

# 3-Year Operating Plan

## 2015-2018



North Vancouver School District  
2011-2021 Strategic Plan

### 2016 Progress Indicators

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### *Expand the availability of best instructional practices and enriched curriculum*



**Expand**

-  Ensure best instructional practices are provided to all students through skilled staff and ongoing professional growth.
-  Improve student engagement and support all learners through the development and integration of enhanced curriculum and assessment methods.
-  Build connections and partnerships with other educational organizations to support and strengthen our own instructional practice and to stay current with educational research. 

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## 2016 Progress Indicators

- The district-wide curriculum implementation day and additional curriculum training days enabled all educators to become more familiar with the new Kindergarten through Grade 9 curriculum, the core competencies, and assessment and reporting practices. Parents and community were engaged in a well-attended Standing Committee meeting to learn about these changes.
- *Changing Results for Young Readers* in-service sessions were arranged for over 130 educators, focusing on the enhancement of literacy instruction for Grades 4 through 7.
- The *Design Series for Aboriginal Education* enabled over 50 educators to develop a deeper understanding of the First Peoples Principles of Learning to enhance the integration of Aboriginal worldviews & knowledge into curricular areas and instructional practices.



Expand

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## 2016 Progress Indicators

- *Building Thinking Classroom* sessions engaged nearly 100 Grade 6 to 9 teachers in math instructional strategies, 'vertical learning' and building thinking classrooms.
- A cohort of 18 teachers were supported in their examination of *Outdoor Environmental Learning* to increase nature-based teaching and learning opportunities.
- We continued to celebrate and support the rich diversity expressed within our classrooms and school communities. Additional resources were allocated to further enhance the skill set of our staff in Applied Behavioural Analysis and Level B Assessment, working in collaboration with a Provincial Outreach Programs and Capilano University.



Expand

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**Encourage**

## *Encourage the growth of collaborative, adaptive and personalized learning environments*

-  Strengthen engagement and connection for all learners.
-  Provide increased and unique opportunities for personalized learning.
-  Enhance collaboration among all students, parents, partners, and educators to create relevant learning opportunities.



## 2016 Progress Indicators

- Our learning community engaged in the development of new processes for school planning through the framework for *enhancing student learning*. Resources and supports were provided to assist schools to develop school-based planning for communication and implementation during the 2016/17 school year. More than 40 staff, parents, and community members attended a Standing Committee Meeting; learning about the framework for enhancing student learning and providing their input and perspectives.
- Professional learning opportunities for teachers were significantly expanded and supported through Family of School Networks and Collaborative Inquiry groups.



**Encourage**

## 2016 Progress Indicators

- We enhanced support for complex learners, allocating additional resources to strengthen home-school partnerships, support student transition to adult life, and to provide mental health support for students with complex needs.
- The District Student Leadership Council Annual Forum engaged more than 160 students in presentations and discussions related to the new curriculum. The forum enabled students to share their perspectives with the school district and Ministry of Education.
- Our First Nations leadership team co-hosted an Aboriginal Literacy Symposium at UBC's First Nations House of Learning, demonstrating the capacity to embed first nations principles of learning through literacy instruction.
- In collaboration with 90 educators, we completed a study to determine supports necessary to enhance embedding technology in classroom instruction.



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## *Nurture an inspiring and healthy work environment*



**Nurture**

- 👁️ Promote recognition of the value and contributions of our students, our staff, and our community partners.
- 👁️ Encourage leadership at all levels of the organization.
- 👁️ Attract, recruit and retain exceptional staff.
- 👁️ Support the ongoing development of all employees.
- 👁️ Develop modern, attractive and efficient facilities that enhance the learning and teaching experience, improve health and safety conditions, and provide a welcoming environment.

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## 2016 Progress Indicators

- The Board enhanced its investment in staff through budget priorities and the allocation of surplus funds, providing workshops and in-service sessions during the school day, supporting health and wellness, and employee recognition and celebration events.
- Employee orientation was revised and implemented, welcoming more than 250 new employees during full-day sessions in the fall and again in January. The active involvement of current staff, as well as students from the DLC, was greatly appreciated.
- In collaboration with employee groups, initiatives were introduced to support health and wellness within our organization and made available to all staff and their families.
- A new teacher mentorship program was developed in collaboration with the NVTAs, with full implementation planned for 2016/17.



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## 2016 Progress Indicators

- In consultation with our partner groups we are developing an employee engagement survey for implementation in the fall.
- *Truth and Reconciliation* actions included; embedding the acknowledgement of the traditional territories of the Coast Salish people in our practices, an Open Letter to the community, and the traditional naming of Lynnmour (Xá7elcha), and the Education Services Centre (Chilhiñup).
- In support of those members of our school community who are LGBTQ+, we engaged in a comprehensive policy review with partner groups to ensure that this area of diversity is meaningfully celebrated and supported.
- We continued to improve the learning environment through; AFG projects, functional upgrades, a revised Facilities Plan, a seismic project at Windsor, and with approval to replace Argyle Secondary.



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**Develop**

## *Develop and promote innovative and sustainable programs*

-  Increase access to existing and future specialty programs.
-  Promote greater awareness of the specialty program opportunities and delivery methods available to students.
-  Develop and implement a consolidated alternate program to meet a diverse range of student needs.



