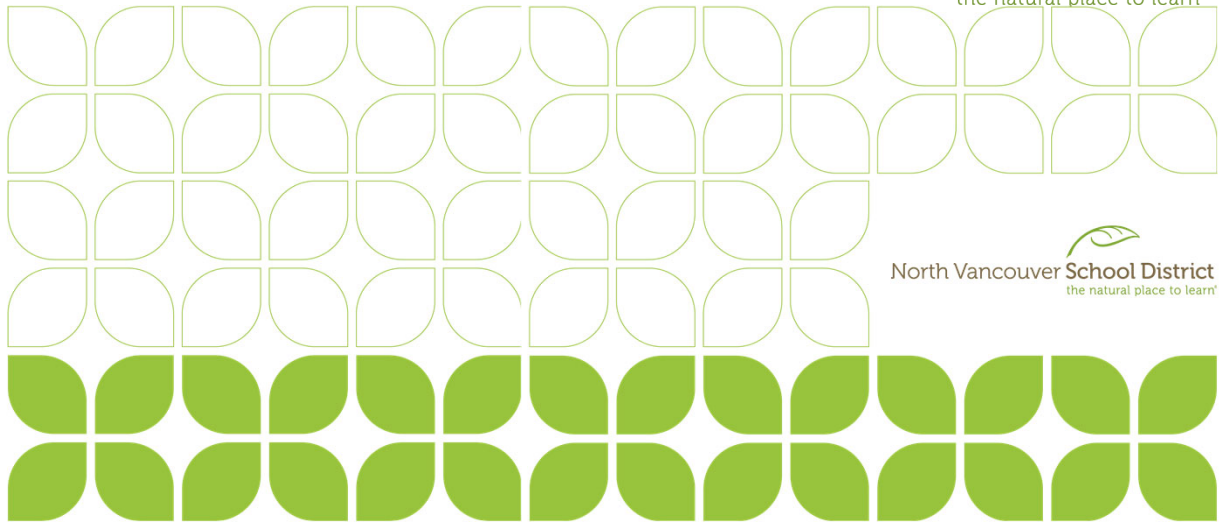
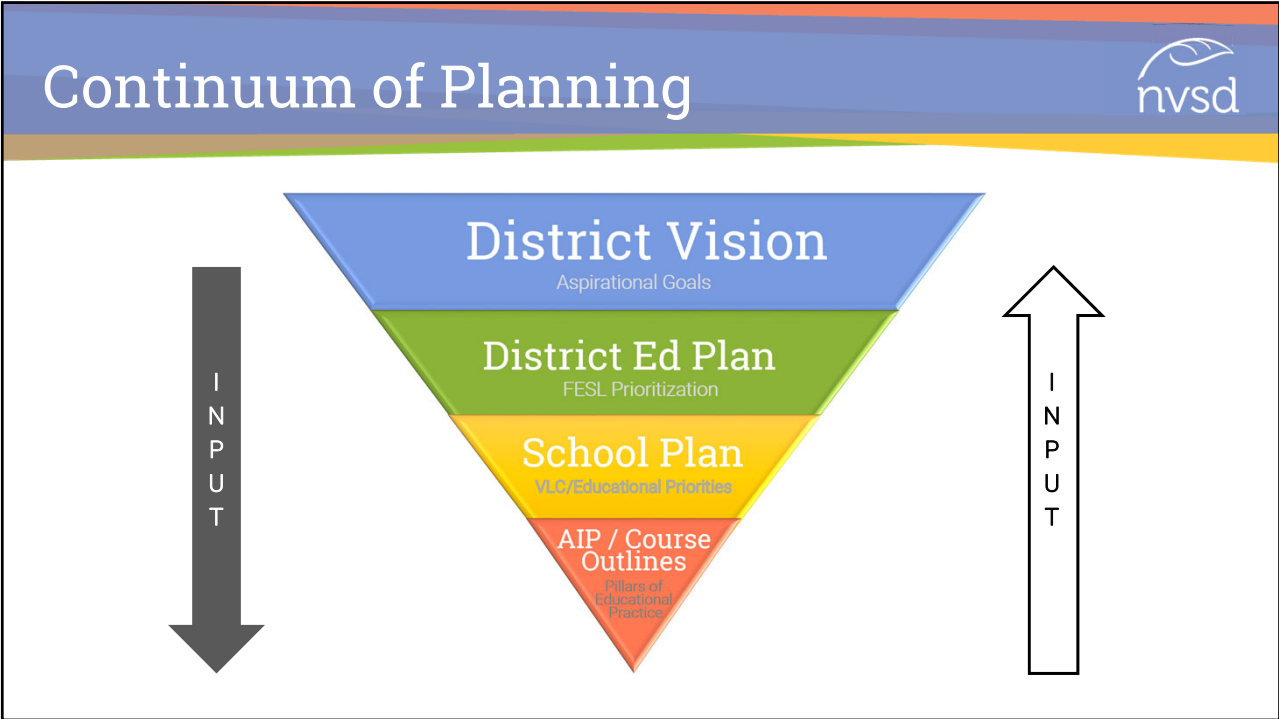
