North Vancouver School District
SCHOOL PLAN for 2014-2015

School: North Vancouver Distributed Learning School (NVDLS)
Address: 3365 Mahon Avenue
            North Vancouver, BC V7N 3T7
Phone: 604-903-3333
Website: www.sd44.ca/school/distributed

School/Community Context:

The North Vancouver Distributed Learning School (NVDLS) offers a variety of dynamic and interactive academic and elective online courses for students in Grades 10, 11 and 12. *The vision of NVDLS is to create a strong partnership between mainstream secondary schools in order to provide students with flexible and personalized pathways to complete graduation requirements.* For the 2014-2015 school year, 36 courses will be offered in a variety of subject areas, leading to both a Dogwood Diploma and an Adult Dogwood Diploma. Two new course additions are Calculus 12 and BC First Nations 12.

The DL school continues to enhance communication and learning opportunities for all online students through our "DL Centre" model. This model allows students to have face-to-face interaction with their online teachers and provides a classroom/computer lab for tutorials and test/exam invigilation. This "blended" model continues to grow both at our District DL Centre located at Mountainside Secondary, and at all six of our DL Centres at each of our mainstream secondary schools. Staffing increases of both full time and embedded teachers continue to provide more blocks of DL Centre support time, with the ultimate goal of all DL Centres being opened all day and after school. The face-to-face support provided at DL Centres enhances student engagement and completion.

The North Vancouver Distributed Learning School has a diversity of learners including non-graduated youth, non-graduated adults, graduated adults who are upgrading, English Language Learners, and special education students with IEPs. We continue to see an increase in students with social/emotional/ behaviour issues who need an alternate pathway to graduation, or are enrolled in DL with blended support from our secondary school Choices or LAC programs. The majority of students registered in NVDLS are cross enrolled from mainstream secondary schools in the North Vancouver School District, with a small population from other secondary schools on the North Shore, including private, independent, and public. We also have a small population of students from other school districts in the province. NVDLS is a member of the BC Learning Network, a consortium of DL schools that work together to upgrade and develop course materials and share best practices. Our courses are held in an open source Learning Management System, "Moodle", and hosted by an online service provider, "Knowplace".

Youth students enrolled are typically only taking one or two courses in coordination with their mainstream bricks and mortar school schedule. Some are taking courses to free up their face-to-face timetable for additional electives, some are involved in elite athletic programs,

some prefer the flexibility of online, some are trying to work on courses in advance of the next grade level, and some learn better in a self-paced, technology-rich environment. The adult DL population is typically enrolled in two or more courses, with the goal being graduation, or to upgrade marks in order to be eligible for specific post-secondary programs. These adult learners are most often working and balancing home-life obligations, which makes the flexible DL model suitable for their learning needs. Recent Ministry changes to allow cross-enrolment opportunities for students in grades K-9 (in addition to those in 10, 11 and 12) creates the potential to utilize a per course funding model for all grades. Currently, we have access to Grade 8 and 9 DL courses (English, Science, Socials, Math), and some LAC and Choices teachers have utilized this curriculum to support their specific learners. We have also had several gifted learners at the elementary level use the Grade 9 DL Math course to supplement their program.

The North Vancouver Distributed Learning School operates as a continuous entry/self-paced model of course delivery and as such, the student/parent population is transient. Due to the flexible nature of program completion and the fact that many of our students are cross enrolled, the NVDLS has partnered with the PAC of Mountainside Secondary School where the DL School is housed.

Demographics (*2013-2014 school year*):

NVDLS is a continuous entry school and as such the data is constantly changing. The data below is current as of April 22, 2014 and is taken from both BCeSIS and Moodle. BCeSIS data reports only activated students (completed 5-10% of the course) that have been claimed for funding in the September, February and May 1701 collections. The Moodle Learning Management System includes new enrolments and students who have not yet activated.

