes the experiences shared by staff respondents.

### Key Themes Identified

Racism	Power Imbalance	Sexism
Discrimination & Harassment	Homophobia	

### Report:

Bakau Consulting provided the *Equity, Diversity and Inclusion* report to the Superintendent and District Principal of Indigenous Education and Equity in Education on February 25, 2022. The report was shared with the Anti-Racism Steering Committee on April 20, 2022. The report findings helped form the basis for the recommendations to the Board of Education.

## 4.0 Policy Work

Board Policy 409: Anti-Racism and Equity through Cultural Diversity (formerly Multi-Cultural/Race Relations) was last revised on September 25, 2001. A policy review sub-committee was created to review this policy.

### 4.1 Policy 409

The Policy 409 sub-committee was chaired by Rupi Samra-Gynane, Principal of École Handsworth Secondary School with membership comprised of representatives from CUPE, NOVA, NVPAC, NVTA. The sub-committee presented a revised draft policy and administrative procedures to the Anti-Racism Steering Committee on April 19, 2022 and to the District Policy Review Committee on April 25, 2022. Board Policy 409: Anti-Racism and Equity through Cultural Diversity was approved by the Board of Education on May 24, 2022.

### 4.2 Policies Scan – Equity, diversity and inclusion

Bakau Consulting conducted an audit of NVSD policies and procedures for equity, diversity and inclusion. The general recommendations in the *Policy Guidelines and Review* report for racism include:

- Including members/communities with lived experience related to the policy, and if none, provide training/resources;
- Ensuring the process is accessible for members participating that may have different needs;
- Ensuring everyone in the process has a shared understanding of the meaning of the values of equity, inclusion and anti-oppression;
- Ensuring the policy does not create barriers;
- Considering how the policy would be enforced, if the reporting process is clear, if there are barriers to reporting;
- Ensuring the policy is written in accessible language;
- Conducting annual review.

A number of policies were reviewed by Bakau Consulting, with specific recommendations to be used as examples when updating policy. These recommendations will be taken into consideration in future policy development and review.



### **4.3 Policies Scan – United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and Convention on the Rights of Persons with Disabilities (UNCRPD)**

At the February 15, 2022 public board meeting, the Board of Education approved a motion for the Superintendent to develop and implement an actino plan to bring all existing and future NVSD policies that are under the Board of Education’s jurisdiction and authority in alignment with UNDRIP.

At the April 12, 2022 public board meeting, the Board of Education approved a motion to include UNCRPD when scanning NVSD policies and administrative procedures for UNDRIP, DRIPA and Racism.

## 5.0 Recommendations to the Board for Consideration

- Review hiring practises to increase diversity within all staff employee groups;
- Implement mentorship programs to encourage and support racialized employees to take on high profile roles in the organization;
- Explore the opportunity to financially support racialized/Indigenous employees gaining credentials for new opportunities within the district;
- Engage the services of a consultant to review policy and administrative procedures with an anti-racism lens, taking into consideration the recommendations in the Bakau Consulting *Policy Guidelines and Review* report;
- Develop a team of Principals and Vice Principals to support the District Principal of Indigenous Education and Equity in Education with creating and implementing a multi-year plan to address anti-racism;
- Develop a program/plan for further opportunities for students, staff and parents/guardians to provide input and feedback about anti-racism;
- Develop a multi-year training program to educate staff across all sectors of the organization about micro-aggressions and other anti-racism topics.

# 6.0 Appendices

## 6.1 Bakau Report: Policy Guidelines and Review



**January  
2022**

# **POLICY GUIDELINES & REVIEW**

NORTH VANCOUVER SCHOOLS



Prepared by Bakau Consulting

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# **PART ONE**

## **Before we begin**

# Before We Begin

## Content Warning

This document contains mentions of slavery, Residential Schools and fat phobia.

## Limitations

While the guideline and recommendations are created from our expertise and EDI best practices, we may be missing some nuances of the day-to-day of what happens within North Vancouver Schools. This means that some pieces in this document may not be applicable. If this happens, we encourage you to examine the meaning behind the guideline or recommendation and apply it in a way that works for you. We also recognize that language and our understanding of these concepts such as equity, intersectionality and anti-oppression especially in the context of education will change over time. We recommend reviewing and adding changes to these guidelines when necessary.



# Key terminology

## Equity

Where equality means each individual or group of people is given the same resources or opportunities, equity recognizes that each person has different circumstances, and allocates the resources and opportunities needed to help make our experiences more equal. An equitable lens is one of the most powerful tools in this work, as it helps us acknowledge we are not all the same, and we do not all have the same access as everyone around us. Historically and currently, some folks have been centred – treated as neutral or default – while others have been treated as different, exceptional, or 'other.' Equity tells us to:

Notice how different folks are treated in society

Think critically about the effects

Strategize how to make things more equal based on current circumstances.

**Golden rule:** Treat others how you want to be treated.

**Platinum rule:** Treat others how they want to be treated.

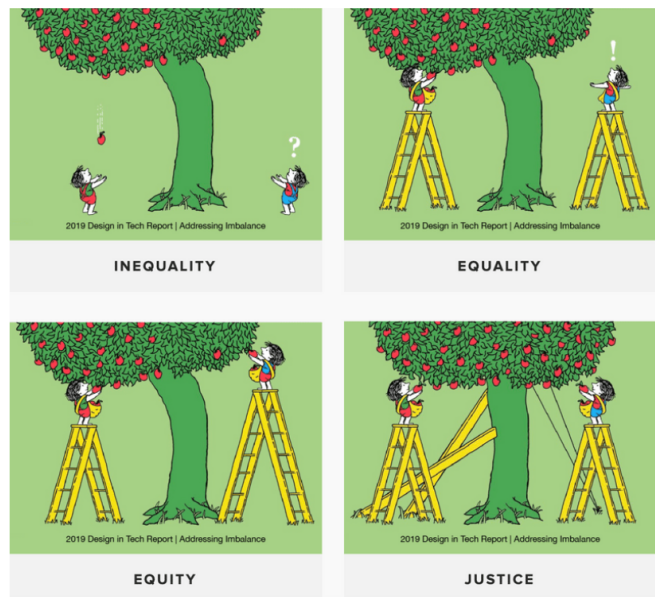
This is a principle of equity, because it acknowledges that our diverse experiences impact how we wish to be treated in this world; and that how I wish to be treated may differ from how you wish to be treated. Our analysis works with equity and the platinum rule.