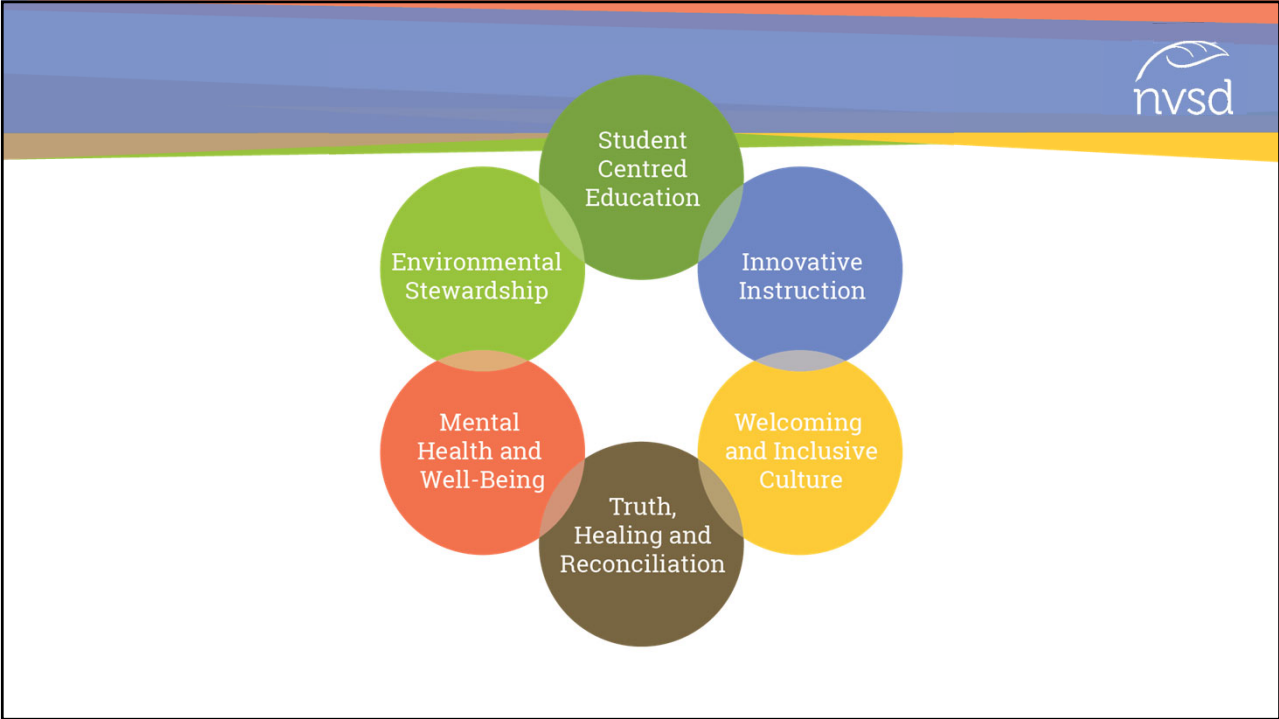


