

community report

2016



North Vancouver
School District
the natural place to learn®

OUR VISION

We provide world-class instruction and a rich diversity of engaging programs to inspire success for every student and bring communities together to learn, share and grow.

www.sd44.ca

Message from the Superintendent



JOHN LEWIS

In previous issues of the North Vancouver School District Community Report, I have provided highlights from the Superintendent's Report on Student Achievement, including progress and accomplishments, and areas for further improvement in our School District. While these measures and data provided some information about what we were doing well and where we needed to continue our focus, the Ministry of Education has recently introduced a new accountability framework

that is being developed for implementation for the current school year. The new Provincial Framework for Enhancing Student Learning provides school districts with the autonomy to develop their own processes for reporting on student achievement, including the development of local school plans. This new framework is being facilitated and supported in our School District through a meaningful process of engagement and consultation with our education partners, which was the focus of our Board Standing Committee Meeting on February 2, 2016.

BC's new curriculum will initially focus on changes at the K-9 level to refine our education system for the future, and prepare students for continued success in a changing world. The announcement from the Ministry of Education in September 2015 of the plan to support the new BC Education Plan by providing ten additional hours of teacher training time during the 2015-2016 school year has resulted in the introduction of two new non-instructional days: February 29, 2016 and May 20, 2016. This new curriculum training time and in-service offerings are designed to build capacity and understanding in preparation for the K-9 curriculum changes.

Changes to assessment, evaluation and reporting were introduced in our School District over the past few years with a focus on more meaningful and relevant measures of each student's progress. Teachers have found

innovative methods to determine the level of understanding and areas for further growth. The shift towards core competency-based teaching aligns with BC's new curriculum changes which focus on communication, creative thinking, critical thinking, positive personal and cultural identity, personal awareness and responsibility, and social responsibility.

Indigenizing the curriculum is also part of the new BC Education Plan and we are pleased to share an open letter to the community authored by the Skwxwú7mesh (Squamish) and Tsleil-Waututh Nations and the School District to formally acknowledge our commitment to advance the recommendations of the Truth and Reconciliation Commission Report. Our Aboriginal Education Team led by District Principal Brad Baker has shown great leadership in this area and our students and staff have benefited from classroom visits, in-service sessions and workshops.

This Community Report will inform you of the refinements and changes in progress



Honourable Minister Jody Wilson-Raybould, Minister of Justice and Attorney General of Canada, with Brad Baker and John Lewis

that build upon the solid foundations of an excellent public education system in North Vancouver. This Report will provide you with an appreciation of the dedication and commitment of our staff to address these pending changes and refinements for the benefit of all students. We look forward to your continued support and involvement.

Sincerely,

John Lewis
SUPERINTENDENT OF SCHOOLS
NORTH VANCOUVER SCHOOL DISTRICT

Message from the Chair

As the Chair of the Board of Education, it is my pleasure to present to you the North Vancouver School District 2016 Community Report. This report is our opportunity to provide updates on some of the initiatives that are currently underway, and to highlight the progress and accomplishments of the past year.

Class Acts 2016: A Celebration of Education in the North Vancouver School District is a time to formally thank our partners in education and celebrate our students and staff. We are fortunate to have such incredible engagement from our community and parents in supporting student success. Program

information meetings are well-attended, as have the Board Standing Committee engagement evenings on Social-Emotional Learning: Mental Health and Wellness Initiatives and Enhancing Student Learning. It is amazing to see parents taking such an active role in their child's education.

Celebrating our students is ongoing and there is always a story to tell! I continue to be impressed with achievements in school athletics, arts, and of course student academics. We also have students in each of our schools promoting recycling and sustainability, working on humanitarian initiatives, supporting human rights and diversity, and volunteering countless hours throughout the community. All of our students, and the staff who support them, need to be commended for their efforts.

It is also a time to celebrate our staff! On Monday, March 7th we are celebrating with 53 employees at our 25-Year Employee Recognition Event. It is an amazing opportunity to commemorate this

milestone and recognize the dedication of our staff to the School District. Teachers, support staff, administrators and management all play a role directly or indirectly to the well-being and educational experience of our students in the classroom, and contribute to the success of the North Vancouver School District.

Through my work with the North Vancouver School District Sustainability Leadership Team, I am thrilled to be involved in the process for developing a new Sustainability Strategy. Students, staff and community partners who share a passion for environmental sustainability have been participating in a series of working sessions to help NVSD realize its goal to "provide leadership in environmental education and sustainability practices." We have many teachers, parents and students across our School District who model "learning in, with and for nature," and I hope that a cohesive strategy will bolster their efforts and provide support for those who are seeking to foster environmental stewardship in our students, staff and community.

Our 2016 Community Report highlights many initiatives taking place in our School District, with an emphasis on preparing for the changes to the new BC curriculum. These changes are a focus of our professional growth opportunities, curriculum implementation days and changes to assessment, evaluation and reporting practices. We appreciate the collaboration among all partners in education



CHRISTIE SACRÉ

to support these initiatives and provide the best learning experience for our students.

