Message from the Board Chair

CHRISTIE SACRÉ
CHAIR
NORTH VANCOUVER BOARD OF EDUCATION

As Chair of the Board of Education, it is my pleasure to present the North Vancouver School District 2018 Community Report. This report celebrates education in the NVSD and highlights progresses and accomplishments taking place across the school district. We have amazing students and staff who demonstrate excellence every day - through this report we honour and recognize them.

I am proud to be part of an innovative and thriving learning community that values diversity, inclusion, environmental stewardship and success for all learners. The Community Report focuses on our strategic goals that were developed in 2011: EXPAND the availability of best instructional practices and enriched curriculum, ENCOURAGE the growth of collaborative, adaptive and personalized learning environments, NURTURE an inspiring and healthy work environment, DEVELOP and promote innovative and sustainable programs, PROVIDE leadership in environmental education and sustainability practices, and STRENGTHEN and expand reciprocal community relations.

Our strong community relationships and partnerships have enabled us to collaborate on many projects that benefit students and parents. Safe and Active Routes to School is one such campaign that gained traction over the year. Community-wide support for this initiative has resulted in more students and parents choosing to walk, ride or roll to school, promoting the health and wellness of our students and easing traffic congestion around schools.

Our Board and staff have been working closely with the Ministry of Education on seismic projects. With the recent funding announcement for the full replacement of Handsworth Secondary School, we are pleased to have more than $111M invested in Capital Projects for creating seismically safe schools. A brand new Handsworth should welcome students by 2021. The Argyle Secondary replacement project is underway - construction will start this spring and the new school will open for the 2020/2021 school year. Both schools will be seismically safe, environmentally sustainable, energy efficient and designed to support teaching and learning spaces that facilitate the new curriculum and 21st century learning. The safety of our students and staff is a top priority. I am pleased that following these two projects we have only one more seismic project in our school district and we are already working with the Ministry to get the project underway.

On behalf of the Board of Education, I would like to thank our partners in education. Thank you to our staff, parents, students and community for your incredible support in working together to build a strong and supportive learning environment for our students to learn, share and grow.

Sincerely,

CHRISTIE SACRÉ
CHAIR
NORTH VANCOUVER BOARD OF EDUCATION

Message from the Superintendent

MARK PEARMAIN
SUPERINTENDENT OF SCHOOLS
NORTH VANCOUVER SCHOOL DISTRICT

My second year as Superintendent of the North Vancouver School District has been truly inspiring. I am fortunate to work alongside incredibly hard-working students and staff who are actively contributing to the success of this school district. In my classroom visits, I have the opportunity to engage with students and hear about their learning experiences and aspirations. I also have the opportunity to witness world-class instructional practices provided to students by our skilled staff. It’s been a privilege to work with our dedicated partners and exceptional school communities to provide the best educational experiences for students and their families. This year’s Community Report clearly demonstrates a strong commitment to our shared vision to inspire success for all students.

We continue to build on our goal to expand the availability of best instructional practices and enriched curriculum. The implementation of the new K-9 curriculum is well underway and has proved to be a success to date. Our Summer Learning program and North Vancouver Districted Learning School have undergone many changes to further enhance the course offerings, providing students with more opportunities to achieve their personal and academic goals. Recognizing the need for students to increase their understanding of mental health and mental illness, the North Vancouver School District introduced the Mental Health Literacy course as part of the curriculum for all Grade 9 students. We are extremely proud to be among the first in BC to implement this program. We are continuing to pilot new and innovative ways to communicate learning with parents. From standards-based reporting at Seycove to three-way (student, parent, teacher) conferences in the Carson Graham Family of Schools – we are continuing to learn and improve to make the process more meaningful and relevant for students, parents and staff.

We continue to deepen our understanding of Aboriginal ways of learning through our partnerships with the Squamish Nation, Tsleil-Waututh Nation and Métis Nation of BC. Through these partnerships, we continue on our “Road to Reconciliation” and provide our students and staff with an expanded local history of the North Shore. We are thankful for the opportunity to learn, live and share these authentic educational experiences on the unceded, traditional territory of the Coast Salish People.

The North Vancouver School District prides itself on world-class instruction and we are honoured to work with all our partners in enhancing the innovative teaching and learning taking place in our schools. I want to express my sincere gratitude to the North Vancouver Teachers’ Association, CUPE Local 389, North Vancouver Administrators’ Association, North Vancouver Parent Advisory Council and District Student Leadership Council in joining us in this work. Without your support this incredible educational journey would not be possible. For this we are grateful.