2020/2021 District Priorities in Review

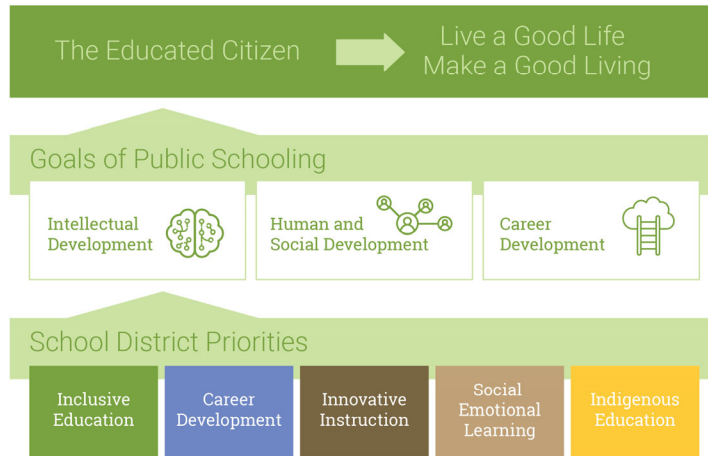
BOARD OF EDUCATION STANDING COMMITTEE MEETING
OCTOBER 5, 2021

Strategic Plan 2021-2031

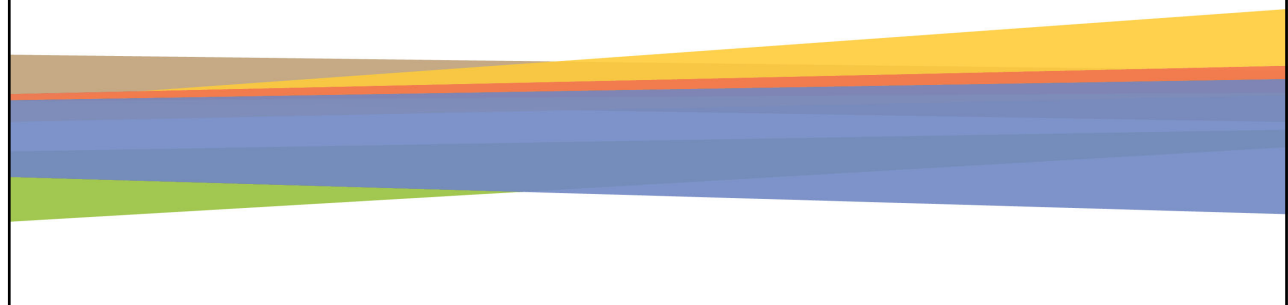




Shared Language



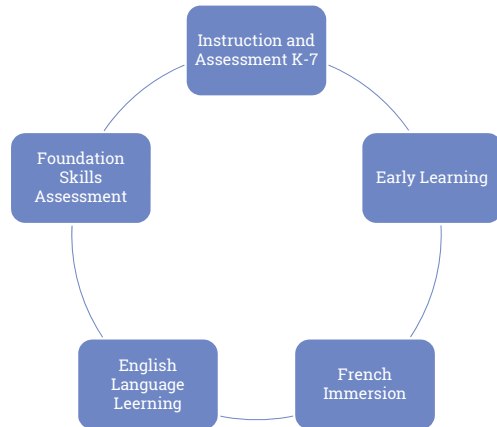
Innovative Education



District Principal – Curriculum and Assessment - Elementary



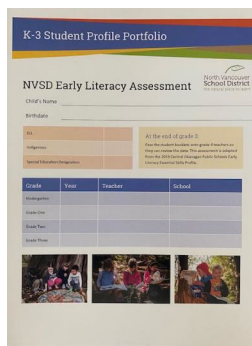
When two students perform the same academic task, the patterns of activity in their brains are as unique as fingerprints.
— David H. Rose & Anne Meyer



Build on success



Some highlights from 2020-2021



Priority Areas



Curriculum and Assessment - Elementary

Early Learning

- Early Literacy Assessment
- Early Numeracy Assessment

Intermediate Grades

- Differentiation
- Teaching to Diversity

Communicating Student Learning

- Reporting – upcoming change to the Ministry Reporting Order
- Self-Assessment of the Core Competencies

Early Literacy Assessment and Instruction



WHY?

The most effective prevention strategy is excellent instruction. The ELA informs and promotes best practice instruction in order to provide the greatest opportunities for children to become proficient readers and writers.

"...students who can't read proficiently by fourth grade are four times more likely to drop out of high school and... dramatically increase the likelihood of criminal activity." Readingpartners.org (2016)

What?

The K-3 Early Literacy Assessment is an evidence based **tool** to guide assessment and to inform responsive instruction that honours where children are at and where we need to focus our teaching.