Total number of students 1701, data: **1 649**   **Male: 747**   **Female: 902**
Total number of students, Moodle data: **2 472**
Total number of courses, 1701 data: **1 861**   **FTE: 232.6**
Total number of courses, Moodle data: **2 859**   **FTE: 357.4**

Grade	9	10	11	11	Adult
English	24	432	212	658	89
Fr. Imm.	3	139	55	37	

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
Teachers = 10.28 Admin = .5	**1.3%**	**19.2%**	**1.6%**	**0.12%**

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan Goal 1: To increase student engagement in online learning experiences through enhanced curriculum, instruction and assessment practices

Objective 1.1

To improve the quality and relevance of the curriculum provided in online courses

Trend Data Table:

Key Performance Measures:			
2013-2014 Quantitative	**Baseline**	**Target**	**Actual**
Number of professional development activities specifically focused on curriculum development, attended by DL staff	0	10	12+

2013-2014 Qualitative
Qualitative **Baseline**:   – Planning 10 teachers worked on redeveloping the curriculum for the 2013-2014 school year to provide consistency between each of their courses   – Creation of project based performance tasks for many Planning 10 units
Qualitative **Target**:   – All teachers will have the opportunity through staff collaboration and Pro-D to redevelop curriculum for one of their courses throughout the 2013-1014 school year
Qualitative **Actual**:   – All teachers had the opportunity to redevelop one of their courses. Some were only able to make changes to a few units   – Most of the Planning 10 teachers adopted the new redeveloped Planning 10 course: some continued with the older version as many students were carry overs in the course from the previous funding period

Trend Data Analysis: (indicators of progress over time)

- DL teachers have attended a variety of curriculum development opportunities including:
  - DL PSA Pro-Day in Burnaby during Provincial Pro-Day in October
  - Staff collaboration sessions specific to curriculum/course updates
  - Provincial Digital Learning Conference (2 days in April), attended by 17 DL staff members
  - Two school based Pro-D days focusing on course development: more project based activities
  - Attendance at online sessions via Blackboard Collaborate, through, BCLN, CEET, and LearnNow BC focusing on curriculum change and enhancements in the online world
  - Active participation in the BCLN online teacher forums to discuss course content improvements in alignment with performance standards
  - DL teachers presented an introduction to DL for interested District staff
  - DL teachers presented a Pro-D workshop on our blended DL Centre Model at the Provincial Digital Learning Conference: focusing on our curriculum delivery
- Teacher collaboration regarding curriculum (e.g. All subject area teachers meeting and working together on common course improvements, and adding more inquiry and project based activities to enhance student choice and engagement)
- Teacher focus on re-vamping one of their DL courses each year, some success for some teachers who worked on a few units in one of their courses

Opportunities for Further Development:

Good progress has been made in the area of curriculum development. With the Ministry's recent launching of the new curriculum framework for K-9 and the anticipation of new curriculum framework for Grades 10-12 as well as a new Graduation Plan, curriculum in the DL world will soon be changing. With the Ministry's focus on "Big Ideas", Core Competencies, and fewer Learning Standards, there is an opportunity for DL teachers to customize course content to make it more relevant, authentic and engaging for students. The goal of curriculum change and development will be ongoing into the 2014-2015 school year.

Objective 1.2

To improve instructional strategies through increased interactivity in online courses

Trend Data Table:

Key Performance Measures:			
2013-2014 Quantitative	**Baseline**	**Target**	**Actual**
Number of interactive tools/activities in each course	5	10	10+
Number of Moodle training workshops provided to DL teachers	1	5+	4
2013-2014 Qualitative			
Qualitative **Baseline**: - Many of our current courses are incorporating some interactive features, but some of our teachers do not have the skill set to incorporate more			
Qualitative **Target**: - Each course will include many visual and auditory interactive features - Teachers will have the opportunity to have Moodle training sessions as well as time during staff collaboration and Pro-D to share web tools that they have incorporated in their courses			

Trend Data Analysis: (indicators of progress over time)