Sincerely,

MARK PEARMAIN
SUPERINTENDENT OF SCHOOLS
NORTH VANCOUVER SCHOOL DISTRICT

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.

VALUES

TRUST - We act with integrity. We are open and honest in our communication with one another.

RESPECT - We relate to each other with care and appreciation. We honour diversity and recognize the exceptional in everyone.

RESPONSIBILITY - We are accountable for our actions. We support positive change, continuous improvement and the pursuit of excellence.

COLLABORATION - We develop relationships and affiliations to achieve shared goals and consider each other in our decisions and actions.

NORTH VANCOUVER BOARD OF EDUCATION 2014-2018
Aboriginal teaching an integral part of our curriculum

BY BRAD BAKER (TSNOMOT)
DISTRICT PRINCIPAL, ABORIGINAL EDUCATION, NVSD

The North Vancouver School District has made great strides in the integration of Aboriginal Education in the classroom. Here are some highlights of what we have achieved this school year.

Go forward with courage
In partnership with the Squamish Nation and Tsleil-Waututh Nation, the NVSD embarked on a Coast Salish Welcome Pole project at the Education Services Centre on Lonsdale Avenue. Carving started last summer and throughout this school year, students, staff, school district Trustees, community members, educational partners, elected officials, and many more have placed their marks on the pole. The Welcome Pole is called Kyactn, which means, “We are all created equal, as brothers and sisters to welcome each other to sacred places on Mother Earth.”

The Welcome Pole Blessing Ceremony will take place in the summer of 2018.

Orange Shirt Day is an opportunity for First Nations, local governments, schools, and communities to come together in the spirit of reconciliation and hope for generations of children to come. This day is to remember that every child matters, as we continue the discussion on all aspects of residential schools. This auspicious day was celebrated in the fall and was a great success across the school district.

National Aboriginal Day
June 21st is National Aboriginal Day. Every year, our schools celebrate the day by honouring First Nations, Inuit and Métis heritages, cultures and outstanding achievements. Students learn about the varied heritages, languages, cultural practices, and spiritual beliefs of the more than 600 indigenous communities of Canada.

Norgate Community Elementary
A carving by Jody Norgate Community Elementary School in the summer of 2017. The carving pays homage to a woman picking berries along the Capilano River, which is part of the history of this area.

All students took part in the celebrations. “We gathered together as a school to come up with a program for all the kids to celebrate and acknowledge our traditional day,” said Heather Myhre, Aboriginal Support Teacher at Norgate Community School.

“The beating of the drum represents the heartbeat of mother nature and it brings us together through song.”

Pumpkin coding

BY IAN CUNLiffe
TEACHER LIBRARIAN, CANYON HEIGHTS ELEMENTARY SCHOOL

Technology is the way of the world. Coding forms an integral part of the core competencies in BC’s new curriculum; it teaches kids how to be project leaders, conduct research, design, and develop a final product. Coding can be introduced into the classroom in many unique, fun and engaging ways.

At Halloween, my students used coding to create flashy, spooky pumpkins. Coding or ‘hacking’ a pumpkin is actually a pretty simple process. If you think about many of today’s modern household appliances, from refrigerators to vacuums, they are still the same old device – just with a computer or robot embedded within. The same was true for our pumpkins! We placed small robotic spheres inside our jack-o-lanterns. Students wrote a code to produce a series of lights and sounds to create some serious Halloween fun!

What makes a great school?

BY PIUS RYAN
ASSISTANT SUPERINTENDENT, NVSD

A focus on student engagement and learning
A culture of teamwork and collaboration
Respect for adult and student diversity
A strong sense of community and collective responsibility
Strong systemic structures (e.g. Collaboration, Staff Meetings)
Ongoing and relevant communication of student learning.

These six attributes form key indicators of our school planning process.

“Schools are foundational to the teaching of values and ways of being.”

BY CLAIRE GORDON PIJANOWSKI
ELEMENTARY COUNSELLOR, NVSD

Sexual Orientation and Gender Identity (SOGI) leaders in North Vancouver are proud to have taken part in the recent creation of a series of videos and learning modules for educators across BC.

Identity (SOGI) issues and help further their understanding with an easy-to-follow structure.