Early Literacy Assessment and Instruction



ACTION: Partial Implementation in all Elementary schools 2021/2022
Full Implementation in all Elementary schools 2022/2023

Structures

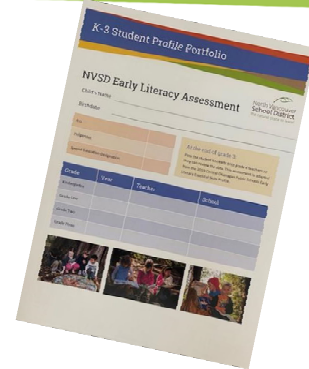
- Primary Teams
- School Based Resource Teams
- District Primary Instruction Network

Support

- District ELA training video
- Professional Development Opportunities for teachers in the area of literacy instruction
- Development of District Resources
 - How To tutorials to support teachers and align practices across the district
 - Practical Strategies to support the successful implementation of the ELA into

Future Considerations:

- Flech Immersion (in progress)
- Digital Implementation



Upcoming Areas of Focus:



NVSD Early Numeracy Assessment Framework

- **ACTION** – To collaboratively develop and pilot an Early Numeracy Assessment Framework
- **NEXT STEPS** – Working Group, Development of Tool



Upcoming Areas of Focus:



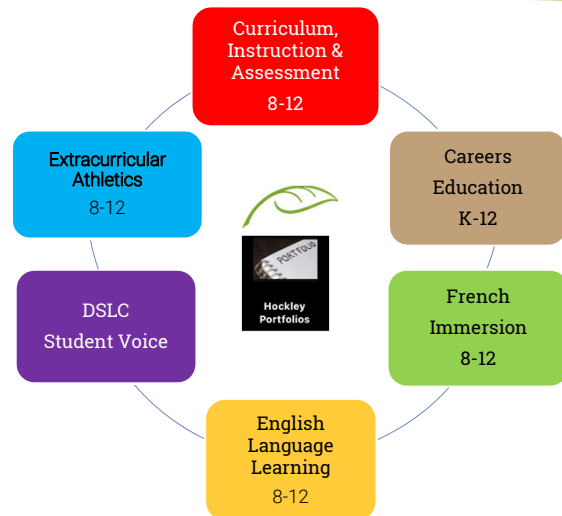
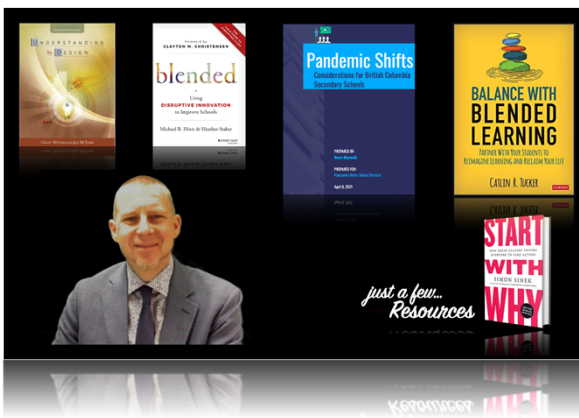
equity

Differentiation in the Intermediate Grades:

Action: To increase the use of design thinking and differentiation of curriculum, instruction and assessment strategies to address equity of outcomes for students

Next Steps: NVSD Working Group, Professional Development series – **KATIE WHITE** – equitable and culturally sensitive assessment practices, Collaboration with Indigenous Education and Inclusive Education Priority areas

District Principal ~ Gregory Hockley Curriculum & Assessment & Careers Education



Building on Successes in Secondary



2020/21 Highlights

- Rethinking and Redesigning routines & structures
- Blended Learning from Remote Hybrid
- Integration of Technology
- Student-Centred approaches
- Supporting Student Enhancements
- Valuing “what was lost”
- Dslc – Voice and Connection
- District Strategic Plan and Framework for Enhancing Student Learning



Priority Area

Curriculum and Assessment Secondary



Innovating Assessment Practices

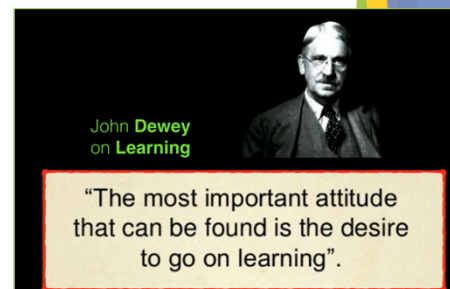
- Formative Assessment and Feedback
- Report Card Template (Communicating Student Learning)
- Proficiencies (**Emerging-Developing-Proficient- Extending**)
- Self-Assessment of Core Competencies