**Equity:** needs based, grounded in current realities



**Justice:** hopeful, innovative; existence of structures that proactively ensure equality for all





# Key terminology

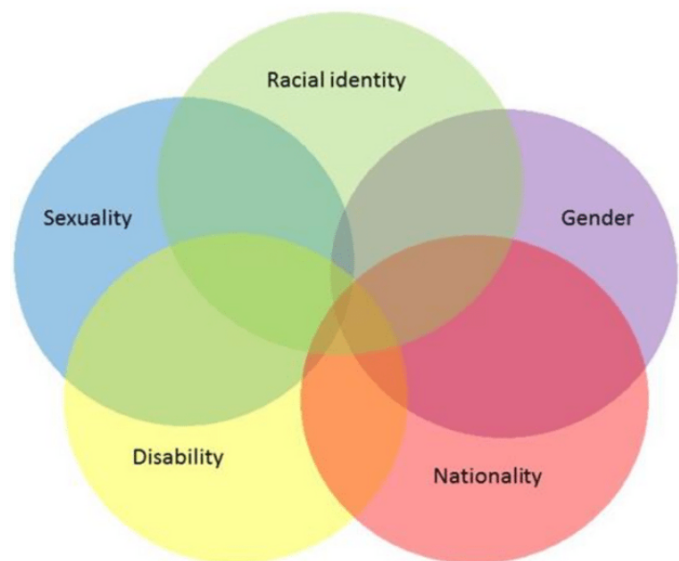
## Intersectionality

Intersectionality, coined in 1989 by Kimberlé Crenshaw, is the concept that all oppression is linked. We have multiple identities such as gender, race, sexuality, ability, religion, and more. These identities overlap and interact with one another, making our experiences unique and complex.

Intersectionality helps us see that we must consider everything and anything that marginalizes people. It pushes us to challenge our assumptions by seeing further detail and complexity. Shared lived experiences are a real thing, and other identities at play will lead to diversity **within** those shared experiences.

See the example identities on the image below (many more can be added too). Picture how where certain ones overlap, folks at the intersection of 2 identities would have distinct experiences from those who just held 1 of those identities.

Someone existing at the intersection of gender and race, for instance an Asian woman, will experience not only the affects of both racism and sexism, but also may experience harm specific to Asian women; unique from other non-Asian racialized folks. Her experience is unique from others within categories of gender and race, and unique even from the section where the categories overlap. Identities are complex and unique!



Intersectionality reminds us there is often more detail that must be considered in the ways we see the world. As you read this report, remember to use an intersectional lens; understanding how oppressions are complex and interconnected.

# Key terminology

## Marginalized and Centred

Many standards exist in society, even unspoken ones! Those who are centred in society are treated as neutral, or the default. Because unconscious bias is a first instinct that attempts to save us time (so we're not constantly pondering what to wear, what to eat, etc.), if we think of someone **first**, our brains may prevent us from spending the time thinking of others, which leaves them out (exclusion).



Identities that have been **centred** in North America include white, heterosexual, cisgender (same gender as assigned at birth), middle to upper class, non-disabled, Christian or areligious, and more.

Identities that have been **marginalized** include ones that fall outside of those listed above. These experiences are treated as different, or 'diverse,' and often aren't the first thought. A detriment of not being a 'first thought' is that in a rapidly moving society, you may not be thought of at all. Your needs, desires and magic may be missed altogether.

Equity means widening the centre to accommodate everyone; ensuring they are treated as important and sacred. It also means **prioritizing** folks who have been pushed to the margins (marginalized). Folks who have historically been centred are not in danger of losing their central spot; room is just being made for others.

When you welcome in a new roommate, you clean the house so they feel excited and comfortable entering the space. Once they enter, it doesn't mean **you** have to leave! Rather, maybe it means they help you keep the place neat and beautiful, share their strengths like their eye for interior design, and celebrate **your** strengths like your fragrant cooking and excellent taste in music. The space evolves based on a collective presence, which makes it better and better. It is equitable in that you've done what was needed to make your roommate feel just as central in the space as you do, even if you were there first, and now both of you enjoy the results.

# Key terminology

## Marginalized & Centred

When we centre a group, it doesn't mean we marginalize everyone else. It means we continue to place various folks at the centre based on needs and experiences.

People's needs fluctuate, so who is centred depends on context. Keep in mind, centring someone does not mean hierarchizing them or treating them as though they are better. Let's look at an example, I.E. Pride:

Pride is about fighting for LGBTQIA2S+ rights, honouring oppressive histories, and celebrating queerness in its many forms. On Pride, we specifically centre LGBTQIA2S+ folks because that is who we're talking about, commemorating, grieving, and celebrating. We don't centre cis straight folks because cis straight folks do not have the same histories and struggles that stem from their gender/sexuality as LGBTQIA2S+ folks do, and we're allowed to centre different things at different times (still thinking intersectionally – see this article).

This does not mean cis straight rights are compromised; it just means we focus on topics at hand, acknowledging their past and ongoing marginalization.

Centring is an exercise in equity and intersectionality. We will recommend centring throughout the report.

## Oppression & Anti-Oppression

Oppression is a state of being in which some benefit and others do not. It is an umbrella term that encompasses all different experiences of uneven power dynamics and opportunities. Those who don't benefit from the systems in place experience many repercussions that range from extremely subtle to extremely explicit; all of which are connected to the broader systems of oppression.

Anti-oppression is a lens and practice of noticing, naming, and mediating oppression, looking towards a future of justice and equality for all. Anti-oppression focuses on injustice at all levels: systemic, interpersonal, and everything in between.

# Key terminology

## Ableism

Ableism is the discrimination of and social prejudice against people with disabilities which is built on the belief that able-bodied people are superior. It defines people by their disability and brushes entire groups of people as 'less than.' At its heart, ableism is rooted in the assumption that disabled people require 'fixing' and defines people by their disability.

Ableism in our society can be found in many different places. Examples include:

- Our everyday language includes jokes, euphemisms such as labelling something or someone as 'crazy'.
- Limiting the interactions of children with disabilities to those without.
- Not including disability justice or resources from authors with disabilities in the curriculum.
- Lack of access and accommodations such as access to buildings, rooms, elevators, lack of closed captioning, ASL interpreters at meetings etc.
- Disregarding experiences of people with disabilities because of their disabilities.
- Not hiring people with disabilities.

## Intentions

What becomes clear often in this work of unlearning is that there is a gap between our intentions and the impact felt by our actions and words. We often may be unaware of our own power and privilege and our learning might come at the expense of someone else. In our anti-oppression learning, we need to become aware that good intentions do not mitigate the harm caused.

If someone accidentally steps on your foot, even if you know it was not on purpose, it does not take away the pain. What if you had a previous injury and this has caused you more pain? What if you reacted appropriately to the pain you felt?

When we understand how someone may have been harmed by systems of oppression before and we add to that pain, their pain may be amplified regardless of our intentions. Working from this understanding allows us to see the intricacies of anti-oppression and acknowledge impact over intentions.