Last year, the North Vancouver School District joined a collaborative project with the BC Ministry of Education, BC Teachers’ Federation, UBC Faculty of Education, and ARC Foundation to create safer and more inclusive school environments for all students with a focus on SOGI. North Vancouver was one of the first nine school districts in BC to take part in the SOGI pilot project.

The films were released last year and celebrated at a screening at UBC Robson Square.

“SOGI leaders in North Vancouver are proud to have taken part in the recent creation of a series of videos and learning modules for educators across BC.”

GOAL #1: EXPAND the availability of best instructional practices and enriched curriculum.
PROMOTING EQUALITY & ACCEPTANCE AT CLEVELAND ELEMENTARY

BY TREVBOR BAKER & DENISE LA PRAIRIE

The Cleveland Elementary School Gay-Straight Alliance (GSA) Club was first established in May 2017. At the elementary level, a GSA club helps to raise awareness of the inequalities and discrimination that have plagued members of the LGBTQ+ community, while promoting equality and acceptance of all individuals. To introduce the topic of the Cleveland Elementary GSA, we presented the goals and objectives of the GSA to Grades 6 and 7 students, and to the Cleveland teaching staff.

On May 19, 2017, International Anti-Homophobia Day, Cleveland demonstrated its commitment to being a safe and caring school by inviting students to wear clothing of various rainbow colours to show their support. The pride flag was also raised on the flagpole alongside the Canadian flag.

LACROSSE ACADEMY SET TO START IN SEPTEMBER

A new lacrosse academy in North Vancouver along with environmental science and animation academies are among the newest specialized education programs on offer in North Shore schools this year.

BY JANE SEYO

North Vancouver school trustees recently approved a lacrosse academy set to start at Carson Graham next September.

The program will be open to students in grades 8 through 12 and will include skill development in field and box lacrosse. The school district is partnering with the Tewanee Consulting Group, headed by Tewanee Joseph, who has been heavily involved in North Shore lacrosse as both a coach and player, to offer the program.

In addition to developing skills, the lacrosse academy will also honour the history and culture of the Squamish Nation, whose members have been heavily involved in lacrosse for many generations.

Organizers expect up to 40 per cent of students enrolling in the academy to be members of the Squamish Nation, according to a school district report.

Although there is a lacrosse academy in Nanaimo, there is no similar program in the Lower Mainland, said district principal Deborah Wanner. Wanner said the academy is intended as a skills development program, not a full-contact sport.

Lacrosse was widely considered Canada’s national game until 1994, when it was made Canada’s national “summer game,” with hockey taking the title of Canada’s national “winter game.”

The lacrosse academy will function similarly to the way other sports academies run in the school district, with fee-paying students taking part in the academy training during physical education blocks two or three afternoons a week.

RE-THINKING ENRICHMENT – HOW DOES CREATIVITY MEASURE UP?

BY CORRINE KINNON

HANDSWORTH FOS LEADER, GIFTED PROGRAMS, NVSD

What does the future hold? What will the world look like in 5 years? In 20 years? No one is sure, yet we are meant to be educating students for it. In this modern era, the skills and traits needed for success rely heavily on a creative mindset. This mindset involves cognitive processes that transform one’s understanding of, or relationship to, the world, and in essence, the freshness and the ability to make dreams come to life.

So, this year, our theme for our Gifted Enrichment Opportunities is “Creativity.” The goal is to offer students a chance to see things in new ways by breaking barriers.

We are using Destination Imagination to help teach 21st century skills, such as collaboration, communication, critical thinking and creativity. Destination Imagination engages students in instant challenges that provide opportunities for them to think, take risks and work together to solve problems. Each challenge is open-ended and enables students to learn and experience the creative process from imagination to innovation, while fostering their creativity, courage and curiosity.

In December, we teamed up with the Artists for Kids program and endeavoured in a full day print-making session. We worked with expert artists to guide the students to produce their own works of art. As we continue our journey with the students in their exploration of their imaginative potential, we can’t wait to see what kinds of creativity we can cultivate.

“This world is but a canvas to our imagination.”

HENRY DAVID THOREAU

STUDENT VOICE

BY GREG HOCKLEY

VICE PRINCIPAL, ARGYLE SECONDARY SCHOOL, DSCL ADVISOR, NVSD

I am one of four educators working with an extraordinary group of students from all of our secondary schools called the District Student Leadership Council (DSCL). They are a self-assembled group who provide voice, leadership and representation to all students in the North Vancouver School District. The DSCL is supported by the Board of Education and students meet once a month for a general meeting where the key dialogue takes place. Individual DSCL student members commit to taking seats on various committees in the school district. Students understand that they are a valued stakeholder and their thoughts and voice can make a difference. The students gain a sense of empowerment and ownership in their own learning and schooling.