Sincerely,

Christie Sacré
CHAIR
NORTH VANCOUVER BOARD OF EDUCATION



Westview Elementary Random Acts of Kindness

PHOTO BY AMANDA DORST

Indigenizing the classroom

The North Vancouver School District Aboriginal Education (Ab-Ed) team has made great strides in introducing Aboriginal worldviews into classrooms across the School District. Their work provides support to educators with "Indigenizing the Curriculum", weaving Aboriginal perspectives into their practice, as part of the new BC Curriculum.

The team's work is ongoing but we would like to provide a few highlights from the 2015-2016 school year:

In the fall, a design series based on Aboriginal Education was offered to educators with the following themes: Understanding Residential Schools, Use of Authentic Resources, and How to Indigenize your Classroom. This workshop was in high demand and educators were able to come

away with increased knowledge of the Aboriginal ways of knowing and concrete examples to support students in their classroom.

In November 2015, District Principal Brad Baker and teachers Jessica Johnson, Stephanie Maki and Heather Myhre presented at the National Gathering for Indigenous Education in Calgary. They shared best practices with educators from across Canada with their presentation on How to Indigenize the Classroom with Authentic Resources.

Throughout the year, Aboriginal Success Teachers are providing guidance to school teams on how to implement the First Peoples Principles of Learning into the classroom. The District Ab-Ed team is continuing to develop literature and strategies for educators to

build a sense of belonging, mutual understanding and community with a focus on Aboriginal worldviews for all learners. Using a locally developed rubric, educators can self-reflect on their pathway to deepening their own knowledge of Aboriginal Peoples and history.

The District Ab-Ed team would like to acknowledge the support from the local First Nations communities:

"The knowledge that the Skwxwú7mesh (Squamish) Nation and Tseil-Waututh Nation have passed on to us thus infusing the local history within our schools is invaluable.



Carson Graham Secondary students with Alroy Baker

Without their support and expertise we would not be where we are today. We thank them for the partnership and in the true sense of reconciliation, we have open minds and open hearts to create a sustainable and productive learning environment."

SUBMITTED BY THE NVSD ABORIGINAL EDUCATION TEAM

School planning is a process, not an event

Schools are foundational to creating society and the shared values that bind us together. A great school is often described as a community of learners which includes students, teachers, support staff, parents, and community members. Engaging the community of learners in recognizing the many quality attributes of the school, while highlighting future directions and areas for focus, is the intention behind school planning.

Historically, in British Columbia, school planning has taken a variety of different forms. Pre 2002, the school accreditation process that included an external team assessing the work of the school was the primary method to enable school planning. From 2002 to 2015, each school community was asked to develop a school growth plan. Unfortunately, the school

growth plan movement was not designed in a collaborative manner - it was solely achievement oriented, and as such did not engender commitment from the full community of learners.

Moving forward, the North Vancouver School District has embarked on a process to define and develop a more authentic school planning process that reflects the values of individual communities while maintaining a commitment to the Mandate for the School System.

Design Process

From March to July 2015, in consultation with representative School Planning Councils and student leaders, a team of educators that included Teachers, Education Assistants, School Principals, and Directors worked together to define the role, purpose, and direction of the school planning process. The working group developed shared understandings and general processes as the initial foundation to meaningful school planning. Meaningful school planning should enable the development of a 'vibrant community of learners' defined by:

- A focus on student engagement and learning



Blueridge Elementary Grade 7s show their appreciation

- A culture of teamwork and collaboration
- Respect for adult and student diversity
- A strong sense of community and collective responsibility
- Strong Systemic Structures
- Ongoing and relevant communication of student learning

Where do we go from here?

The beginning stage of this process is identifying a core planning team and developing a meaningful consultation process with students, parents, and community. Each school has been working with their school community to develop a shared process to highlight their qualities as a great school, while identifying areas for future focus to enhance student learning.

SUBMITTED BY DR. PIUS RYAN



Students at École Dorothy Lynas Elementary participate in a school planning activity

Go forward with courage

On Wednesday, February 10, 2016, an open letter addressed to the North Vancouver Community was published in the North Shore News. The letter, authored by the Skwxwú7mesh (Squamish) and Tseil-Waututh Nations and the North Vancouver School District, formally acknowledges our commitment to advance the recommendations of the Truth and Reconciliation Commission (TRC) Report.

Calls to Action specific to education were outlined in the TRC summary report released in 2015 and we confirm we are ready to answer those calls. We pledge our commitment to a better future through reconciliation, respect and remembering.

North Vancouver School District
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To view this letter, visit www.sd44.ca



Progress and Accomplishment Highlights

In the North Vancouver School District 2011–2021 Strategic Plan (www.sd44.ca > Board of Education > Strategic Plan), six high-level strategic goals address our intentions for growth, innovation and development over the next ten years. With this report, we are pleased to provide highlights of our progress in the fifth year of implementing the Plan.