Redesigning Curriculum and Instruction

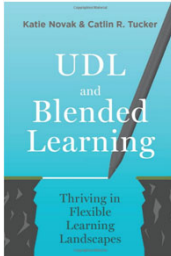
- Equity: Differentiation and Universal Design of Learning
- Student-Centred Design - Blended Learning in the classroom
- Enhancing Professional Development – We are all Learners!
- Intrinsic Motivation and Curiosity
- French Immersion (8-12) and English Language Learner 8-12
- Teacher Librarians

Nurturing Networks – Connect, Contribute & Collaborate

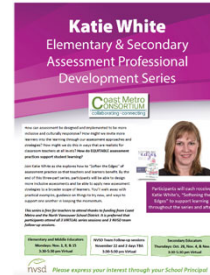
- Secondary Principals and Vice-Principals, Teacher Leaders, Careers, Learning Services, Equity, Coast Metro, SharED BC



Areas of Focus:



equity



Differentiation and Universal Design for Learning:

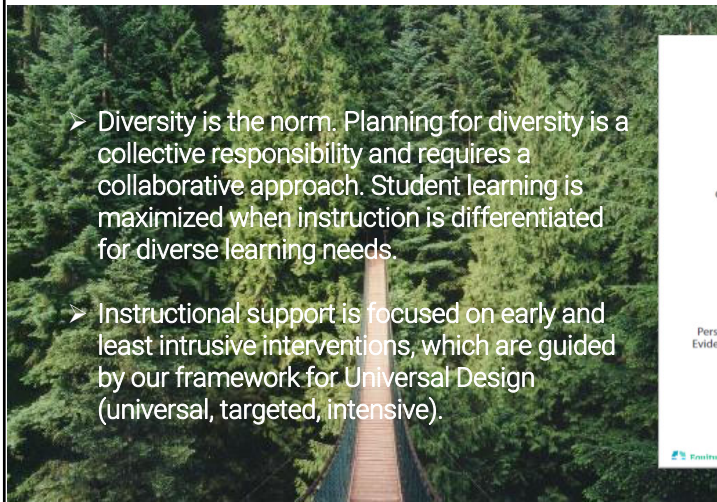
Action: To increase the use of design thinking and differentiation of curriculum, instruction and assessment strategies to address equity of outcomes for students

Next Steps: NVSD Working Group, Coast Metro Series with Katie White, Collaboration with Indigenous Education and Inclusive Education Priority areas



Inclusive Education

Welcoming and Inclusive Culture



- Diversity is the norm. Planning for diversity is a collective responsibility and requires a collaborative approach. Student learning is maximized when instruction is differentiated for diverse learning needs.
- Instructional support is focused on early and least intrusive interventions, which are guided by our framework for Universal Design (universal, targeted, intensive).



Identity and Student Agency



We cannot tell someone who they are....

We can only create space for them to safely identify.

WORDS
MAKE
WORLDS

~DEBBIE MAH

WHAT WE SAY TO AND ABOUT A CHILD
 CHANGES HOW WE THINK ABOUT THEM
 AND HOW THEY THINK ABOUT THEMSELVES.

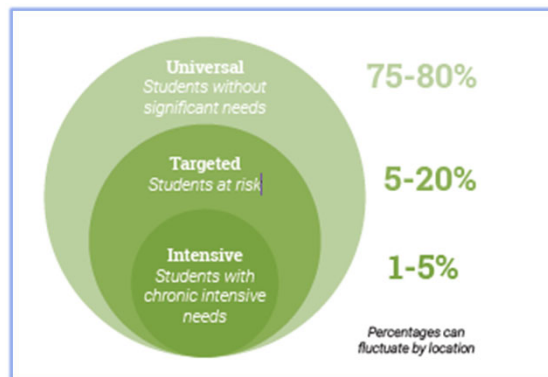
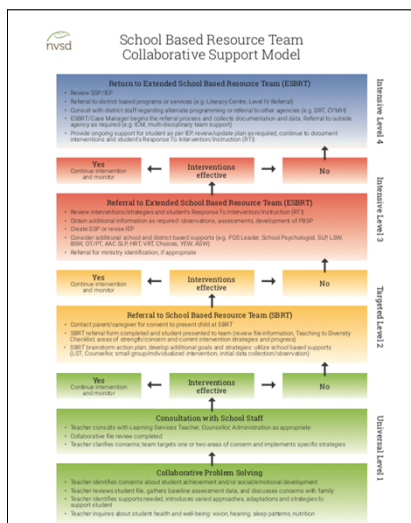
CHOOSE YOUR WORDS CAREFULLY.
 SPEAK KINDLY.