“Young students understand that they are a valued stakeholder and their thoughts and voice can make a difference.”

Once a year, the DSCL organizes and hosts a student forum that brings a larger student group into the process.

ACADEMIES AT A GLANCE

Elementary enhanced programs:
- Artists for Kids After-School Art
- Artists for Kids Paradise Valley Summer School of Visual Arts
- Band and Strings Program
- Early French Immersion
- International Baccalaureate (IB) Primary Years Programme (PYP)
- Grade 4/8 Outdoor School Program
- Grade 3 Ski/line-was Cultural Program
- StrongStart

Secondary enhanced programs:
- International Baccalaureate (IB) - Middle Years (MYP) and Diploma Programmes
- French Immersion
- Global Perspectives Program
- Hockey Skills Academy
- International Baccalaureate (IB)
- LACROSSE ACADEMY
- ENVIRONMENTAL SCIENCE ACADEMY
- ANIMATION ACADEMY
- FIELD HOCKEY ACADEMY
- ARMS HOCKEY ACADEMY
- ARTS ACADEMY
- BASKETBALL ACADEMY
- DANCE ACADEMY
- DIGITAL MEDIA ACADEMY
- DISTRIBUTED LEARNING
- EXPERIENTIAL OUTDOOR ENVIRONMENTAL LEADERSHIP ACADEMY
- PEAK PERFORMANCE PROGRAM
- PERFORMANCE LEARNING PROGRAM (PLP) –Apple Distinguished Program
- SEMESTER SYSTEM
- SOCCER ACADEMY
- VCC CULINARY ARTS LEVEL 1
- VOLLEYBALL ACADEMY/Volleyball Canada Centre of Excellence
- YOUNG ENTREPRENEURSHIP AND LEADERSHIP Launchpad (YELL)
New modular learning space at Ridgeway Elementary

BY NEVASHA NAIDOO
COMMUNICATIONS MANAGER, NVSD

Ridgeway Elementary School is one of five schools that received additional learning space this school year in the form of portables. Ridgeway’s additional learning space is unique in that it is much larger than a single room portable. It is called a modular building, comprised of multiple joined portables. Principal Dean Yeo shares some interesting facts about the space:

- The modular is environmentally friendly and also features gender neutral washrooms.
- There are nine classrooms in total; seven are used for classes and the other two are used for project based learning.
- The new learning space is modern and the hues and colours of the space blend with the features of the school.

Empathetic connections

BY DENEKA MICHAUD
COMMUNICATIONS MANAGER, NVSD

My daughter Oaklyn and I are taking part in the Roots of Empathy program – a program teaching elementary school students to be caring, compassionate individuals able to identify, relate and respect other’s feelings. Empathy isn’t easy to teach, but it’s the basis of what public education represents. The fundamental interpersonal skills that evolve from empathy are what enable our children to be successful no matter what life path they choose.

The Roots of Empathy program uses the development of a baby to teach young students how to be empathetic. By connecting with my daughter solely by identifying her emotions and understanding her development and feelings, the students are learning how to successfully relate to others. The program is proven to reduce aggression and bullying while raising social/emotional competence.

At the North Vancouver School District, we are committed to supporting and nurturing a healthy work environment through WELLNESS.

Handsworth students get funding for a brand new school

BY BC MINISTRY OF EDUCATION

Recently, Education Minister, Rob Fleming announced that the province will provide $62.3 million to replace the 57-year-old Handsworth Secondary.

"It’s time to bring a new, expanded and seismically safe school to Handsworth students," said Minister of Education, Rob Fleming. "Our government is doing things differently by working for families and making investments that support student safety."

The project will provide a seismically safe and state-of-the-art school, designed to accommodate more students. The new school will be built on the west side of the current property. The current school will remain open until the new school is finished and then the old building will be replaced with a new grass field.
Summer Learning

BY KATHLEEN BARTER
DISTRICT PRINCIPAL, CURRICULUM AND ASSESSMENT, NVSD

Summer Learning assists a wide variety of students in fulfilling their academic and individual goals. The Summer Learning community focuses on solid instruction and assessment practices, and the building of community.

