

## Instructional Practice

### • **Administration**

- Reduce the level of district administration (possibly one less Assistant Superintendent) through retirement/attrition and through the consolidation of positions where possible to reduce any potential overlap, or duplication.
- Reduce administrative positions at the district level in student services and program services
- Reduce the administrative time provided at the school level by revising the formula for administration to a higher student to admin level as provided in other School districts.
- There is potential for fewer vice Principals, or a single administrator for smaller elementary schools, or shared administrative positions between schools. This would mean additional work for the administrators.
- School based administration time needs to be increased to address the continuing demands to support students, staff and parents
- Reduce administration positions through attrition.
- Eliminate administrative tasks that are of little, or low value and find ways to lower the administrative burden to allow time for instructional leadership priorities.
- Have administration assume increased teaching responsibilities.
- Reductions to administration have been implemented over the past years (7% in the 08/09 budget) and the demands continue to increase; I am greatly concerned about any further reductions.
- Reduce central office administrative services including purchasing, financial services and other central office (management) staff, where possible.

### • **Classroom teachers**

- A priority – smaller class sizes or smaller groupings within a class.
- Since class size is within legislation and Ministry requirements, there is little flexibility.
- Classroom teachers are key, pivotal, and most important in the delivery of instruction.
- Maximize class size averages to the legislated levels (i.e. 28 at Grade 4 – 7; 30 at Secondary)
- Reduce and redirect district staff and resources into schools and classrooms

### • **Libraries**

- Every school needs a library – it's the heart of the school and should always be open; teacher librarians support students and teachers
- Teacher librarians provide key instructional services in literacy, research and technology. The library is often considered the 'heart' or hub of the school, providing a safe environment.
- We could increase the portion of time the Teacher Librarian provides non-instructional coverage in elementary; the instructional services and supports provided by a trained teacher librarian are essential.
- Explore the possibility of library technicians (CUPE), in place of teacher librarians (NVTA).
- Reduce the CUPE library support positions in Secondary schools
- Library budgets could be reduced with a freeze on acquisitions for two years.
- Library budgets have been reduced too often; libraries have already been cut, I don't see how we can possibly cut any further.
- Share facilities & resources with NV City and District libraries to meld services.
- Bring in library volunteers in school libraries.
- Consider corporate sponsorship for libraries as well as special programs

## **Instructional Practice (continued)**

- ***ESL support***

- ESL: student support and mentors – get student leaders to buddy up with ESL students to build support between students and for teachers.
- We need to provide services in the most cost effective manner; we should provide services matching the funding we receive from the Ministry.
- Increase ESL support and increase International students to help fund ESL. We receive a lot of money for International students that helps support ESL delivery.

- ***Special education supports***

- Do not cut special ed workers; they shouldn't have to bear the brunt of cuts
- Special education support is crucial; these students need even more support; make no cuts
- Special Ed support is required to deliver mandated services to these students, but there may be more flexibility in how this is delivered (i.e. additional support is not tied to "class size").
- Special Education is doing well. My child has an IEP and I know he gets a lot of academic support.
- We need to look at the delivery of student services for outcomes vs. costs.
- Place more of the Student Services (district) staffing directly into schools to reduce coordination, department head positions and administrative costs; move district staffing directly into schools to cut down on travel time and to help ensure services are provided to students; there are too many non-enrolling staff positions at the district level.
- Provide services for special education services matching the funding that we received from the Ministry. Withdraw services for the unfunded categories (Level 4 and 5 special needs).

- ***Other suggestions***

- Provide support to teachers in the classroom, ESL, Libraries, etc. through an increase in the use of parent volunteers where possible, and through the increased use of student monitors, peer support and student mentors.
- District teaching positions in Program Services and support positions in the LMCC can be reduced, or eliminated to direct resources to schools and classrooms; reduce the use of the LMCC building to achieve facility cost savings
- Maintain custodial staffing levels to help keep schools clean
- Limit the number of part-time teaching positions within schools and within the school district; benefits should be provided to teachers on a 'pro-rata' basis as these benefit costs are unmanageable and unsustainable
- Accounting demands seem to be ever-increasing; these need to be reduced so that we can reduce staffing at the district level or consolidate services with other districts
- Eliminate professional development days (these are required by the School Act)
- Broadcast and celebrate the great core education that is provided in North Vancouver – not just the special programs because the impression is that the "default" is "deficient"
- Consolidate services and achieve efficiencies wherever possible
- Investigate possibility of amalgamating with District #45 (WV) to save administration costs, to share in program and professional development, etc.