## **PART TWO**

# **Guidelines for Drafting and Reviewing Policy**

# Policy Guidelines

## GUIDELINES OVERVIEW

Below are the starting guidelines in how to approach policy creation and review from the point of equity and intersectionality. By no means are these guidelines finite and complete; the aim is for North Vancouver School and the Board to begin to build upon these guidelines as they consult with relevant stakeholders and as they deepen their work on equity, diversity and inclusion.

## GETTING STARTED

Embarking on reviewing or drafting new policies and procedures can feel like a daunting task. Here are some questions you can ask in your preparation.

### WHY IS THIS POLICY BEING REVIEWED OR DRAFTED?

#### REVIEWED

- Is this part of an annual review?
- Was there a request to review?
  - If so, what was the reason?
  - Is it one request or multiple requests?
- When was this policy last updated?

#### DRAFTED

- Is this the first time the drafting of this policy has been raised?
- What was the reason for deciding to draft this policy now?
  - Has an incident occurred?
  - Was there a request?

Establishing the reason as to why the policy is being reviewed or drafted creates the foundation from which you can start to build. It also enables you to assess any potential issues that might arise in the future concerning the policy.

### WHO IS PART OF THE PROCESS?

- Are there members on the Board who have lived experience related to this policy?
  - If they do not have lived experience or are not part of the community, what training and resources are provided?
- What community(ies) are invited to participate?

# Policy Guidelines

## GETTING STARTED

Who is involved in the process is arguably one of the most important aspects as well as HOW they will be involved.

### HOW WILL THEY BE PART OF THE PROCESS?

- Are there multiple points of participation offered?
  - Not just participation at the beginning or the end but through the entire process.
  - Will it be all online? In-person? Hybrid model?
  - What time of day will the meetings be?
- Is the process accessible for folks participating that may have different needs?
  - E.g. Languages offered, interpretation such as ASL provided etc.
  - How can folks communicate their access needs?
- How is the power to decide on this new policy or edits distributed?

## "NOTHING ABOUT US, WITHOUT US"

*Michael Masutha & William Roland*

### WHAT VALUES GUIDE THIS PROCESS?

- Are the North Vancouver School District's values at the core of this process?
- How will you incorporate the values of equity, inclusion and anti-oppression into this process?
- Does everyone involved in this process have a shared understanding of the meaning of these values?
  - How can you ensure that there is shared understanding?
  - What resources or training are available?

# Policy Guidelines

## REVIEW AND DRAFTING

Though the drafting of policies may require more groundwork, whether you are reviewing or drafting, the following questions can help you.

### GOAL, SCOPE AND ACCOUNTABILITY

- What is the goal of this policy?
  - Is that clear in the text?
  - Does this goal create any barriers for folks?
  - How does this policy exist and interact with other policies in place?
  - Is the goal in line with equity, inclusion and intersectionality?
- Who does this policy apply to?
  - If only a certain group, why?
- Does this policy create any barriers for folks?
- How is this policy enforced?
  - What is the process and where can that be found?
    - Is the reporting process clear?
    - Has there been feedback on this process?
  - Can you identify any barriers to reporting?
    - Is there a chance law enforcement will be involved?
      - If so how are you mitigating the potential trauma that marginalized folks could experience as a result of this interaction?
    - Are there disciplinary actions outlined?
  - Who has the responsibility to oversee this policy?
    - What sort of bias and barriers might that introduce?
  - What is the responsibility for those who this policy applies to?
    - Is there a responsibility to report if they witness a breach of this policy?

Policies should be clear. It should be easily understood what the goal of the policy is as well as who is protected by it. It is also important to examine the goal of the policy. We don't know what we don't know until we know. Sometimes this means unintentionally causing harm or leaving people out. This is why community consultation with folks who will be directed impacted by this policy is important.



# Policy Guidelines

A clear and fair process of accountability where there is trust in the process is important. Without trust, incidents can go unreported. Without a process where there is clear accountability, further harm can be caused.

## REVIEW AND DRAFTING

### ACCESSIBILITY & TERMINOLOGY USED

- Is it written in accessible language?
  - Are there definitions added where needed?
  - Can we challenge our assumptions that everyone comes from the same point of understanding? How can we bridge that gap?
  - What languages is this policy offered in?
  - Is the language used gender- neutral? (Using gendered language only when it is absolutely necessary)
- Where and how is this policy available to everyone?
  - Can it be found easily?
  - Are hard copies available?
- Did you check for ableist terminology and content?
- What resources are you using to understand the most up-to-date terminology?
  - Who wrote the resource? Do they have lived experience?
  - Is it published by an organization? Who was consulted for the resources?
- What steps are you taking to mitigate accessibility needs that cannot be accommodated?

Language and our understanding of issues are changing constantly. We are also surrounded by so much information it can be difficult to sift through and find the most reliable and up-to-date resource. We recommend centering the voices of those folks with lived experience who are part of the process. In addition, any resource used should be examined as to who the author is and when it was written. While lived experience should always be treated as expertise, remember that your learning can come at the expense of someone's emotional labour. The Board should also be aware that even if someone has lived experience, they are not speaking for everyone who may share part of that lived experience. Relying solely on one person's experience can mean that their ideas, opinions and experiences are tokenized.

# Policy Guidelines

## REALITY TESTING

Once the review or drafting is complete, it's important to reality test it. Of course, it is not possible to anticipate every problem where this policy might face and so the continued annual review with repeated reality testing is necessary in this process.

### WHAT IF?

- What if a member of a marginalized group feels disproportionately impacted and/or not considered in a specific policy?
  - How will you respond without slipping into denial or defensiveness?
- What if you are met with resistance from historically privileged and centred groups?
  - Is there a plan for the roll-out of this policy?
  - What informational sessions will be provided?
- What if those enforcing these policies do not understand the lens of equity, anti-oppression and intersectionality?
  - Does the process outlined provide that support?

One place that can give you a lot of information on what sort of specific reality testing questions you can ask is the equity audit report. The audit report will give you an idea of some of the areas where issues may or have arisen in the past that might be impacted by the particular policy you are reviewing or drafting. The policies revised and drafted should be flexible and be able to adapt to multiple situations. With equity and intersectionality at the core, we understand that every single one of us has different needs. Reality testing against potential and known incidents, examples and groups who may be most impacted by it will show you how flexible the policy is.

# Policy Guidelines

## BARRIERS

A barrier in these guidelines is considered to be anything that prevents someone from being included, represented or protected through the policy process as well as in the actual policy itself.

Barriers, especially when looking at policy, are often systemic. The system in which we are in Canada centres and favours some folks while pushing others to the margins (see key terminology section). These systemic barriers, especially if not personally impacted by them, can be difficult to spot as they can be covert. This is one of the reasons why ensuring that those who will be directly impacted and/or who have lived experience regarding the topic of the policy cannot be missed. Here are some points to consider around barriers.