For the 2017 Summer Learning "Celebration of Learning" teachers and students explored the theme of Canada 150 and its application to their courses. As a culminating project students presented curricularly relevant inquiry projects connected to Canada 150. Summer Learning offers two types of programs: Full Credit and Foundations (Review and Completion). Full Credit courses are offered for Grades 10-12 and are designed for students who choose an alternate pathway to graduation.

Summer Learning’s Foundations (Review and Completion) Program focuses on building core academic skills and confidence in students. The Foundations (Review and Completion) courses have three programs. The Literacy 8/9 and Numeracy 8/9 programs are designed for students who want to enhance their numeracy or literacy skills to prepare for success at the next course level. Numeracy 8/9 is tailored to allow for appropriate entry points for individual student learning - instruction focuses on the core numeracy skills. Literacy 8/9 targets key reading and writing skills that set students up for success.

English Language Learning (for students at levels 1-3) builds on the core communication skills of reading and writing.

Grade 7/8 Transition is for students who will be entering Grade 8 in the fall and who are tentative about their transition to high school. The Grade 7/8 International Baccalaureate (IB - MYP) Transition program is designed for students transitioning to an IB Middle Years Programme (MYP) school from their non-IB - PYP elementary school. French Immersion 7/8 is designed for late French Immersion students who require practice the language skills required in secondary school.

Tanzania/Cleveland art project

BY DR. JODI STREELASKY
UVIC, AND
BILL REID PRINCIPAL, CLEVELAND ELEMENTARY SCHOOL

If you were asked to draw, paint, or photograph your favourite thing to do at school when you were in kindergarten what would it reveal? For the past two years, that is the question Dr. Jodi Streelasky has been posing to 5 to 7-year-old children in two diverse elementary schools. Their powerful responses were recently revealed at an educational art exhibit. The Artists for Kids gallery showcased a unique exhibit of students’ art from Cleveland Elementary School in North Vancouver and Chang’ombe Primary School in Dar es Salaam, Tanzania.

The research aimed to establish where and how their skills and knowledge developed and what were the prime motivators for learning.

"The Artists for Kids gallery showcased a unique exhibit of students’ art from Cleveland Elementary School in North Vancouver and Chang’ombe Primary School in Dar es Salaam, Tanzania"
GOAL #5: PROVIDE leadership in environmental education and sustainability practices;

Litterless Lunch at Braemar

BY JULIEN RUBIN
GRADE 2/3 TEACHER,
BRAEMAR ELEMENTARY SCHOOL

I am proud to be part of the Braemar Environment Committee. With the help of our student environment club, all students at our school participate in “Litterless Lunch” every third Wednesday of the month. On these days, ‘garbage and recycling bins in the school are closed except for organics. Students are reminded about recycling and reusing lunch containers by taking all garbage home with them. This is a fun way for students to reflect and learn about how interconnected people are with one another in their environment, as well as fitting into our School Action Plan of student engagement and empowerment.

The Edible Garden project

BY NANCY MUNRO
GRADE 3 TEACHER,
BROOKSBANK ELEMENTARY SCHOOL

It's not often a federal announcement happens next door. Yet on a sunny Friday morning MP Jonathan Wilkinson, on behalf of the Ministry of Environment and Climate Change, was at Loutet Farm to announce this year’s recipients of the Environment and Climate Change, was at Loutet Farm to announce this year’s recipients of the Garden Project, based at Loutet House.

2018 sustainability update

BY LUKE SMEATON
MANAGER OF SUSTAINABILITY, ENERGY, AND ENVIRONMENTAL PLANNING, NVSD

The past year was a big one for sustainability at North Vancouver School District, with a broad range of achievements being celebrated across the district.

As usual, students and staff were busy with classroom and school-based activities that saved energy, reduced water consumption, diverted waste from landfill, and encouraged active transport to school. It was amazing to see such enthusiasm and dedication to reducing our environmental footprint.

At the organizational level, 2017 saw the launch of NVSD’s sustainability strategy that provides coherence, direction, and focus to our sustainability-related activities. This district-wide strategy is intended to complement and support all the great things already happening across the district by bringing together strategic priorities within three areas of the NVSD community.

Programs: The educational practices and partnerships that support a sustainable school district.

Place: The natural and built environments that support the NVSD community.

Process: The structures that guide how we plan, act, share, and celebrate.