- With the steady expansion of DL and the yearly increase of staffing, our DL teachers are at various levels of comfort and expertise using the instructional techniques/tools available through Moodle and online
- Instructional focuses this year have been on the following:
    - Increased use of forums
    - Increased use of virtual classrooms through Blackboard Collaborate
    - Creation of "buttons" in each DL course, to increase ease of navigation for students in the Moodle LMS and promote ease of access to information
    - Increased use of "Sign Up Genius" for test writing
    - Increased use of blogs, glogs, e-portfolios, website creation
    - Creation of course videos to assist students with course expectations and curriculum support
    - Increased use of Moodle messaging to interact with students and teachers
- Enhancing our blended model of support through various face to face instructional opportunities (Outdoor School Course, Chemistry Labs, Guest Speakers, Sutherland Explorers)
- Introductory Moodle workshop presented by DL teachers to interested District staff
- DL Tech Support Teacher visits to embedded DL teachers

Opportunities for Further Development:

Good progress has been made to improve instructional strategies throughout the 2013-2014 school year. Continued use of staff collaboration and professional development to provide further Moodle training is essential to allow teachers to effectively include more interactive strategies for students.

Objective 1.3

To improve assessment practices by incorporating relevant and authentic performance tasks

Key Performance Measures:			
2013-2014 Quantitative	**Baseline**	**Target**	**Actual**
Number of rubrics used in each course	1+	5+	10+ (varies in each course)
Number of relevant performance tasks/projects in each course	1	5+	5+ (varies in each course)

2013-2014 Qualitative
Qualitative Baseline: – Students are currently allowed to "re-do" some assignments, but there is not a consistent practice of formative assessment in all courses   – Planning 10 teachers are currently changing the summative assessment in the course with a focus on project based performance tasks for all units. Students choose from various options and select a task that best fits their learning style
Qualitative Target: – All students will be provided with opportunities in their courses to use formative assessment feedback (not for marks) to prepare them for summative activities.   – Teachers will re-design current assessment practices and the use of gradebooks to provide assessment for, as and of learning that is clearly communicated to students
Qualitative Actual: – Many courses now incorporating formative and summative assessments and clearly communicating this to students   – Complete overhaul of the Moodle gradebook to reflect formative and summative assessment, weightings and meaningful curricular comments: about half of the courses have this change in place

Trend Data Analysis: (indicators of progress over time)

- With the new District Assessment document being launched this year, DL teachers have been working on the following to assist with relevancy in assessment:
  - A re-vamp of the Moodle gradebook: indicating which tasks are formative and summative, the weightings, and meaningful curricular comments in relation to performance standards for every major assignment
- The incorporation of more project based assessments based on student choice and interest in all courses
- Planning 10 e-portfolio course: relevant and authentic tasks to help students create an effective digital presence and assist in career planning
- Reduction of strictly content based quizzes and tests and working to incorporate critical thinking skills

Opportunities for Further Development:

Assessment will continue to be a major component in the NVDLS School Plan. Focusing on the use of formative assessment online, the creation of relevant summative tasks and incorporating self and peer assessment is valuable and will increase student engagement in their online course work. With the upcoming changes to curriculum, changes to assessment practices will also have to take place with a greater focus on assessing the Core Competencies and Learning Standards as opposed to specific content.

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Previous School Plan Goal 2: To increase support for DL students' social/emotional learning

Objective 2.1

To create a sense of belonging and connectedness through frequent and meaningful connections with students, parents and staff

Trend Data Table:

Key Performance Measures:			
2013-2014 Quantitative	**Baseline**	**Target**	**Actual**
Percentage of SEL students (R and H designations) who connect with the DL staff in the registration process to put supports and adaptations in place	50%	100%	80%
2013-2014 Qualitative			

Qualitative Baseline:
- Currently, SEL students who come to DL are not "flagged" by their mainstream schools. DL Registration forms include an "IEP" check box and when it is checked, the DL School requests IEPs from the mainstream schools
- Limited communication between mainstream school, DL school and parents around SEL issues