GOAL

Expand the availability of best instructional practices and enriched curriculum

- More than 130 educators attended the Changing Results for Young Readers sessions, focused on the enhancement of literacy instruction at Intermediate grades (Grades 4 to 7).
- The District-wide curriculum implementation day featured in-service sessions for all educators on assessment, evaluation, and reporting related to the implementation of the new curriculum.
- More than 50 educators gathered together through the Design Series for Aboriginal Education to develop a deeper understanding of the First Peoples Principles of Learning that will enhance the integration of Aboriginal worldviews and knowledge into curricular areas and instructional practices.
- Two new non-instructional days will provide opportunities for all educators to become more familiar with the new curriculum, core competencies, and the implementation plan starting with Kindergarten through Grade 9.



AFK After School Art Class



CR4YR Session

Building thinking classrooms

Thinking Classrooms begin with promoting individual student thinking and build on the idea of collective thinking and learning for further understanding and social connections. The focus is on constructing knowledge and understanding through activity and discussion. The teacher role is to not only foster thinking but to expect it (Peter Liljedahl, 2015).

The North Vancouver School District *Building Thinking Classrooms* series started in October 2015 and looks at tools specifically designed to build an environment conducive to problem-

based learning. Teams of educators from every elementary and secondary school in North Vancouver have come together to experience visual learning and problem solving within a differentiated mathematics context. The findings of recent research in curriculum development by Dr. Liljedahl demonstrate that once established, a problem-based learning environment and culture results in engaging and stimulating thinking classrooms.

Building Thinking Classrooms, with the leadership of teachers Brigitte Gerandol,

Corrine Kinnon and Shannon Sharp, has provided an opportunity for Grades 6 to 9 teachers to learn new strategies and tactics for teaching multi-level, multi-ability students within the classroom. The focus is on problem solving, math habits, and core competencies within mathematics learning/teaching.

Brigitte, Corrine, Shannon and Family of Schools teachers have provided school support between the sessions to help classroom teachers further develop their



Building thinking classrooms

understanding and teaching of mathematics within the complex classroom setting.

SUBMITTED BY SHANNON SHARP

Argyle Family of Schools learning networks

This year, the Argyle Family of Schools has assembled a group of Kindergarten to Grade 12 teachers who are investigating the new BC curriculum. Part of the new curriculum is a focus on teaching Core Competencies: Communication, Thinking, and Personal and Social Skills.

This group of dedicated teachers meets on a regular basis to develop ideas and share strategies on how best to develop the Core Competencies in their students. Teachers have been researching and field-testing many learning opportunities for students to develop all aspects of the Core Competencies which are described as, "the intellectual, personal, and social skills that all students need to develop for success in life beyond school" (BC Ministry of Education). They will then share out what has been developed and learned to their respective schools, thus providing further development for their fellow colleagues in the Argyle Family of Schools.

At École Ross Road Elementary, Grade 5 French Immersion teacher Georgia Black is focusing on teaching skills to develop active listening and supportive conversations through student reflections. She poses questions such as, "Pourquoi est-ce-que c'est

nécessaire d'écouter chaque membre de ton groupe?" ["Why is it necessary to listen to group members?"] to spark conversations and self-reflection with her students.

Similarly, Monique Zander, Grade 5/6 teacher at Upper Lynn Elementary, is teaching metacognitive skills (teaching students how they learn) which provide students with the awareness and vocabulary of how they learn and function. She has created posters, which aid in providing structure for her students' intellectual framework.

Through Google-inspired Genius Hour investigations, Argyle Secondary science teacher Kathryn Dishaw is developing her Grade 8 students' critical thinking and communication skills. She has challenged her students to develop and investigate personal projects of their choosing. Soon, students will present their new knowledge to their peers in a Ted Talks-style presentation.

Nancy Dale, teacher at École Boundary Elementary, is developing critical thinking skills in her Grade 4 students. The class is seeking to understand what healthy and active living means to them. By examining the credibility of information they read, she provides numerous opportunities for her students to reflect on whether they are reading facts, opinions, interpretations or judgments.

At Upper Lynn Elementary, Grade 7 teacher Arleene Ewing has been working on developing thinking skills with her students. She often has them work in small groups to solve problems that vary from math to social justice. Students are exploring various ways to display their visual thinking to share with the class.

Johneen Harris, from École Boundary



Elementary, is focusing on modeling and practicing specific skills and attitudes with her Grade 3 students. Students have learned how to 'Turn and Talk', a communication strategy that teaches students to share the air, listen actively and provide feedback to the speaker when having conversations. Students have also practised asking thoughtful questions with the class Wonder Walls where students generate and answer questions on a topic of study. Throughout the day, students are given many opportunities to practise and develop communication, thinking, and personal and social skills, and attitudes.

Children today live in an information rich environment with access at their fingertips.