### Intersectionality

We know from intersectionality that people with their intersecting identities have various experiences related to the systems of oppressions in place. (see key terminology) It is important to ask in the review and drafting stage, how people with marginalized and intersecting identities may be impacted by this policy.

What are some potential or known barriers faced by:

Racial and/or ethnically marginalized folks?

People with disabilities?

People with neurodivergence?

Queer (used as an umbrella term here) folks?

Folks in lower socio-economic classes? etc.

What about someone who is queer and ethnically marginalized?

### Resources

Lack of resources may also be a barrier for not only folks but also for necessary changes to be made to policies. It can also impact the consultation stage where a lack of resources can impact how various community members will be included.

### Resistance

When challenging systems that have been in place and considered the norm, it can cause discomfort and resistance to arise. This can happen in many different ways; some covert and others overt. While open discussion and working through these feelings is important, the Board should also be mindful for these points of resistance not to detract from the goal of this work.

**PART THREE**  
**Policy Review**

# Policy Review

## Overview

In our review of existing Board policies, the following were examined:

### Series 200 – Instructional Program and Services

- Policy 201: Learning Resources for Classroom Use

### Series 300 – Student Conduct and Welfare

- Policy 301: Student Safety and Welfare
- Policy 302: Student Conduct
- Policy 303: Student Health Services and Medication Management
- Policy 304: Anaphylaxis
- Policy 305: Health promotion in schools
- Policy 306: Suspected Child/Youth Abuse
- Policy 307: Emergency Management and Response for Schools
- Policy 308: Use of Physical Restraint or Seclusion
- Policy 309: Provision of Menstrual Products to students
- Policy 310: Concussion Awareness, Prevention and Management

### Series 400 – Parent and Community Relations

- Policy 405: Political/Religious Activities or materials
- Policy 406: Resolving Concerns Regarding Personnel, Programs or Procedures
- Policy 409: Multicultural/Race Relations
- Policy 412: Supporting Sexual Orientation, Gender Identity and Gender Expression

### Series 500 – Human Resources

- Policy 505: Employee Welfare

# Policy Review

## Overview

Below we have outlined the findings and recommendations of the specific policies we reviewed. Our intention is for these specific recommendations to be used as examples that the Board can use in conjunction with the guidelines developed above. The above policies were reviewed. However not every policy required a note, this is why you won't see a finding and recommendation for every single policy listed. We also try not to repeat recommendations so some of the points listed may be applicable to others. It is our understanding that all policies will be reviewed in the months to come by the Board.

## Findings & Recommendations

### Policy 201: Learning Resources for Classroom Use

- Propaganda is referred to but not defined in the policy or the Administrative Procedures.
  - Providing a clear definition with examples of what is and what is not propaganda will ensure that the word is not incorrectly used to any material that challenges what is considered "the norm". As North Vancouver Schools dive deeper into the work of equity and anti-oppression, ensuring a common understanding of terms such as "propaganda" is imperative. This work of unlearning and identifying systems of oppression can be uncomfortable and be subject to resistance. Education, though some argue can be thought of as propaganda in certain cases, is truth-telling and propaganda is not. Education is rational and propaganda is not. Education is motivated by service to society as a whole; propaganda is devoted to advancing the interests of a special group. Making these distinctions as well as the importance of education is crucial in being included in a policy that mentions propaganda.
- It is stated that learning resources are to be "free from bias".
  - We all have bias and oftentimes, it is unconscious bias thus it is not possible for what we say, think and teach to be completely free from bias. Curriculums and resources are created by people and this leaves room for much unconscious bias to enter. Staff and students should be encouraged and taught how to question their assumptions, thoughts and actions as a way to disrupt unconscious bias.

# Policy Review

## Findings & Recommendations

- Gender stereotyping is prohibited.
  - Stereotyping can occur not just when it comes to gender. People can be stereotyped for multiple factors such as race and socioeconomic status. Working from an intersectional lens, we know that systems of oppression affecteds folks with different lived experiences. If we focus solely on gender stereotyping, the experience of a white cisgender female may be equated to that of a Black cisgender female. Doing so disregards the experience and barriers faced by the Black cisgender female through her intersecting identities.
- One of the conditions of learning resources is that they must be "identified as authentic First Nations peoples resources."
  - This is incredibly powerful to add as a requirement in this policy and aligns with the North Vancouver School's goals of reconciliation. We recommend extending this to encourage the use of resources from folks with lived experience on the topic being covered.
- The Administrative Procedure refers to "minority groups".
  - As outlined in the terminology section, we recommend the use of the term "marginalized groups/folks". Marginalized focuses on bringing people to the centre of the circle and this is not conditioned to their numbers in a certain circumstance. The use of "minority" and "majority" to describe the presence or absence of certain people will always create an environment where presence and voice are connected to numbers. Using marginalized is more purposeful as it refers is accurately describes how certain folks are left out of the center.

### Policy 301: Student Safety and Welfare

- Personal, physical and emotional well-being is mentioned but does not specify definitions and examples of each.
  - Providing as much clarity including examples is not only important when considering accessibility, it also ensures that each school is building upon a shared understanding.

# Policy Review

## Findings & Recommendations

- Parents are mentioned but caregivers or guardians are not.
  - It is important to be as inclusive as possible especially on policy documents that have obligations and can have a real impact on those within the North Vancouver School District.

### Policy 302: Student Conduct

- An update to the protected grounds should be incorporated to reflect Bill 18 - Human Rights Code Amendment Act which added Indigenous identity and placed before "race".
- If a student with a disability is unable to comply with behaviour expectations, "special considerations may apply" is stated.
  - We recommend linking any other policies that the Board has to help schools navigate these decisions in a proactive way.
- "Special needs " is used to refer to students with disabilities.
  - Using words such as "special" to describe those with disabilities is considered ableist. Referring to education for people with disabilities as "special" infers that they are different from those without disabilities. These terms and the specifics of this policy should be reexamined with consultation from people with disabilities. While those who have disabilities can use terms in the ways they want to, as general policies for the District, these words should be replaced. We also recommend the use of person-first language if you do not have any disabilities when referring to people with disabilities.
- "Orderly" is mentioned but examples and a definition are not given.
  - Providing details on what that looks like in the day-to-day of schools and classrooms may be helpful. The resource linked to "Safe, Caring and Orderly Schools" brings you to Safe and Healthy Schools page. The URL contains "safe, caring and orderly schools" so it could be that this page was updated recently. However, it may not be helpful for those who are looking for more resources on caring and orderly schools.
- The examples listed of acceptable behaviours students for are great.
  - Though the definition may be found elsewhere, we recommend adding the definition of "tollable" adult.