Implementation of the strategy is underway and will be guided by an ongoing collaborative process with NVSD stakeholders.

It was amazing to see such enthusiasm and dedication to reducing our environmental footprint.

Cheakamus Centre: A hub for learning in nature

BY CATHY JENKINS
PROJECT MANAGER, CAMPUS RENEWAL, CHEAKAMUS CENTRE

A typical day in the outdoor classroom at Cheakamus Centre comes to life as students use their observational skills and senses to explore and interact with the natural environment around them.

Established in 1972, Cheakamus Centre is located on the traditional territories of the Ch’iy̓x̱m people on a 420-acre ecological reserve near Squamish. Cheakamus Centre is renowned for its environmental and indigenous cultural education programming. The Outdoor School and Skw’u:kla was overnight programs are treasured school traditions for students across the North Vancouver School District.

Learning in nature can come in many different forms. Cheakamus Centre is also home to “Cheakamus Centre comes to life as students use their observational skills and senses to explore and interact with the natural environment around them.”

One step at a time

CAROL SARTOR & KULVIR MANN
HASTE BC

The Active and Safe Routes to School Program is a collaborative effort by key stakeholders from the NVSD, Board of Education, City of North Vancouver, District of North Vancouver, RCMP, Vancouver Coastal Health, North Vancouver Recreation and Culture Commission, ICBC, TransLink and HASTE BC. In 2014, Queensbury Elementary piloted the program consisting of a survey, walk-about to assess walking/ cycling conditions and the development of an action plan with infrastructure improvements, education programs and engagement initiatives.

“The students are the true stars of the program, participating in Safety Blitzes with enforcement officers, creating active transportation programs, educational campaigns using posters and videos, and enthusiastically participating at walk & wheel events. The result is increased use of sustainable transportation, feelings of neighbourhood safety and social connectedness.

In the past four years, all schools located in the City of North Vancouver have been through the School Travel Planning Program. The students are the true stars of the program, participating in Safety Blitzes with enforcement officers, creating active transportation programs, educational campaigns using posters and videos, and enthusiastically participating at walk & wheel events. The result is increased use of sustainable transportation, feelings of neighbourhood safety and social connectedness.

Schools have shared their work at City Hall, participated in planning sessions for the Green Neighbourhood and Kids’ City Map, and the work has gained recognition within the news and with awards. In 2016 Ridgeway Elementary was awarded the Living City Sustainable Transportation and Awareness Award. In 2017, the Queen Mary School Green Team and NVSD’s Communication Department both won the Living City Sustainable Transportation Award. Children and Youth Safe and Active Travel (CYSAT)

One step at a time working group earned the 2017 Community Energy Association Public Sector Collaboration Climate & Energy Action Award.

Schools located in the District of North Vancouver have accomplished increases in active mode share through school initiatives:

- Boundary: delegation to DNV council to re-install bollards at a local intersection.
- Canyon Heights: Freedom Friday program.
- Capilano: BC Automobile Association Safety Patrol program for students; parents are the supervisors.
- Lynn Valley & Ross Road: outstanding showing during Bike to School Week.
- Upper Lynn: Kindergarten Walk on Wednesday Challenge earning the 2016 BC Green Games Leadership Award.

We are moving in the right direction with all of this exceptional work. Make healthier, greener and safer choices in 2018. Start walking or cycling to school, or drive to 5, park and walk a few blocks. Making minor changes will increase students’ overall physical well-being, promote independence, and make our school zones safer and greener.
Things I learned about physical literacy

BY CASSANDRA BRONDGEEST
BLOGGER, NORTH VANCOUVER RECREATION AND CULTURE COMMISSION

What is physical literacy? It is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life. Physical literacy is a lifelong journey that is essential to an active, healthy life.

Movement skills are life skills. Learning how to move and behave when you are younger sets you up for a healthier future.

Physical Literacy is good for your brain, spirit, and body. You are less likely to suffer from stress, anxiety and depression when you are active. Activity also decreases your risk for cardiovascular disease, cancer, osteoporosis, Type 2 diabetes and obesity.

ABC’S. The ABC’S - Agility, Balance, Coordination and Speed are the foundational skills that underpin physical literacy. These ABC’S break down movement into basics so that skills can be refined and developed just as if you were learning to read or do math.

Motivation, Competence, Confidence. It is important to look at people as whole. There must be a focus on developing the mind and the body. Movement skills should be learned like the ABC’S.