The BC Ministry of Education is encouraging teachers to provide opportunities for their students to "use their knowledge critically and creatively, to solve problems ethically and collaboratively, and to make the decisions necessary to succeed in our increasingly globalized world" (BC Ministry of Education, 2015). Developing activities with a focus on the Core Competencies enables the Argyle Family of Schools learning networks to provide



École Windsor Secondary Junior Achievers



École Ross Road Elementary Grade 7 Immersion Students in Quebec

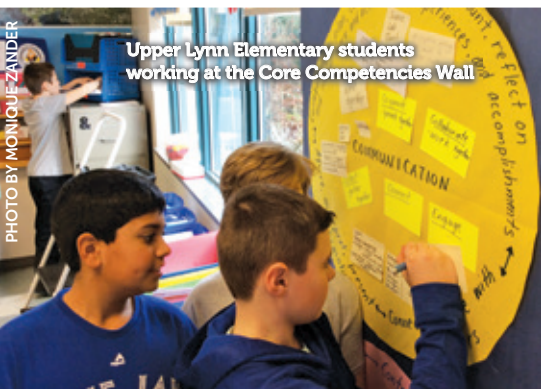


Queen Mary Elementary Inquiry Project

rich experiences for students to foster their thinking, communication and personal/social strategies and attitudes.

These teachers are enjoying the opportunity to collaborate and look forward to sharing their experiences with their colleagues in the School District.

SUBMITTED BY THE ARGYLE FAMILY OF SCHOOLS LEARNING NETWORK



Upper Lynn Elementary students working at the Core Competencies Wall

PHOTO BY MONIQUE ZANDER

GOAL

Encourage the growth of collaborative, adaptive and personalized learning environments curriculum

- We continue to integrate the use of technology within the curriculum and will proceed with a study to determine the supports necessary to enhance the embedding of technology into classroom instruction to support teaching and learning.
- We are engaging our learning community in the development and implementation of new processes for School District planning under the provincial framework introduced by the Ministry of Education. These processes will assist in the identification of our highest priorities for student learning and engagement.
- We have strengthened our partnerships with post-secondary institutions and provincial outreach programs to further enhance employee skill sets as it relates to supporting diversity in our classrooms.

GOAL

Nurture an inspiring and healthy work environment

- A revised and enhanced full-day employee orientation has been successfully developed and implemented. New employees appreciated the opportunity to hear the perspectives provided by students from our District Student Leadership Council and from current staff.
- In collaboration with employee groups, numerous initiatives have been proactively introduced to support employee health and wellness within our organization. Additional resources have been made available to support our staff and their families.
- The acknowledgement and appreciation of the traditional territories of the Coast Salish people on whose lands the North Vancouver School District resides has become embedded in our practices.
- A new teacher mentorship program is in its formative stages of development in collaboration with the North Vancouver Teachers' Association. The Board committed additional resources from its budget surplus to support this program.

WindyCove Aboriginal network

The WindyCove Aboriginal Network evolved from a simple invitation in early 2015 to the elementary schools in the Seycove and Windsor Families of Schools: Would you be interested in the opportunity to collaborate in a Network of Professional Learning? The response was a resounding "Yes"!

The Network was created organically - teams of interested teachers representing different

teaching roles were established at each school. In the spring of 2015, these teachers gathered together for a morning of introductions, discovery and learning. Using the First Peoples Principles of Learning to frame the discussion, teachers uncovered assumptions and beliefs in order to begin to frame the direction of the inquiry. By the end of the morning, a focus and action plan had been determined.

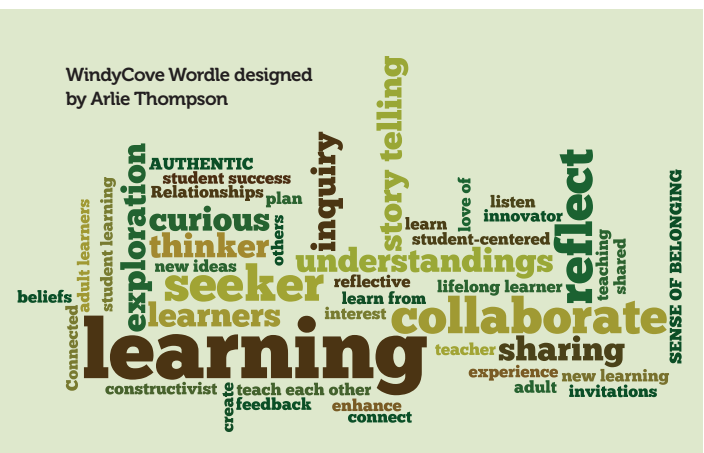
and will learn to express that in authentic and articulate ways. Students will learn to value the stories of others. Classrooms will become places of trust, respect and pride.

In the fall of 2015, the WindyCove Aboriginal Network submitted a grant proposal for funding from the School District which would allow the teachers to meet once a term to discuss readings, relate successes and challenges at the school level, and increase their own personal understandings of the Aboriginal Ways of Knowing. A blog was created to support communication across the schools and opportunities for collaboration using Staff Collaboration Time and Professional Days were determined.