# Policy Review

## Findings & Recommendations

- Student involvement in the development of meaningful consequences for violations of the code of conduct is a wonderful encouragement.
  - More guidance around how this is created is recommended. For example, do North Vancouver Schools work from a place of trauma-informed practice and restorative justice?
- Reference to the serious breaches and the school admins having the responsibility to advise other parties such as police is mentioned.
  - A wider conversation may be needed to address the presence and involvement of law enforcement in schools. While there is a legal obligation to report serious incidents to law enforcement, the Board should outline examples where law enforcement may be absolutely necessary as well as provide alternative supports that can be called upon. In addition, we recommend an acknowledgement that some marginalized groups have been mistreated by law enforcement to reiterate why law enforcement is called only when absolutely necessary. While we are unaware whether discussions have been held regarding the North Vancouver RCMP's Youth Intervention Unit (YIU) in North Vancouver Schools, some other districts, namely Vancouver School Board and New Westminster Schools have decided to end their School Liason Programs (SLO) after hearing feedback from the Black and Indigenous student populations.

### Policy 303: Student Health Services and Medication Management

- Immunization of students is mentioned.
  - We believe that immunization of students is important, not only from an individual perspective of each student's own health but also from the point of view of community care. We also recognize that some marginalized folks, especially those who are Black, Indigenous and/or members of the 2SLGBTQIA+ communities may have hesitancy towards immunization due to medical trauma and medical racism they have experienced and witnessed. North Vancouver Schools should provide additional resources that schools, parents and guardians and students can have access to if needed.

# Policy Review

## Findings & Recommendations

### Policy 305: Health Promotion in Schools

- What is included under "health" is not stated.
  - We recommend specifically mentioning mental and sexual health.
- Does not mention fatphobia (the fear and shaming of fat bodies) and sizeism (discrimination against someone's size) which is often linked in the conversation of healthy eating.
  - Sabrina String's Book "Fearing the Black Body: The Racial Origins of Fat Phobia" (2019) draws the connection that fatphobia at its core is rooted in anti-Blackness and is built from slavery where the distinction of whiteness and Blackness needed to go beyond the skin colour. Nowadays, the conversation around "obesity" and weight is connected to the concept of "laziness" and disease. We recommend the Board provide guidance so that when each school is developing their policies and making decisions around healthy foods, the discussion starts with this common understanding.
  - Another aspect we cannot ignore is the legacies of the Residential Schools that impact Indigenous peoples to this day. Research shows that there is a connection between the conditions of Residential Schools including the nutrition, or the lack of, provided for has a role to play in "determining the current health problems faced by residential school survivors and their families." This understanding should also be taken into consideration when discussing policies around health and food.

### Policy 308: Use of Physical Restraint or Seclusion

- Does not specifically mention trauma-informed perspective.
  - The policy provides clear guidance on when and how to use physical restraint. We recognize that there may be times when these measures need to be used but linking back to other policies or Administrative procedures that outline trauma-informed practices may help to mitigate the harm that can be caused by physical restrains and seclusion. Additionally, we recommend outlining the impacts of potentially further traumatizing students.

# Policy Review

## Findings & Recommendations

### Policy 405: Political/Religious Activities or materials

- Proselytze is defined but examples are not provided.
  - Distribution of materials and meetings are outlined, if more examples are provided for what else falls under the definitions, it may be helpful.

### Policy 406: Resolving Concerns Regarding Personnel, Programs or Procedures

- Anonymous complaints are not handled.
  - Given the obligation of the Board to ensure that reports, especially those serious in nature such as harassment and discrimination are handled, it makes sense for the District to not accept anonymous complaints. We recommend that any policy created around this also outlines the reason why anonymous complaints are not accepted. Reporting an incident is difficult. By providing a clear explanation of why anonymous complaints cannot be taken may build trust that reports will be taken seriously. In addition, it is stated that retaliation will not be tolerated but does not include all the ways retaliation can take place, including covert forms. We recommend including examples as well as a definition of retaliation. Steps someone could take if they feel they are being retaliated against are also important to include.

### Policy 409: Multicultural/Race Relations

- The policy recognizes the growing diverse cultures in North Vancouver and in this recognition of this cultural diversity, the Board "endorses and promotes the concept of active and positive multiculturalism within its schools."
  - While recognizing the diversity around you and ensuring that difference is celebrated is necessary, this can unintentionally turn into tokenism and ticking the box exercise rather than cultivating an environment where authentic inclusion is at the core. Another important point to add would be the history of diversity in North Vancouver.
- Promoting cultural tolerance is encouraged by the Board.
  - We recommend adding in the definition that the Board uses for "tolerance." This statement from the former Secretary-General of the United Nations Ban Ki-moon gives some great points around tolerance.

# Policy Review

## Findings & Recommendations

### Policy 412: Supporting Sexual Orientation, Gender Identity and Gender Expression

- The Acronym used in this policy for Lesbian, Gay, Bisexual, Transgender, Two-Spirit, Queer and Queer Questioning folks is *LGBT2Q+*.
  - Recently, more and more organizations have been ensuring that Two-Spirit is placed at the front of the acronym. This is to acknowledge that Two-Spirited people (recognizing that this is a universal term in English and there are many words for Two-Spirit that do not have English translations) have been discriminated against and persecuted since the beginning of colonization in Canada. We recommend consulting with Indigenous Peoples within North Vancouver Schools and in particular those who are members of the 2SLGBTQ+ community on this change.

### Policy 505: Employee Welfare

- The policy does not reference bullying or harassment but the Administrative procedures do.
  - We were unsure of why bullying and harassment were not mentioned in the policy and only in the Administrative procedures.
    - We recommend adding more examples to widen the scope of harassment to include microaggressions and gaslighting.
- The Administrative procedures address violence in the workplace.
  - It may be beneficial to link this to Policy 308 when dealing with students where there is a threat of violence.
- The superintendent providing "in service in conflict resolution".
  - Is there a point when an outside mediator may be engaged?
- The responsibility to report.
  - The policy and the Administrative procedures do not outline the responsibility in reporting if someone witnesses an incident.
- Gender language used.
  - In the Administrative procedures, "his or her" is used. We recommend replacing any gendered language with gender-neutral word of "they".