New environments, more learning. When practicing activities in different places or on different surfaces it allows the brain to develop new pathways and allows the body to learn how to respond in a variety of environments.

The North Vancouver School District is a proud partner of NVRC Physical Literacy 4 U. www.pl4u.ca.

Think of Me campaign launch

BY NEVASHA NAIDOO
COMMUNICATIONS MANAGER, NVSD

The North Vancouver School District was proud to support the recent distracted driving campaign: ‘Think of Me’, launched by ICBC. It all started with the City of North Vancouver’s month-long proclamation for ‘Anti-Distracted Driving’ during the month of September.

Throughout the campaign, over six ‘Think of Me’ school events were hosted at North Vancouver schools including Boundary, Braemar, Canyon Heights, Carson Graham, Queen Mary, and Westview schools.

Hundreds of ‘Think of Me’ cards were hand drawn by children living on the North Shore and handed out to drivers within school zones. The cards reminded drivers to keep children safe by avoiding driving while distracted.

D.A.R.E. Program helps kids make wise decisions

BY NEVASHA NAIDOO
COMMUNICATIONS MANAGER, NVSD

The Drug Abuse Resistant Education (D.A.R.E.) Program started in schools 25 years ago to help students resist pressures that may influence them to experiment with alcohol, tobacco and other drugs. The program is still successfully implemented at several schools. Westview Elementary School is one of the schools participating in 2017-2018.

The D.A.R.E. elementary curriculum is designed based on the Social-Emotional Learning (SEL) Theory, which identifies fundamental, basic skills and development processes needed for healthy development, including:

- Self-awareness and management
- Responsible decision-making
- Understanding others
- Relationship and communication skills
- Handling responsibilities and challenges

The curriculum uses theory to teach youth how to control their impulses and think about risks and consequences, resulting in more responsible choices. The program is offered to Grade 5 students and includes 11 lessons plus evaluation. Each lesson is one hour. The interactive lessons encourage students to engage in conversation during role play of real-life scenarios.

Circles empower students

BY ZOFIA SWITKOWSKI
PROGRAM COORDINATOR, NORTH SHORE RESTORATIVE JUSTICE SOCIETY

The Circles in Schools Program is hosted by the North Shore Restorative Justice Society (NSRJS) in partnership with the North Vancouver School District. It is a program that aims to support students in developing social-emotional skills and creates a space for student voices to be heard. The program also empowers children and youth to connect with one another on a deeper level, builds a sense of community, and deals with conflict in a transformative way.

Sitting in circle is the oldest form of communication. It is the way people in many cultures have traditionally come together to talk about important issues. Being in a circle shows children and youth that diversity is strength. Each of us brings unique strengths and gifts to our community, and circle is about coming together to honour our differences and celebrate our common ground.

In the circle, students are led through a series of activities that are developmentally appropriate and result in a greater understanding of themselves and others. This creates deeper relationships and a stronger community. Sharing stories in a safe, non-judgmental environment gives youth a voice.

When they feel as though they belong and that their voice matters, students are empowered to make a difference.

“Sitting in a circle is the oldest form of communication. It is the way people in many cultures have traditionally come together to talk about important issues.”

NVSD partners with community to support mental health

BY JEREMY CHURCH
PRINCIPAL, MOUNTAINSIDE SECONDARY SCHOOL

Mental illness, mental health and substance use have been making a lot of news lately. A collaborative, community-based approach is an essential component to addressing these issues.

The North Vancouver School District is one of many community partners working together to build capacity and provide support for children, youth, and their families in the areas of mental health, mental illness and substance use.

As part of the Provincial Child and Youth Mental Health and Substance Use Collaborative, the North Shore Local Action Team has been working to increase the number of children, youth and families receiving timely access to integrated mental health and substance services and supports in BC.

One important goal of the local Action Team is to partner with schools and communities on mental health and substance use literacy initiatives, with the goals of reducing stigma, positively impacting health seeking behaviours and building capacity and skills of students, families, school personnel and community members.

Another exciting development in our community that the school district has been actively supporting is Foundry North Shore - a place where any youth or parent in our community can find easy access to help when they need it. Contact Foundry North Shore at 604.984.5060 or visit their website: www.foundrybc.ca/northshore.

“The North Vancouver School District is one of many community partners working together to build capacity and provide support for children, youth, and their families in the areas of mental health, mental illness and substance use.”