The meetings are lively, enthusiastic, thoughtful gatherings. Teachers are eminently grateful for the opportunity to build relationships with colleagues, reflect on their personal growth, and take their learning back to the classroom to support students. They leave with a heart full of hope and a mind full of new understandings.

SUBMITTED BY ARLIE THOMPSON ON BEHALF OF THE WINDYCOVE ABORIGINAL NETWORK

Teachers decided to use the First Peoples Principles of Learning focused on Story, Place, and Identity to guide their educational pathway. It is the hope that through exploration of these principles, every student will develop an increased sense of belonging and connectedness in their classroom and in their school. Students will value who they are and where they are from



What is a Network of Professional Learning?

- teachers working together within and across schools to learn, share and grow as professionals in order to enhance the learning of the students in their classrooms;
- teachers collaborating on planning;
- teachers supporting each other with their diverse skill sets and experience;
- teachers teaching alongside each other;
- teachers reading and discussing professional literature;
- teachers sharing their successes and their challenges;
- teachers igniting each other's passion and curiosity.

SET-BC Classroom based solutions

With the support of SET-BC Service Coordinator Nedra Post and Lynnmour Principal Kelly La Roue, Kindergarten teacher Tessa Harrington has been able to incorporate the technology provided by SET-BC into her practice. Using iPads and Clicker 6 software, Tessa has successfully integrated multiple means of representation, action/expression and engagement.

Students are using technology to expand upon what they find outside. Using the iPads, Tessa and her students take photographs of their outdoor activities to use in the Clicker books. The pictures become a very personalized opportunity for learning as students can write reflections or

stories on the images, creating fun read-aloud picture books that demonstrate their leadership in environmental stewardship.

The entire class is learning to independently navigate through applications and explore personalized stories created with Clicker 6. Teacher growth is focused on technology, but also on getting outdoors.

Tessa began this project with two goals in mind: to increase her students' level of digital literacy and to improve her ability of utilizing the Principles of Universal Design for Learning (UDL). Allowing

students to discover multiple means of representation has given the students the ability to recognize letters and sounds using SET-BC technology.

"Using the Justand and the Handwriting Without Tears App has changed how I deliver my printing program and changes the students' understanding of instruction" says Tessa. Using this technology, she is able to print on an identical book that the students are using, while the image from the iPad reflects to the classroom television through Apple TV. Students have a better understanding of the task and find



PHOTO BY CHANIN SMYTH

Seymour Heights Elementary students enjoying their new outdoor learning space



Lynnmour Elementary students using SET-BC technology

it easier to visualize how the letters are formed when they can watch step-by-step instructions.

The positive collaboration that has occurred between SET-BC and the school has set the stage for continued exploration and growth for the Lynnmour Primary team. We are looking forward to the expansion of digital literacy at Lynnmour in the coming years!

SUBMITTED BY KELLY LA ROUE AND TESSA HARRINGTON



Brooksbank Elementary Students attending a Public Board Meeting

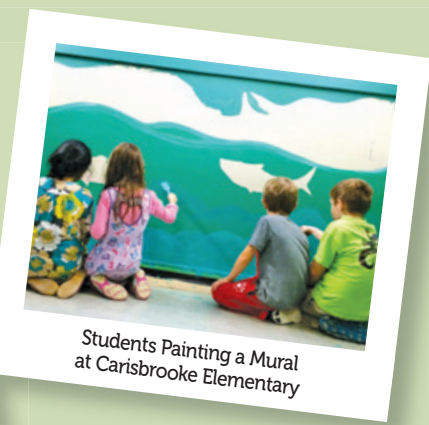
GOAL

Develop and promote innovative and sustainable programs

- Well over 1,000 parents and students attended our very popular Grade 7/8 Transition and Enhanced Programs Information Evening at Sutherland Secondary School to explore the diverse program offerings available to our secondary students.
- Enrolment continues to grow in our Enhanced Programs and Academies with more than 500 students now registered in one of our Academy Programs, including more than 40 students from other school districts.
- With the expansion of course offerings from 36 to 46, our Distributed Learning Program continues to provide alternate pathways to graduation through our North Vancouver Distributed Learning School. In the 2015-2016 school year, nearly 2,000 Grade 10 to 12 courses have been activated to date, with an expected total of 2,700 courses for the year. Course completion rates are now approaching 90%.
- The Board of Education has supported the expansion of the Supporting Student Learning: Summer School Program for the summer of 2016, to three programs directed towards students in Grades 4 to 7 with specific learning needs.



École Braemar Elementary French Winter Carnaval



Students Painting a Mural at Carisbrooke Elementary

Progress and Accomplishment Highlights

Online learning... a flexible pathway to graduation

As technology becomes ever prevalent in our daily lives, educational institutions across the globe are embracing online experiences as a method of enhancing student learning. Many undergraduate and master's programs now include an online component, taking advantage of a tech savvy generation of students. The North Vancouver School District is no different; we are actively developing and implementing online and blended learning models for students in secondary school, and even personalized programs for some elementary students. In fact, the demand for online learning has been so great, that since 2007, the North Vancouver Distributed Learning School (NVDLS) has now grown to offer 46 courses to over 2,500 students in Grades 8 to 12.