# **PART FOUR**

## **Resources & Readings**

# Resources & Readings

[Access Living – Ableism 101](#)

[All the Ways Hiring Algorithms Can Introduce Bias](#)

[BC Human Right's Clinic: Harassment](#)

[Brief on Systemic Barriers to Implementing Inclusive Education in New Brunswick](#)

[Courageous Conversations: Achieving Equity](#)

[Culture Fit vs Values Fit: A Look from Diversity](#)

[Decolonization in an Educational Context](#)

[Emergent Strategy: Shaping Change, Changing Worlds](#)

[How Racism Harms Children](#)

Mosby, Ian, and Tracey Galloway. "Hunger was never absent": How residential school diets shaped current patterns of diabetes among Indigenous peoples in Canada." CMAJ : Canadian Medical Association journal = journal de l'Association medicale canadienne vol. 189,32 (2017): E1043-E1045.  
doi:10.1503/cmaj.170448

Robertson, Heather-Jane. "Decolonizing Schools." The Phi Delta Kappan, vol. 84, no. 7, Phi Delta Kappa International, 2003, pp. 552–53

[Statement from former United Nations Secretary General Ban Ki-moon on Tolerance](#)

[StopBullying.gov/bullying/effects](#)

Strings, Sabrina. "[Fearing The Black Body: The Racial Origins of Fat Phobia](#)"

[The Long-Run Impacts of Same-Race Teachers](#)

[The Insidiousness of Unconscious Bias in Schools](#)

[Tips for Community Consultation](#)

# Resources & Readings

[Toolkit for Developing a Diversity and Inclusion Strategy](#)

[Vaccine Hesitancy in Black and Indigenous Communities in the US & Canada](#)

[What Does 2SLGBTQ+ Stand for?](#)

[WorkSafe BC: Bullying & Harassment](#)

# Thank you...

... for trusting us with this important project and we look forward to helping you on your journey to equity, inclusion and justice.





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

**Meeting Date:** June 21, 2022  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** **Five-Year Capital Plan 2023/24 (for Approval)**

**Narration:**

Each year, boards of education are required to submit a Five-Year Capital Plan identifying both major and minor capital funding priorities required for their school districts. In late March 2022, the Ministry of Education and Child Care issued instructions identifying the funding programs and requirements for the preparation and submission of the 2023/24 Five-Year Capital Plan. The deadlines for the submissions, using the Capital Asset Planning System (CAPS) online platform, will be as follows:

- Major Capital Programs – June 30, 2022
- Minor Capital Programs – September 30, 2022

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer. School districts may wish to provide Major and Minor Capital submissions by the June 30, 2022 deadline.

School districts are required to have a current Long Range Facilities Plan (LRFP) to support major capital priorities identified in their Five-Year Capital Plan submission. The LRFP is to incorporate consideration of demographic changes, enrolment patterns, residential developments planned in the community, facility condition, and capacity utilization.

Consultants were engaged to assist with updating the School District's LRFP in 2020. Given that there hasn't been any significant change to enrolment projections, the same plan was brought forward in 2021 and 2022. The updated projections highlight the same major capital requests, however the priority order has changed.

The major capital funding programs require projects to be prioritized over a five-year budget horizon. The current major capital funding programs that are applicable to the North Vancouver School District are:

- New School Program
- Site Acquisition Program
- Addition/Expansion Program
- Replacement/Renovation Program

The minor capital programs only require funds to be identified for a single budget year. The minor capital funding programs include the following:

- School Enhancement Program
- Carbon Neutral Capital Program
- Playground Equipment Program

The following Draft priorities have been identified for the 2023/24 Five-Year Capital Plan in the tables below:

## **Major Capital Funding Categories**

### New School Program

A new elementary school within the City of North Vancouver (CNV) to address enrolment growth is identified as a top priority.

Priority	Facility Name	Project Description	Project Cost
1	New CNV School	New 40K / 425E capacity school	\$43,187,637

### Site Acquisition Program

A funding request to support the acquisition of a site for a new future CNV elementary school is identified as a priority. This is preliminary order of magnitude estimate which would be further qualified once the priority is supported and moves forward to a feasibility study, which would take in factors such as land availability, etc.

Priority	Facility Name	Project Description	Project Cost
1	New CNV School	New CNV school site	\$58,000,000

### School Addition/Expansion Projects

Priorities based on Long Range Facilities Plan and enrolment projections.

Priority	Facility Name	Project Description	Project Cost
1	Lynnmour Elementary	Expand capacity from 20K/250E to 60K/450E	\$21,519,094
2	Carson Graham Secondary	Expand capacity from 1100 to 1400	\$21,954,851
3	Queensbury Elementary	Expand capacity from 20K/250E to 60K/400E	\$9,081,082
4	Westview Elementary	Expand capacity from 20K/225E to 20K/325E	\$6,777,248
5	Highlands Elementary	Expand capacity from 40K/350E to 40K/450E	\$7,196,654
6	Larson Elementary	Expand capacity from 40K/400E to 60K/475E	\$7,563,197

### School Replacement/Renovation Projects

Priorities based on a combination of facility condition with consideration to future enrolment.

Priority	Facility Name	Project Description	Project Cost
1	Seymour Heights Elementary	Replace with a new larger 60K/525E school	\$48,085,548
2	Ross Road Elementary	Replace with a new larger 60K/475E school	\$45,635,766

## **Minor Capital Funding Categories**

### School Enhancement Program

School Enhancement Projects are investments that will contribute to the safety and function of the school and will extend the life of the existing asset. Projects and priorities were identified with the use of the Ministry's Capital Asset Management System, consulting reports, and staff input. Eligible projects must be valued at more than \$100,000 but not exceed \$2,000,000. One project must be included that is valued at \$500,000 or less. School districts are limited to a maximum of 5 separate School Enhancement Projects limited to five priorities.

Priority	Facility Name	Project Description	Project Cost
1	Windsor Secondary	Building envelope and glazing systems renewal	\$2,000,000
2	Various Schools	Accessible washroom upgrades at multiple schools	\$1,200,000

3	Various Schools	Elevator and lift upgrades / modernization	\$600,000
4	Windsor Secondary	Large gym flooring renewal	\$500,000
5	Various Schools	Lighting upgrades at multiple locations	\$600,000

**Carbon Neutral Capital Program**

School districts are limited to five priorities. Projects must contribute to measurable emissions reductions, operational cost savings, align with Capital Asset Management Systems equipment renewal period and LRFP.

Priority	Facility Name	Project Description	Project Cost
1	Sherwood Park Elementary	Boiler system renewal	\$350,000
2	Blueridge Elementary	Boiler system renewal	\$350,000
3	Seymour Heights Elementary	Boiler system renewal	\$350,000
4	Windsor Secondary	Boiler system & piping system renewal	\$1,000,000
5	Carisbrooke Elementary	Boiler system renewal	\$350,000

**Playground Equipment Program**

The Ministry's funding eligibility is based on new or replacement playground equipment. Prioritization is given to schools that do not currently have playground equipment, and where students do not have easy access to nearby playground facilities. School districts are limited to three requests for universally accessible playground equipment up to \$165,000.

The requests below are prioritized based on requests from schools, facilities staff assessments, equipment age and condition, community access, proximity to parks, and equity between schools (including equity in terms of play space area to enrolment numbers).

Priority	Facility Name	Request
1	Sherwood Park Elementary	Universally accessible playground equipment
2	Eastview Elementary	Universally accessible playground equipment
3	Dorothy Lynas Elementary	Universally accessible playground equipment

Director, Jim Mackenzie and Assistant Director, Michael Chapman, from the Facilities and Planning Department will introduce and provide an overview the Capital Plan for the consideration of the Board of Education.