Qualitative Target:
- Mainstream schools contact the DL Principal or Academic Advisor when a student with SEL challenges registers for DL
- Academic Advisor, Principal and DL teacher meets with student and family to set up a program of support for the student

Qualitative Actual:
- More communication between mainstream and DL for SEL students
- Counsellors and often Choices teachers will flag students and let us know if a student is an R or H
- Easier to request and received IEP from mainstream schools
- Better able to provide specific adaptations for R and H students
- Increase in parent contact with new Transition Counsellor position
- Increase in counselling supports available in DL for R and H student who are home school DL through Transition Counsellor

Trend Data Analysis: (indicators of progress over time)

- The DL Academic Advisor and DL SEA have worked very hard to quickly identify students who have a designation and an IEP
- Copies of the IEPs are being shared with DL teachers to support adaptations
- R and H students are given many adaptations to assist with anxiety, depression, social phobia and overt behaviours: longer time for tests, tests divided into several sections and to be completed over several days, alternate setting for tests (away from the DL Centre), and invigilation at home by DL staff if necessary
- A DL Screening Questionnaire was developed this year to support counsellors and administrators to determine if DL is the best fit for all students and in particular those with IEPs. SEL students' learning needs may be better served in other ways.
- First Staff collaboration of the year was focused on the R and H designations, what they mean, what behaviours might be presenting and how to work with these types of students to support their needs in DL: more and more SEL students are enrolling in DL courses
- Continued partnerships with Choices teachers to assist with adaptations for DL courses being used with SEL students
- The addition of a new position: the Transition Counsellor has been highly effective. This counsellor has worked on updating IEPS for DL home school students, connecting with students and parents to help them determine completion schedules, and offering clinical counselling supports as needed, onsite on at the District DL Centre at Mountainside

Opportunities for Further Development:

With the increase of SEL students coming into DL, we need to continue to strengthen partnerships with mainstream schools and potentially community partners to support these students appropriately and share key information to ensure their success online. The Transition Counsellor position, which supports DL, Mountainside and Choices, is an integral part of the required support for SEL students.

School Goals for 2014-2015:

Based on the review of student achievement using Provincial, District and school evidence, through participation in the Ministry of Education's DL Quality Review process and with reference to the North Vancouver School District's 10 Year Operating Plan, and the District's Four Pillars of Education, the goals set out in the North Vancouver Distributed Learning School (NVDLS) School Plan for 2014-2015 are:

1. **To increase student engagement in online courses through enhanced curriculum, instruction, and assessment practices**

2. **To increase support for Ministry designated DL students' academic and social/emotional learning needs**

School Goal One:
To increase student engagement in online learning experiences through enhanced curriculum, instruction and assessment practices

Goal Rationale:

Students need to be engaged in their learning environment. Improvements of current courses and future development of locally created courses will meet student needs by providing more user-friendly and engaging learning experiences that utilize interactive online tools. Quality courses that integrate the new Ministry curriculum emphasis on Core Competencies and Learning Standards, that are challenging, engaging, relevant, and easy to navigate will assist students to remain active in their courses. This goal will be ongoing, and will continue to be an integral part of the NVDLS vision.

Objective 1.1:

To improve the quality and relevance of the curriculum provided in online courses

Strategies/Structures/Resources:

- Streamline current courses, using the backward design model, by carefully aligning content to current Ministry IRPs and to the new curriculum framework when it becomes available
- Focus on the "big ideas" in course content and re-structure courses based on universal understandings
- Investigate ways to integrate outcomes from several courses to create curricular connections for students
- Use current and relevant resources/examples in online lessons and activities
- Become more adept in making specific curricular adaptations for designated students
- Continue to engage in professional development activities in curriculum development at the District level, through NVDLS staff collaboration and through the yearly Digital Learning Conference to support teachers
- Continue to support collaborative curriculum renewal and course development through release time and ongoing staff development
- Collaborate with other DL schools and online associations (BC Learning Network) to share courses and course materials that engage students