NVDLS offers both academic and elective courses that lead to the BC Dogwood Diploma. We are continuously developing and adding new courses based on student needs. New courses for this year include Math, English, Science and Socials for Grades 8 and 9, Film and Television, French 11 and Drama 12. We are also proud to be running a pilot project with one elementary school to offer Math 8 to a few Grade 7 students who require enrichment. Our dedicated teaching staff is always looking for new ways to support student learning.

NVDLS works in partnership with schools to provide flexible pathways to graduation. All of our courses cover BC curriculum and are taught by highly skilled BC teachers who are passionate about personalized learning and technology. We use the "blended model" of course delivery, incorporating online lessons, forums, virtual classrooms and interactive online tools and activities, in combination with face-to-face support in our Distributed Learning (DL) Centres. We have DL Centres in all six of our mainstream secondary schools and our main Centre is located at Mountainside Secondary. Students come to the DL Centres for test invigilation, course orientation, tutorials and one-on-one support.



Distributed Learning student in the DL Centre

With course completion rates of 88 per cent, NVDLS students are successfully directing their learning online.

Our Students:

A wide variety of students enroll in online courses. We support both adults and youth who are on the path to graduation or are upgrading and need something different to support their personal goals and specific learning needs. Some of our students are high achievers who want to get ahead and move through courses at a faster pace. Some of our students have special learning considerations and Individual Education Plans. They may need more time, extra review or streamlined course materials. Some of our students are elite athletes or are involved in many volunteer and extra-curricular activities. These students need the flexibility of anytime, anywhere learning. Although the majority of our students are attending a face-to-face school and may only take one or two classes online, we are happy to support students with a full complement of courses leading to a Dogwood Diploma.

Want to Learn More?

Visit our DL website for more information about our teachers, students and the courses we offer: <http://www.sd44.ca/school/distributed/>

SUBMITTED BY MAUREEN STANGER



Eastview Elementary Welcome Pole Unveiling Ceremony



Students reading at Lynn Valley Elementary



Norgate Elementary Students recognize Orange Shirt Day

Changing results for young readers

The goal of CR4YR is to increase the number of children who are engaged and successful readers in our province.

The North Vancouver School District has continued to build upon its strong foundation of literacy instruction through Changing Results for Young Readers (CR4YR), a provincial initiative started in 2012. CR4YR was presented to teams of classroom teachers, specialist teachers and school administrators from every elementary school in North Vancouver. More than 130 educators participated in the three session series.

Establishing literacy learning communities in schools to support universal, targeted and intensive interventions in the primary years has been a focus of the North Vancouver School District over the past three years. In 2016, the focus shifted to implementing a District-wide understanding of effective literacy instruction at the intermediate level.

Current research, supported by locally developed resources such as Literacy 44, was used to support and promote teacher excellence in literacy instruction. Through a variety of instructional strategies, participants had the opportunity to enhance their professional practice by collaborating in school-based teams to support the range of learners in the classroom.

The District CR4YR Leadership Team members, responsible for planning and implementing the series, were selected based on their wide range of experience and expertise teaching intermediate students. Together, they collaborated to create workshop sessions for the school teams that included fluency, engagement, comprehension and vocabulary

development. Connections were also made to Aboriginal Education and the new BC curriculum.

SUBMITTED BY THE NVSD CHANGING RESULTS FOR YOUNG READERS LEADERSHIP TEAM



2016 District CR4YR Leadership Team:
Back - Darlene Sullis, Ann Copp, Johnneen Harris, Nicky Pafuluk, Heather Myhre, Kammi Clark, Nadya Rickard, Jenny Crowe, Cheryl Ham
Front Row - Jillian Gordon, Kathleen Barter, Jessica Johnson



Students from Canyon Heights Elementary at Outdoor School

GOAL

Provide leadership in environmental education and sustainability practices

- A strategic sustainability plan is in development to establish a common vision and action plan for environmental, nature-based learning and sustainability practices to connect our educational initiatives with our corporate responsibilities.
- We continue to develop and expand quality outdoor learning spaces, urban gardens, and outdoor classrooms to support and enhance nature-based learning.
- Our commitment to environmental education and experiential-based learning is being carefully nurtured through our ongoing development of Cheakamus Centre and Outdoor School.
- We are making good progress towards our goal to achieve an energy intensity reduction of 13% by June 2016. These savings of approximately \$350,000 in annual avoided costs will be made up of approximately 18% reduction in electrical intensity and a 10% reduction in fuel intensity.

GOAL

Strengthen and expand reciprocal community relations

- We have increased the frequency of meetings and events within our Family of Schools model. This has served to strengthen and enhance meaningful connections between elementary and secondary schools.
- Our efforts to establish Mountainside as a hub for integrated services, supporting students' mental health, has been acknowledged as an exemplary model for all school districts. We will continue to work with our community partners and MLAs to advance this model for support as a multi-year pilot program.
- We have strengthened our working relationships with the Skwxwú7mesh (Squamish) and Tsleil-Waututh Nations in advancing the recommendation of the Truth and Reconciliation Commission Report and will foster the extension of this work into our community.
- We continue to strengthen and expand existing strategic partnerships to better support our learners while enhancing the overall use of School District and community facilities.