Attachment:

Five-Year Capital Plan 2023/24 Resolution

**RECOMMENDED MOTION:**

that the Board approve the proposed 2023/24 Five-Year Capital Plan as presented in Schedule B.2. of June 21, 2022.

In accordance with provisions under section 142 (4) of the *School Act*, the Board of Education of School District No. 44 (North Vancouver) hereby approves the proposed Five-Year Capital Plan for 2023/24, as provided on the Five-Year Capital Plan Summary for 2023/24 submitted to the Ministry of Education and Child Care.

I hereby certify this to be a true copy of the resolution for the approval of the proposed Five-Year Capital Plan for 2023/24 adopted by the Board of Education, on this the 21<sup>st</sup> day of June 2022.

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Secretary Treasurer Signature

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Secretary Treasurer Name

**Schedule B.3**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** June 21, 2022                       **Board**                       **Board, in camera**

**Topic (as per the Memorandum):**                      **2022 Municipal Election Bylaw**  
**Narration:**

General local elections in BC are held every four years on the third Saturday in October. The next general local elections will be held on October 15, 2022. Residents (who are eligible to vote) of the City of North Vancouver and the District of North Vancouver will vote in the municipal election for municipal councilors and board of education school trustees.

Under the *School Act* and the *Local Government Act*, the board of education may, by bylaw, determine various procedures and requirements to be applied in the conduct of trustee elections.

Secretary Treasurer Jacqui Stewart will provide an overview on the 2022 Municipal Election bylaw.

**Attachment:**  
2022 Municipal Election Bylaw

**RECOMMENDED MOTION:**

- that the 2022 Municipal Election Bylaw No. 2022 be read a first time;
- that the 2022 Municipal Election Bylaw No. 2022 be read a second time;
- that the 2022 Municipal Election Bylaw No. 2022 be read a third time, passed and adopted.

**Procedural Note:**  
(per section 68(4) of the *School Act*) the Board may not give a bylaw more than two readings at any one meeting unless the members of the Board who are present at the meeting unanimously agree to give the bylaw all three readings at that meeting.

**2022 MUNICIPAL ELECTION BYLAW NO. 2022**  
**June 21, 2022**

A BYLAW by the Board of Education of School District No. 44 (North Vancouver) (hereinafter called the "Board") to adopt a 2022 Municipal Election Bylaw pursuant to section 57(3) of the *Local Government Act* and section 38(5) of the *School Act*.

NOW THEREFORE the Board agrees to the following:

The Board of Education determines the following procedure be applied to the conduct of the School District No. 44 (North Vancouver) general school elections and by-elections should the results of the election be a tie as to avoid holding a runoff election.

NOW THEREFORE the Board enacts as follows:

**Determination of results by lot if tie vote after judicial recount**

1. If at the completion of a judicial recount the results of the election cannot be declared because there is an equality of valid votes for 2 or more candidates, the results will be determined by lot in accordance with section 151 of the *Local Government Act*.

READ A FIRST TIME THE 21st DAY OF JUNE, 2022;

READ A SECOND TIME THE 21st DAY OF JUNE, 2022;

READ A THIRD TIME, PASSED AND ADOPTED THE 21st DAY OF JUNE, 2022.

**CORPORATE SEAL**

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Secretary Treasurer

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

**Meeting Date:** June 21, 2022  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** **Ableism Policy Update**

**Narration:**

At the Public Board Meeting of April 12, 2022, the Board recommended and passed the following motion:

*"that the Board of Education direct the Superintendent, through the Policy Advisory Committee, to create a policy and administration procedures on ableism; and, that the committee include people with disabilities; and, that the Superintendent provide an outline on training and resources for all staff levels and students as we heard tonight; and,*

*that all NVSD policies and administrative procedures that are being looked at through the lens of UNDRIP, DRIPPA, Racism also include UNCRPD. And that the committee tasked with looking at the NVSD policies must include a person, or persons, with a disability; and,*

*that ongoing, annual training be provided to Trustees and staff on ableism; and,*

*that the Superintendent report back to the Board by the June public board meeting with a timeline and process for this policy work and training."*

**Update:**

The approach and support for this motion is threefold including an understanding of the legal framework, professional development, and policy development.

**Legal Framework** – The school district has engaged legal counsel to support the Board of Education in the understanding the concept of ableism within the existing legislative framework. The intent is for the Board of Education, as well as the Ableism Policy Sub-Committee to attend a workshop to help inform policy development and implementation.

**Professional Development** – Initial training at the universal, targeted, and intensive levels will be organized by the District Principal of Inclusive Education. A presentation and outline of the training will be provided by Janis Mann at the September Public Board Meeting. Further professional development will be informed by the work of the Ableism Policy Sub-Committee.

**Policy Development** – The Ableism Policy Sub-Committee will be co-chaired by Janis Mann, District Principal of Inclusive Education and Dr. Vince White, Director of Instruction. Partner group representatives have been appointed to the committee. The Board of Education representatives have yet to be determined. It is expected the committee will begin its work in the Fall 2022.

Given the importance and scope of this policy, it is anticipated that development of the policy will take up to 18 months. This timeline would allow for review of existing legislative frameworks, research on existing policies on ableism and thoughtful engagement with stakeholder representatives and the groups they represent. This process will also include opportunities to gather input from individuals with disabilities about their lived experience.

School district staff are preparing cost estimates for a scan and update of all policies and administrators, through the lens of UNCRPD as well as anti-racism.



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

**Meeting Date:** June 21, 2022  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** **Public Board Meeting Structure Update**

**Narration:**

The North Vancouver Board of Education, with support from the Superintendent, undertook a review of its public board meeting structure in an effort to establish best practices, increase efficiency, and focus the work of the Board during its public meeting.

Further, the Board of Education wishes to continue to provide a means for partner groups, members of the school community and the public to provide comments and questions online or by phone. Delegations wishing to address the board are still welcome at the beginning of the meeting.

With this in mind, the Board of Education will pilot a modified meeting structure starting with the September 2022 public board meeting.

The key changes to the meeting structure include:

- An opportunity for the public and education partner groups to send questions or comments related to the Board's mandate by email or phone (transcribed), which will be provided to all trustees prior to the meeting and will be addressed at the beginning of the meeting by the Board Chair; and
- A focused presentation on key educational initiatives in the school district at the start of each meeting; and
- School District Committee reports included for information in the board packages; and
- Time provided at the end of the meeting for the public and education partner groups to ask questions or provide comments in person or by email/phone (transcribed). Questions and comments received by email or phone (transcribed), will be circulated by the Secretary Treasurer to the Board.

The pilot is intended to be reviewed with the new Board of Education in January/February of the new school year.