~KRISTIN WIENS~

@kwiens62



Student Centred Education



Collaborative Partnerships – Role of LST

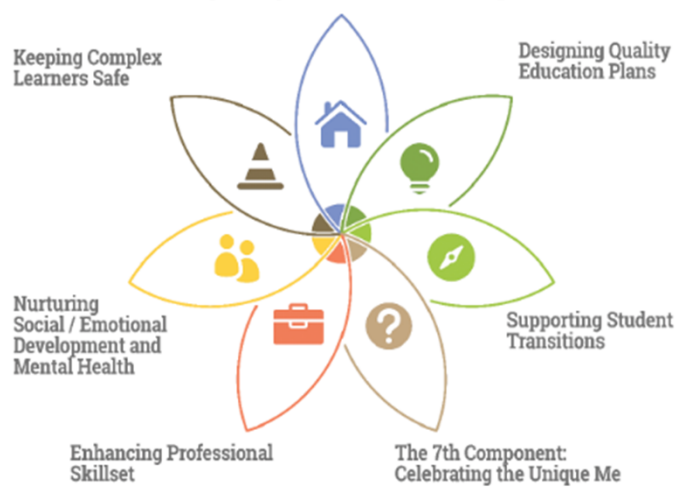


Promote academic and social inclusion through direct and indirect support of students with diverse needs.

- Work alongside multi-disciplinary teams and classroom teachers to differentiate curriculum, instruction and assessment
- Collaborator and facilitator of inclusive learning communities - students are no longer “your kids” or “my kids”, they are “our kids”



Strengthening Home-School Partnerships



Innovative Instruction



- Planning for all Learners
- Design Series – Shelley Moore Opportunities (Teacher, LST, EA – guided coaching teams)
- Building understanding of how to design curriculum to meet the needs of all learners



Transition Planning



Work Experience



Transition Planning

Handbook for Students with Disabilities and Diverse Abilities
in Grades 8 to 12



HANDBOOK 2021 - 2022



North Vancouver School District
The Natural Place to Learn

Updated Transition Handbook

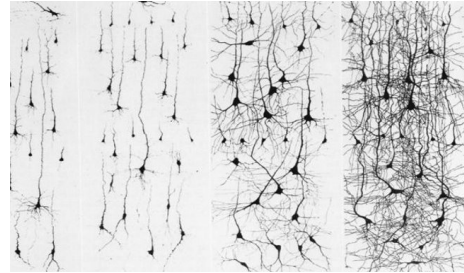
PATH



Mental Health and Well Being



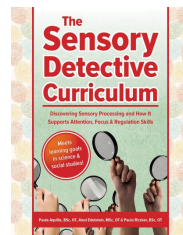
- Belonging and Relationships – Social Thinking Curriculum
- Access points for all learners to SEL curriculum
- Co-occurring mental health conditions – Professional training for staff
- Trauma Informed Practise – understanding of learning and building new neural pathways



Developing Professional Skillsets



- POPARD Functional Skills
- Sensory Detectives Series
- UKERU
- Fine Motor Development
- Social Thinking Curriculum
- Communicators Curriculum
- AAC Custom Books
- Tech Tools to Support Executive Functioning
- Universal Design for Learning
- Transition Planning/ PATH
- Planning for ALL – Shelley Moore
- Elementary and Secondary Networks
- DSRF Reading Workshops