Mountainside's approach to youth mental health

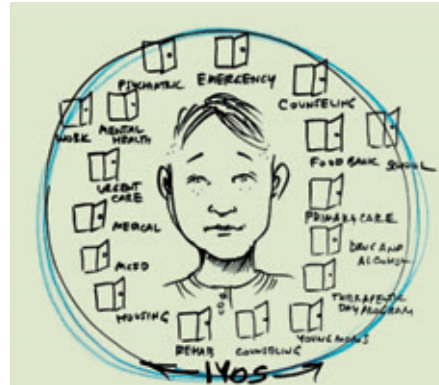
Mountainside Secondary School is now in its fourth year of operation, and one thing that has become abundantly clear is the role that mental health plays in both the successes and challenges experienced by not only Mountainside students, but all students.

Current research indicates that 10-20% of youth will be affected by a mental illness or disorder (Canadian Mental Health Association, 2015) and as such, we are working hard to take both a supportive and proactive approach to addressing the needs of our students.

such as anxiety or depression. For more information about this partnership, check out the video "Every Door Is the Right Door" on the Mountainside website (<http://www.sd44.ca/school/mountainside>).

It is important for youth who are struggling to feel connected to other people in their schools and the community. Mountainside has many other partnerships with community agencies, all working to build connections, collaborate and integrate services to support youth mental health. These partnerships include; MCFD, RCMP, Parkgate, North Shore Neighbourhood House and Capilano Services Youth Outreach Teams, Youth Unlimited, Salvation Army, Hollyburn Family Services, and a team of many volunteers.

It is through these amazing community partnerships that Mountainside is able to



extend its capacity to support students beyond the walls of school and into the community, providing a more seamless and wrap-around experience of care and well-being.

SUBMITTED BY JEREMY CHURCH



Cooking Class at Mountainside Secondary

Innovative assessment practices

Over the last few years the International Baccalaureate (IB) schools in North Vancouver have been working with the new BC curriculum and transforming assessment practices. The IB Programmes fit well with BC's new curriculum given the emphasis on concepts, big ideas and competency development. IB teachers engage students in rich units of inquiry which include assessment of the big ideas and the key concepts in each unit.

teachers when reflecting upon what they are doing well, and what they need to work on. They understand that with effort, persistence, and teacher guidance they can move their learning forward. Students take more ownership of their learning through this assessment model, and build the necessary skills to become life-long learners.



Capilano Elementary IB Students

PHOTO BY GLENDA ROBERTSON

To make assessment and reporting more meaningful to students, Capilano Elementary and Queen Mary Community Elementary schools have developed new assessment and reporting language, from Kindergarten to Grade 7, to replace traditional letter grades and performance standards language. By using consistent assessment and reporting language, teachers clearly communicate what students know, understand and can do, as well as identify actionable next steps in their learning.

Like the Primary Years Programme, the IB Middle Years Programme (MYP) focuses on teaching conceptual understanding within each subject area and highlighting connections between subject areas using key concepts. Students are encouraged to see their learning within the global context, to extend their understanding of big ideas beyond the classroom and to apply their knowledge to the world around them.

Another feature of the IB report card is the reporting on the five Approaches to Learning (ATL) skills which include Thinking Skills, Communication, Social Skills, Self-management and Research Skills. Students receive instruction in and assessment of these skills in appropriate curricular areas throughout the three years of the programme.

Capilano and Queen Mary students use the same assessment and reporting language as their

All MYP students at Carson Graham Secondary receive a unique, standards-based MYP report card which provides students and parents with an in-depth look at their strengths and weaknesses across the four criteria identified in each course. These criteria are precise and known in advance, ensuring transparent assessment. Teachers use descriptors to indicate a student's current level of achievement on an eight-point scale rubric. Anecdotal comments provide students with a deeper understanding of what is needed to increase their level of achievement.

In the Diploma Programme, the focus on the Approaches to Learning skills continues with an emphasis on critical thinking and time management skills. Diploma students are assessed on their understanding of concepts and abilities, rather than knowledge of facts. Similar to the other IB programmes, the Diploma Programme uses subject specific rubrics for all assignments. This approach to assessment and the other components of the IB Diploma Programme help to produce well-rounded, independent, globally-minded learners.

SUBMITTED BY KATHLEEN BARTER AND THE DISTRICT IB TEAM



Inquiry Project at Carson Graham Secondary

PHOTO BY NEIL CHOWDHURY



Classification Activity at Cove Cliff Elementary



AFK Senior Enrichment Art Class

PHOTO BY DAYLEN LUCHSINGER



Highlands Elementary Students preparing for the Terry Fox Run



PHOTO BY GADBOIS PHOTOGRAPHY

Outdoor School at Cheakamus Centre

Did you know?