**Schedule ...C.3....**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** June 21, 2022  **Board**  **Board, in camera**

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

**Narration:**

North Vancouver School District Representative Committees are formed to gather input and share information with partner groups on a particular aspect of the School District. Committees should have a terms of reference that specifies the chair of the committee (or how the chair is selected), number of meetings, composition of the committee and topics discussed.

Throughout the year, updates on School District Representative Committees will be provided in writing at each of the monthly Public Board Meetings for information.

**Attachment:**

Committee Reports - Written Update: Inclusion Committee and Occupational Health and Safety Committee

## Committee Reports - Written Update

### 1. Inclusion Committee

The Inclusion Committee is a joint committee, comprised of members from the Board of Education, North Vancouver Administrators, North Vancouver Parent Advisory Council, the North Vancouver Teachers' Association and the District Student Leadership Council. The Inclusion Committee is dedicated to advancing inclusive practice and advocating for supports and services that maximize success and independence for all learners. In the 2021/22 school year, the Inclusion Committee met four times through MS Teams on the following dates: November 17, 2021, January 26, 2022, March 2, 2022 and May 18, 2022.

Throughout the course of the school year, the Inclusion Committee engaged in thoughtful discussion and shared information on a variety of topics pertaining to Inclusive Education. Key themes this year were building understanding of ableism, trauma informed practice and establishing the Intellectual Disabilities and Autism Advisory Sub-Committee. The topic of ableism was introduced through a presentation by NVPAC Co-Chair, Jennifer Branston and followed by a discussion regarding how to build knowledge and understanding within schools. Janis Mann shared a presentation on trauma informed practice and neurodiverse learners that was first co-presented with Jeremy Church at an Administrator In-service Meeting.

A significant focus of the Committee this year was the introduction of the Intellectual Disabilities and Autism Advisory Sub-Committee Motion. The Committee spent considerable time discussing the Board Motion, following up with the Board to clarify the motion and then establishing processes and the format of the meetings. The Intellectual Disabilities and Autism Advisory Sub-Committee met on May 16, 2022. This Sub-Committee provided an important opportunity to centre student voice and create space for students with Intellectual Disabilities and Autism to share their perspectives and experiences.

Looking ahead to the 2022/23 school year, the Inclusion Committee will continue to focus their work on gathering information through the Sub-Committee, sharing the voices of students to support the goal of increasing understanding of neurodiversity, representation and belonging for all learners.

## **Committee Reports - Written Update**

### **2. Occupational Health and Safety Committee**

The Occupational Health and Safety Committee is required by the North Vancouver Teachers' Association and Canadian Union of Public Employees collective agreements. It is comprised of an equal number of representatives from North Vancouver Teachers' Association and Canadian Union of Public Employees and School District staff. The function of the Occupational Health and Safety Committee is to assist in creating a safe place of work and recommend actions which improve the effectiveness of the Occupational Health and Safety Program. In the 2021/22 school year, the Occupational Health and Safety Committee met three times.

Key themes discussed at the meetings were focused on bimonthly injury reports, with emphasis on violence in the workplace and injuries occurring on school fields and gymnasiums.

Looking ahead to the 2022/23 school year, the Occupational Health and Safety Committee will continue to focus on reviewing violence in the workplace by examining training materials and develop training/awareness tools for injury prevention on school grounds and in gymnasiums.

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

**Meeting Date:** June 21, 2022  **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 – June 2022

## **Land Management Update**

### **Argyle Secondary School – Seismic Replacement**

- No significant updates.
- All work related to the new school project is complete, with exception of the following:
  - Final planting is in progress.
  - Resolution of remaining outstanding deficiencies is ongoing.
  - Capital Project closure is in progress.
- Other projects yet to be completed:
  - New artificial turf field project (by DNV).
  - New outdoor sports court project (by DNV).
  - New outdoor basketball practice area (by Argyle).

### **Handsworth Secondary School – Seismic Replacement**

- No significant updates
- Resolution of contractor deficiencies is ongoing.
- Phase 2 work (demolition of the existing school) is in progress.
- Phase 3 work (final site improvements) will follow completion of Phase 2.

### **Mountainside Secondary School – Seismic Upgrade**

- Interior construction activities completed with a focus on resolving final deficiencies.
- Approximately sixty percent of the exterior site area is prepared to receive paving. Landscape will be completed near end of June.
- Completion is anticipated for August 31, 2022.

### **Cheakamus Centre’s Environmental Learning Centre – Envelope Rehabilitation**

- Replacement of structural elements is complete.
- Window and envelope installation commencing.
- Target completion is August 2022.

### **Cloverley Elementary School – New School**

- No change. The Project Definition Report was forwarded to Ministry of Education and Child Care for review in May. On June 7<sup>th</sup>, we received a response confirming the PDR was accepted without requiring further changes.

### **Lynn Valley Expansion Project**

- No change – the Project Definition Report was forwarded to Ministry of Education and Child Care for review in June. We have received Ministry’s comments and are currently incorporating Ministry’s requested revisions for resubmittal during the week of June 20<sup>th</sup>.

### **Lucas**

- No change.

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

**Meeting Date:** June 21, 2022  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** **Superintendent's Report (including COVID-19)**

**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.6**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** June 21, 2022  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** **Report Out - BC School Trustees Association (BCSTA) and BC Public School Employers' Association (BCPSEA)**

**Narration:**

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



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

**Meeting Date:** June 21, 2022  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** Trustees' Reports/Highlights

**Narration:**

The Chair will call for highlights from Trustees on their activities on behalf of the Board of Education.

**Schedule .....D.....  
of the  
Administrative Memorandum**

**Meeting Date:** June 21, 2022  **Board**  **Board, in camera**

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

**Narration:**

<b>Date and Time</b>	<b>Event</b>	<b>Location</b>
Tuesday, September 13, 2022 at 7:00 p.m.	Standing Committee Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, September 20, 2022 at 6:30 p.m.	Public Board Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, October 4, 2022 at 7:00 p.m.	Standing Committee Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver

All meetings will take place on the 5th floor in the Mountain View Room, unless otherwise noted.  
 Pedestrian Access: Main West Entrance at 2121 Lonsdale Avenue, proceed by elevator to 5th Floor.  
 Vehicle Access: Parkade Entrance off West 21st Street and Lonsdale Avenue, park on Level P1 and proceed by elevator to 5th floor.

**Schedule ...E.....  
of the  
Administrative Memorandum**

**Meeting Date:** June 21, 2022  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** **Public Question & Comment Period**

**Narration:**

In accordance with Board Policy 104: Board of Education – Meetings; twenty (20) minutes will be provided at the end of a regular Board meeting during which attendees may provide comments or ask questions of the Board on business conducted during that meeting or on any matter pertaining to the School District. The Chair may defer a response if a question cannot be answered at that time.

In accordance with Board policy, questions relating to personnel, negotiations or litigation must not be dealt with in a public session.

During the Public Comment Period, as well as 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.