Universal

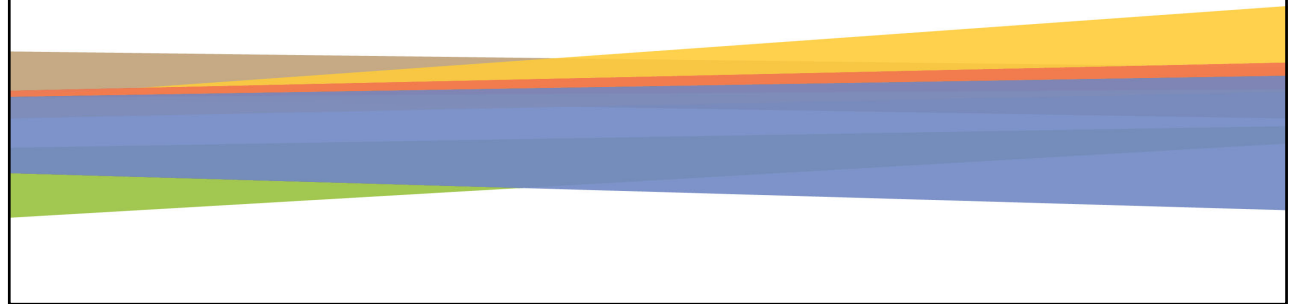


Targeted



Intensive

Social Emotional Learning



Social Emotional Learning and Mental Health

Jeremy Church
District Principal



Sense of Belonging

Mental Health Literacy

Integrated Mental Health Supports

Social Emotional Learning

nvsd

FIRST PEOPLES PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

For First Peoples classroom resources visit: www.fnesc.ca

fnesc

10 Universal Elements for Caring and Compassionate Schools



Highlights from 2020/21

- SEL Team – Elementary and Secondary
- Second Step - 22 schools
- Trauma Informed Practice
- Secondary Wellness Network
- Adaptive PD offerings
- Compassionate Schools Poster

Enhancing Student Learning Framework

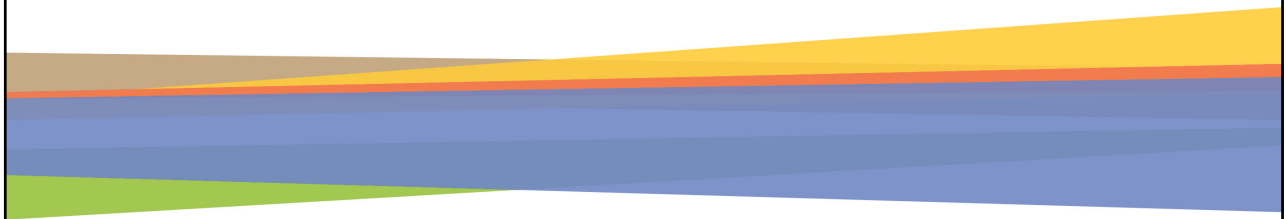
- Goal #1 – To improve students' sense of belonging and well being
- Goal #2 - To improve secondary students' mental health and well-being, and related attendance and transition rates.

Targeted Actions for 2021/22

- Secondary Wellness Network
- Universal Implementation of Open Parachute (Grade 8) and Mental Health Literacy (Grade 9)
- All 25 Elementary School Using Second Step
- Improve Universal Understanding of Trauma, and Trauma Informed Practice
- Fostering Conversations Regarding Adult Wellness and Resilience
- Youth Engagement and Voice



Indigenous Education



Truth, Healing and Reconciliation



NVSD has made a commitment to *Truth, Healing and Reconciliation*. The commitment asks that we continuously take the time to reflect and assess where we are on this journey.

Student Pathway



Student well being and sense of belonging through an Indigenous lens.

- a. Development of supports/resources that include right First Peoples ways of knowing – cultural practices
- b. Opportunities created for Indigenous student voice to be included in district/school planning
- c. Celebrating student achievement/success

Student Strength



“Our house posts are the foundation for us to become stronger people and to show the white man that we are capable people. We must never forget that we are strong people and that we must be willing to strive to be better in our world but also in the white man world.”

*Skwxwu7mesh Nation Hereditary Chief
Late Chief Joe Mathias*

Educator Pathway



Creating space for all staff to engage in learning through Indigenous ways of knowing.

- a. Updated “*Go Forward With Courage*” rubric, asking next steps of understanding regarding Calls to Action and UNDRIP
- b. Offering of learning opportunities to all staff led by Indigenous knowledge keepers/leaders/scholars
- c. Raise awareness that EQUITY for Indigenous learners is different than EQUITY for others
- d. Social dimension of well-being: recognition of culture, values and ethnicity

Community Pathway



Go Forward With Courage



Indigenous Education
nvsd

Career Development

Priority Area

Career Education K-12

We aspire that our Graduate's demonstrate:

- Competencies to be **self-directed, responsible individuals** who can **set and meet career goals**
- Knowledge of a **range of career choices**, and actions needed to pursue those choices
- **Employability skills** required to work effectively and collaboratively in a workplace

Goals in Career Education

1. To make career education **relevant and meaningful** for students **Kindergarten through Grade 12**.
2. To extend student learning **into the community**
3. To help students build **awareness** of the variety of careers available, the **skills and competencies** need to be successful, and the post-secondary education required



Our students want to learn and experience connections and pathways to their post-secondary worlds. We must help them acquire the skills necessary to be successful.