In 2014-15...

- 3034 NVSD students participated in Outdoor School and Skw'unc'we-nas programs
- 100% of NVSD elementary schools participated in at least one of the programs
- 2500 out-of-district students attended from over 40 schools across the lower mainland
- 9282 children, youth and adults came to Cheakamus Centre for summer camps, community and service-based programs, corporate and nonprofit retreats and family celebrations
- This represents over 15,000 programming days at the Centre
- Our flagship Outdoor School is a diverse outdoor classroom on a 165 ha (420 acre) protected ecological reserve. Its first group was a Grade 6 class from Eastview Elementary, in 1970.

Our Goal:

Deliver high-quality, authentic, and inspirational year-round environmental and indigenous educational programming that connects learners of all ages and abilities with the natural world.

Cheakamus Centre has been successfully marketed as a top quality venue for meetings, conferences, events and filming, which generate revenue to support environmental education programs for children and youth.

District Student Leadership Council

The District Student Leadership Council (DSLSC) was established in 2005 and is guided by Board Policy 411: Student Leadership Council. The DSLSC draws its membership from all secondary schools in the North Vancouver School District. It meets regularly to discuss relevant issues, ideas and areas of concern regarding students' education. Student representatives from the DSLSC sit on School District committees and, as a partner group, attend Board of Education Public Meetings with a mandate to present and provide a student voice on important issues. A highlight of the year for many DSLSC members is the organization and facilitation of the annual District-wide Student Forum.

Topics of discussion in 2015-2016 have focused on Learning and Educational Change:

Students in the District Student Leadership Council (DSLSC) are working towards better success for every student. But what does success look like and what motivates students today? Having a passion for what you are learning seems far more important than attaining good grades, yet in the current system we are often measured solely by our

marks. Many students' motivation comes from attaining high grades rather than learning deep and important information and skills. And how can we unify our learning within our schools? What can we do to support the new curriculum, and how will we be affected by these changes?

The topic of Assessment has also been explored and the DSLSC students feel actual learning and experience are obtained from the feedback we receive from our teachers. The most important aspect of education is the ability to learn from our mistakes and to proceed further. These discussions allow us to reflect back on how we can achieve the best education and that it is more than about marks. We feel Assessment should be used as a tool to support learning, instead of as a ranking system to win awards or attain university entrance.

The movement towards learning "big picture" concepts and ideas in a way that emphasizes skills and applications for the real world is one we support. We often discuss how there should be less basic memorization and facts knowledge, as in the contemporary world this information is less important than it used to

be. Rather than just learning facts out of a textbook and memorizing for a test, we would like to learn how these facts can apply to our everyday lives and prepare us for the future. For example in Socials Studies, rather than solely French learning facts about the French revolution, we would prefer to know the significance and implications it bears on political structures of today and the lessons one can learn from these historical events. Overall, students of today want to know the big ideas of a subject

and not just the "what", but also the "how" and "why" of the topic's importance. We want to learn how to be creative, critical thinkers who can make a difference.

Another topic that has inspired great passion and dialogue from the general members of the DSLSC is the concept of personalized learning. While not a new concept, the flexibility of learning to meet the interests and needs of the individual learner is currently at the forefront of discussions. Some students appreciate some of the traditional models of instruction, learning and testing, and value the equal access and nature of like classes across the School District. Whereas others have backed increased efforts to personalize the learning process and argue that personal curiosity, passion and intrinsic motivation is vital for true learning to occur.

District-Wide Student Forum – April 6, 2016
Organized and facilitated by DSLSC students, the annual District-wide Student Forum brings together over 150 students from across the School District to discuss an educational issue that has been raised by the council as a topic of great interest throughout the year.

Previous forum topics have included: Innovation in our Education, Assessing our Assessment, Love is Louder, and Putting the U Back in Education. This year's topic selected by the students will be Supporting Student Success Through Curriculum Change. The forum will be held on Wednesday, April 6th, as part of *Class Acts: A Celebration of Education in the North Vancouver School District*.

For more information about the DSLSC or to find out when the next meeting is scheduled, please contact one of the Advisors: Brenda Bell bbell@sd44.ca, Cary Hungle chungle@sd44.ca, Greg Hockley ghockley@sd44.ca, or Justin Wong jwong@sd44.ca.

SUBMITTED BY MEMBERS OF THE DSLSC

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North Vancouver School District
the natural place to learn®



2015-2016 District Student Leadership Council



École Argyle Secondary Senior Art Students



École Cleveland Elementary Salmon Egg Blessing Ceremony



Seycove Secondary Grade 8-12 Welcome BBQ



"How the Grinch Stole Christmas" performance by Montroyal Elementary



Queensbury Elementary Halloween Dance



École Larson Elementary Bike Rodeo



Ridgeway Elementary Ski Program



Student Art Project at École Sherwood Park Elementary



Club Day at École Handsworth Secondary