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
Number of professional development activities, specifically focused on curriculum development, attended by DL staff or presented by DL staff	12	15	

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Evidence: *(Qualitative)*

Qualitative **Baseline**: (2013-2014) – All teachers had the opportunity in 2013-2014 to redevelop one of their courses. Some were only able to make changes to a few units – Most of the Planning 10 teachers adopted the new redeveloped Planning 10 course: some continued with the older version as many students were carry overs in the course from the previous funding period
Qualitative **Target**: (2014-2015) – All teachers will redevelop the curriculum in a minimum one of their online courses to create more engaging learning environments for students – All teachers will become more familiar with the Ministry's Curriculum Frameworks in anticipation of the roll out of the Grade 10-12 documents
Qualitative **Actual**: –

Objective 1.2:

Improve instructional strategies through increased interactivity and use of effective online tools in courses

Strategies/Structures:

– Increase the number of online technology tools incorporated in the courses: Blackboard Collaborate webcasts, wikis, blogs, website creation, glogs, Google maps, social media, Skype etc. to make the courses more interactive and engaging
– Fully utilize the Moodle Learning Management System (LMS) tools in the courses (chat, discussion, forums, online assessments, use of meta-courses, gradebook, selective groups and full access groups, Moodle messaging, progress indicator, audio etc.)
– Explore the use of project-based learning in online courses both individual projects and collaborative activities with other students
– Provide increased teacher support and training in the use of Moodle to improve the tech skills necessary to incorporate more interactive features
– Increase the number of "blended" learning opportunities in courses and programs, building on our current successes with the following: Cohort and blended model of Planning 10 at Seycove, PE 10 and Planning 10 DL blended with Sutherland Explorers, Blended Transition Planning 12 at Carson, partnership with the Cheakmus Centre (Outdoor School) to offer a blended Experiential Outdoor Environmental Leadership 10 and PE 12 and Chemistry lab requirements

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
Number of interactive tools/activities in each course	5	10	
Number of Moodle training workshops provided to DL teachers	3	5	
Number of courses/programs offering blended DL experiences	6	10	

Evidence: *(Qualitative)*

Qualitative **Baseline**: (2013-2014)
– Increase in teacher ability to add interactive features
– Two sessions on the creation and implementation of the "button" navigation system (looks like apps on smart phones: very engaging for students), full implementation in all courses
– Teachers shared other features they are using in their courses during staff collaboration sessions

Qualitative **Target**: (2014-2015)
– Additional interactive feature needs identified through the staff collaboration process and based on student need
– Full implementation of this feature in all courses throughout the 2014-2015 school year
– Continued training opportunities for all DL teachers at various levels through the DL Tech Support teacher and DL Department Head
– Time set aside at each staff meeting to share any new tech tools or features that teachers are incorporating

Qualitative **Actual**:
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Objective 1.3:

Improve assessment practices by incorporating a balance of formative and summative assessments based on relevant and authentic performance tasks

Strategies/Structures:

– Use a balance of formative and summative assessment in order to allow students to practice and learn skills with effective teacher feedback before the marks are given
– Move away from traditional assessment methods: quizzes and tests to relevant and authentic ("real") performance tasks with clear criteria for success
– Incorporate formative checkpoints in the courses to check for understanding-allow students to focus on learning process and revisit tasks several time before a final mark is given
– Mark assignments in a timely fashion so that students will be encouraged to continue

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working steadily in the course
- Use rubrics for assessment: students should receive rubric before beginning the assignment
- Utilize strategies from the new District Assessment Document (launched in January 2014), attend District and school-based professional development focusing on assessment (Design Series)
- Use the UBD model to start with the end in mind: craft assessment before instruction for the required curriculum
- Provide several assessment options for students with different learning styles to show what they know

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
Number of courses using the enhanced gradebook features (formative and summative assessments identified, weightings, curricular comments)	20	36	
Number of relevant performance tasks/projects in each course	5+	1 per unit in each course	