Vision to Action



ICT Ops. Plan Initiatives



- Develop a multi-year, student-centered technology plan to provide equitable access and upgrades to technology to support innovative teaching and learning.
- Broaden the understanding and implement refined privacy processes that support collaboration, communication and use of technologies in the classroom and the community.
- Develop cyber security awareness and processes to sustain effective and safe use of technologies in a digital world.
- Ensure continued responsible use of our resources, integration of systems and assets to support students, address community needs and reduce negative impact on the environment.

HR's place in the Two-Year Operating Plan



- Human Resources goal is to promote and enhance a welcoming and inclusive work culture by attracting and retaining exemplary employees. We support the success of every student by providing exemplary service, support and care to our dedicated staff.
- Opportunity/Responsibility to hire staff who's views are aligned with School District's Strategic Vision and goals.
 - Highlight objectives as a desired/required competency in job postings.
 - Assess through interview questions / reference checking / evaluations.
- Work effectively with learning services to equip staff with the resources and support required allowing them to champion the operating strategy implementation.

47

Aspirational to Concrete



- Empowering educators to meet diverse learning needs,
 - offering targeting training through evaluation and mentorship.
- Enhance our welcoming, safe and inclusive culture and learning environment
 - celebrate diversity in monthly HR newsletters, revamp building community sessions and new employee handbook.
- Establish a culture that promotes mental health and resilience,
 - promote awareness and access to resources, ask employees directly- how can we support you in building your resilience? offer workshops, articles in newsletters etc.
- Include Indigenous ways of knowing in our teaching and learning
 - Integrate indigenous ways of knowing into our recruitment and selection processes, interview questions, reference checking etc.
- Supporting environmental initiatives that champion sustainability.
 - rolling out a paper-reduced recruitment process, implementation of e-file for new hires etc.

48

Facilities

Simplify and streamline processes

- Support our stakeholders with the development of tools to support the delivery of school and district initiatives

Implement systems and refine processes that harness technology, innovation and adopt best practices. Examples include:

- Elevate service delivery and enhance stakeholder satisfaction
- Improve resource efficiency
- Provide opportunity for cross functional collaboration
- Extend facility and infrastructure lifecycle
- Enhance health, safety and environment while ensuring regularity compliance

Planning

Design Principles

- Ensure all new facilities and major renovation align with our 21st century design principles
- Provide a healthy, safe and accessible environment for innovative learning and respond to the climate emergency by embedding sustainability, adaptability and resiliency into the design and construction process

Asset Planning

- Continue to strengthen and expand partnerships that will aid in refining, guiding and informing the strategies and methods used in developing and revising our long range facilities planning
- Continue to collaboratively plan and strategically prioritize future project requests that capture and leverage synergies to maximize the potential of available funding to achieve enhanced outcomes for our facilities and infrastructure

Continuous Optimization, Resilience and Adaption

- Enhance commissioning processes to ensure our facilities meet our design and performance goals and drive a culture of sustainable accountability
- Identify potential opportunities that can enhance our facilities and sites and mutually benefit our learners and school community

Sustainability

Bringing an environmental lens to our decisions and our teaching practices.

- Embed environmental criteria in purchasing practices
- Adopt a formal organizational greenhouse gas reduction target

Supporting environmental initiatives that champion sustainability.

- Establish a funding mechanism to support school-based sustainability initiatives and engagement activities
- Continue to refine resources and tools to empower schools to run sustainability campaigns

Implementing building and organizational infrastructure that reflects the values of environmental stewardship.

- Develop an organizational climate action plan
- Ensure all new facilities and major renovations respond to the climate emergency
- Make basic sustainability education available to all staff
- Expand annual performance benchmarking to include water consumption and paper use

- Develop new policies that support financial planning and reporting and management of the accumulated surplus.
- Strengthen awareness of financial management that enhances collaboration and ownership in partnership with Budget Managers.
- Incorporate sustainability practices into procurement practices that promotes and supports sustainable choices wherever possible.