## 2016 Progress Indicators

- o Enrolment continued to grow in our *Enhanced Programs and Academies* with 570 students now registered in one of our Academy Programs, including 41 students from other school districts, including public and independent schools. The Board approved a new *Outdoor Education Academy*, contingent upon sufficient student enrolment.
- o With an increase of course offerings from 36 to 46, and the launch of an *e-Campus* our Distributed Learning expanded alternate pathways to graduation through NVDLS. As of June, we have 2,750 students enrolled in 3,716 courses, with 2,614 activated.
- o Attendance at our annual *Transitions 7/8 Evening* at Sutherland exceeded 1,000 parents and students exploring the diversity of innovative programs available to our secondary students.



**Develop**

## 2016 Progress Indicators

- Enrolment in our International Baccalaureate Diploma Programme increased from one to two cohorts with enhanced special events, parent information sessions and celebrations of learning.
- The Cheakamus Centre touched every school in the NVSD through our Outdoor School, Skw'unc-was, professional development and programs including a community-building event for 175 Windsor Gr. 8 & leadership students and a full day session in environmental and indigenous learning for Principals & Vice Principals.
- The Board supported the expansion of the Summer Learning Programs: expanding the offerings directed towards students in Grades 4 to 7 with specific learning needs.
- We engaged our partner groups in a review of our French Immersion program delivery with consideration of future secondary course offerings.



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## *Provide leadership in environmental education and sustainability practices*



**Provide**

- 🌿 Facilitate student participation in environmental leadership and sustainability practices.
- 🌿 Embed sustainability in all planning, decision making, and daily practice.
- 🌿 Utilize our resources to optimize the well-being of learners and benefit the long-term interests of the community.

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## 2016 Progress Indicators

- A DRAFT strategic sustainability plan was developed in consultation with partner groups to establish a common vision and action plan for environmental, nature-based learning & sustainability practices to connect our educational initiatives with corporate responsibilities.
- Outdoor learning spaces, classrooms, and urban gardens have been introduced and expanded to continue to support and enhance nature-based learning.
- Environmental education and experiential-based learning continues to be nurtured through our ongoing development of the *Cheakamus Centre* and Outdoor School. Over 2,000 visitors participated in the 47th Annual Open House; a family day of nature exploration and discovery.



Provide

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## 2016 Progress Indicators

- Sustainable food initiatives and “hands-on learning” for students and visitors were created at the Cheakamus Centre including; tapping maple trees, re-introducing honey bees and expanding food producing gardens - all supporting healthy eating and increasing the amount of locally grown, seasonable food in our menu plans.
- Energy intensity reduction of 13% will be achieved by June 2016, saving approximately \$350,000 in annual avoided electrical and fuel costs, for reinvestment in the classroom.
- The Board sustained its solid financial position, increasing funds in its operating budget, retiring its capital debt, and using assets to secure funding to support the full replacement of Argyle Secondary.



Provide

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**Strengthen**

## *Strengthen and expand reciprocal community relations*

-  Strengthen the delivery of services to support children and families through closer connections with the community.
-  Provide seamless transitions for all students at each stage of their growth and development.
-  Enhance opportunities for all students by expanding and integrating school and community services.



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## 2016 Progress Indicators

- Mountainside is serving as an exemplary model for integrated services, supporting students' mental health, while supporting continued academic success. A Standing Committee forum was dedicated to positive mental health and engaged our partners and community agencies to develop common understandings.
- We deepened our partnership with Kwantlen Polytechnic U and the Squamish Nation Trades Centre, providing students with increased access to trades training in specialized areas including; Pipefitting, electrical safety, confined spaces, fall protection and Occupational First Aid; made possible through a Skills Training Grant in cooperation with the Ministry of Education.
- In partnership with Listel Canada, we developed short-term Japanese Education Programs "Shugaku Ryoko"; a successful pilot with students from Tokyo.



**Strengthen**

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## 2016 Progress Indicators

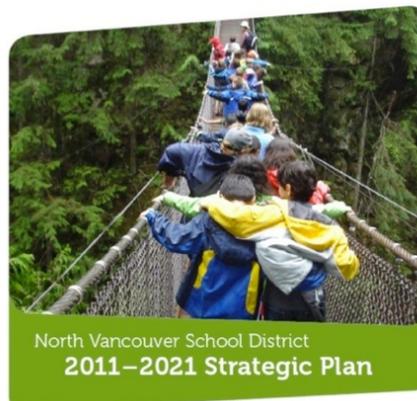
- The Cheakamus Centre served as a host venue with *World Wide Opportunities On Organic Farms*. Ten young adult volunteers from Europe, Central America and Eastern Canada were provided the opportunity to live and learn with us, while helping us out with farm, gardens and grounds work.
- In partnership with *Overwaitea Foods* and *Table Matters*, our *Food Access Program* was expanded to serve more schools to help support vulnerable youth in hunger eradication.
- For a second consecutive year, classroom funding of \$100,000 was secured through the *Fuel Your School* and *My Classroom Needs* program; oversubscribed with applications from educators.



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