Evidence: *(Qualitative)*

Qualitative **Baseline**: (2013-2014) – Many courses now incorporating formative and summative assessments and clearly communicating this to students Complete overhaul of the Moodle gradebook to reflect formative and summative assessment, weightings and meaningful curricular comments: about half of the courses have this change in place
Qualitative **Target**: (2014-2015) – All courses incorporate a balance of formative and summative assessments – Students and parents clearly understand course assessment as indicated by the gradebook and report cards – All Moodle gradebooks in all courses indicate formative and summative assessment, weightings, and meaningful curricular comments
Qualitative **Actual**: –

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School Goal Two:
To increase support for DL students' academic and social/emotional learning needs

Goal Rationale:

Social emotional learning is one of the four pillars of the North Vancouver School District's plan for student success. Students who struggle with self-regulation, self-esteem, resiliency, appropriate social interactions or who struggle with anxiety or depression often have challenges attending regularly and engaging appropriately in their face-to-face mainstream classes. This lack of attendance and engagement can lead to academic difficulties. Increasingly, the North Vancouver Distributed Learning School is enrolling more students who may struggle with social emotional learning. DL is often a good fit for these students, as it provides them with a safe environment (easy to take academic risks online), more one on one interaction for specific issues, a self-paced approach to learning to reduce anxiety and stress, and the ability to work at home or at alternate site as needed. Often, many of these students also have academic gaps or learning disabilities. By working collaboratively with mainstream secondary schools to share IEP goals/adaptations and communicate frequently, these students can feel a sense of belonging and achieve success in their online learning.

Objective 2.1:

Create a sense of belonging and connectedness through frequent and meaningful communication with students, parents and staff in order to effectively adapt course work to meet student needs

  Strategies/Structures/Resources:

– Provide DL face-to-face orientation sessions in each mainstream secondary school outlining completion expectations, goal setting and timelines and to connect with designated students
– Encourage closer connections between the DL Academic Advisor, the Transition Counsellor, the DL Education Assistant, the DL teachers and mainstream counsellors/teachers to share IEP goals/strategies and adaptations
– Connect with the Choices and LAC program teachers at each mainstream secondary school and the alternate secondary school to provide academic and SEL support for cross-enrolled students
– Use face-to-face meetings, telephone calls, e-mail, Moodle messaging, wikis, blogs, social networking, Blackboard Collaborate sessions, and in-course chat rooms to enhance communicate between teacher and students
– Encourage students to access the DL Centres to promote face-to-face interaction and teacher support to assist in chunking work, and setting goals, timelines and dates for course completion in accordance with IEP goals
– Create an interactive and social learning environment between students through the use of social networking tools both in the course and on the Internet provide frequent communication with students via online tools to help them set goals/ deadlines, and provide them necessary encouragement to consistently keep working in the course

- Improve parent contact by providing guest access to the Moodle site linking to a parent information page, increase School Connects messages, encourage attendance at the DL Open House and involve parents in goal setting and timeline management for their LD/SEL students
- Continue to provide more "blended" opportunities to enhance learning and create connectedness
- Continue to expand the staffing and operating hours of all DL Centres (at Mountainside and all mainstream secondary schools)

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
Percentage of designated students who connect with the DL staff during the registration process to put supports and adaptations in place	50%	100%	
Number of DL Centres open a minimum of 4 of 8 blocks	4	7	

Evidence: *(Qualitative)*

Qualitative **Baseline**:
- More communication between mainstream and DL for SEL and LD students
- Counsellors and often Choices teachers will flag students and let us know if a student is designated
- Easier to request and received IEP from mainstream schools
- Better able to provide specific adaptations
- Increase in parent contact with new Transition Counsellor position
- Increase in counselling supports available in DL for R and H student who are home school DL through Transition Counsellor

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Qualitative **Target**:
- **All** designated students and their parents will meet with the Academic Advisor/Tranistion Counsellor to plan for the appropriate adaptations
- Transition Counsellor to contact home school to gather information to assist in adaptations, share adaptations with DL teachers and support as needed
- Transition Counsellor to follow up monthly with designated students/families to monitor progress
- Transition Counsellor to offer counselling supports for R and H DL home school students as needed and refer to outside supports if necessary
- Transition Counsellor to Case manage and update IEPs for DL home school students

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Qualitative **Actual**:
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Connections:

Connections to the District Achievement Plan:

Providing for the Diverse Needs of Students

By providing an alternative means of completing courses required for Graduation, we are servicing individuals who, due to specific circumstances, are looking for more flexible opportunities to complete their high school courses in conjunction with the traditional, mainstream school environment. This includes students with physical, emotional, or behavioural issues, students who learn more effectively in a flexible, independent, and self-paced environment and students who are involved in specialized programs such as Peak Performers. We provide opportunities for students to learn any time and any place, we accommodate for diverse schedules, and met the needs of both youth and adults who are working while completing school.

Promoting Literacy Skills

All online learning supports literacy skills though opportunities to access the read/write capabilities of the web and produce work for an authentic online audience. By providing DL courses in English 10, 11, and 12, youth, adults, and ELL students are able to work more specifically on the reading and writing skills that are essential in order to meet the Ministry outcomes in Language Arts. The promotion of these literacy skills for both youth and adults directly relates to the District Literacy Plan.

Meeting the Needs of Aboriginal Students

Although the NVDLS provides courses to all students, it has a strong partnership with Mountainside Secondary and Eslah7an. These flexible programs have a significant population of aboriginal learners, and provide a variety of options to students including face-to-face learning opportunities, self-paced paper courses, project-based learning as well as blended DL opportunities.

Creating Safe and Caring Schools:

The NVDLS is aware of the issues regarding online safety and stresses with students the acceptable use of the Internet, the importance of submitting authentic work (avoiding plagiarism), and the appropriate use of in-course chat rooms, discussion forums and social networking. All NVDLS students sign the District "Acceptable Use of Technology" agreement and must adhere to the policies regarding the appropriate use of personal devices and guest wireless while working in the DL Centres.

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Alignment with BC Education Plan and District 3 Year Operating and 10-Year Strategic Plans:

BC Education Plan	NVSD Operating/Strategic Plans	North Vancouver Distributed Learning School
Every student will achieve their full potential and contribute to the well-being of our province	***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***	***To create a strong partnership between secondary schools and the NVDLS in order to provide students with flexible and personalized pathways to complete graduation requirements***
Personalized Learning	Encourage the growth of collaborative, adaptive and personalized learning environments	Improve student engagement through the personalized pathways available through self-paced, continuous entry DL courses
Quality Teaching and Learning	Expand the availability of best instructional practices and enriched curriculum	Improve student learning opportunities through interactive and engaging curriculum and online instruction methods
Flexibility and Choice	Develop innovative and sustainable programs	Provide flexibility and choice through a variety of online course offerings and the development of new courses based on student needs
Learning Empowered by Technology	Nurture an inspiring work environment	Use a wide variety of Web Tools/applications and the interactive and engaging features of the Moodle Learning Management System to enhance learning experiences

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Consultation Process of North Vancouver Distributed Learning School Planning Council:

☒   School administrators, staff, parents and students have been actively involved in the development of the School Plan.

☒   A summary of the approved North Vancouver Distributed Learning School Plan will be posted on the school web site by October 31, 2014.

School Planning Council Approval of Proposed School Plan:

Date: May 1, 2014

	Name	**Signature**
Chairperson (Principal)	Maureen McRae-Stanger	
Teacher	Naresh Chand	*Original Document signed by SPC Members*
Teacher	Billy Lauzon	
Parent	Betty Ann Pryzdial	

Board Approval of School Plan:

Approved by:

Dr. Pius Ryan, Assistant Superintendent
June 2, 2014