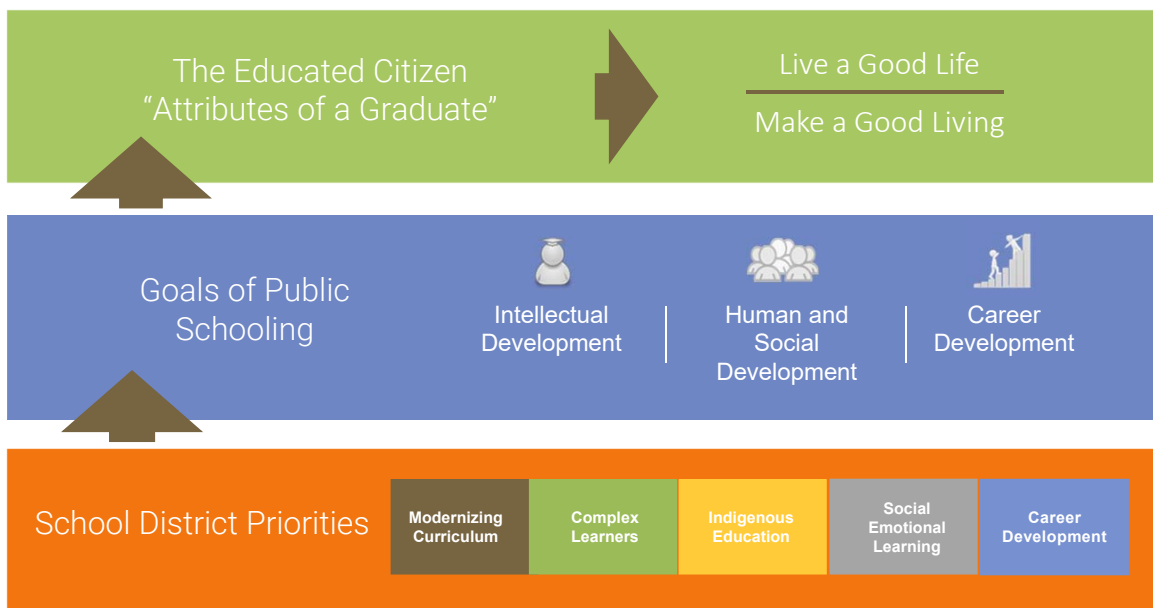




# 2018/19 District Priorities in Review

BOARD OF EDUCATION STANDING COMMITTEE MEETING  
SEPTEMBER 17, 2019

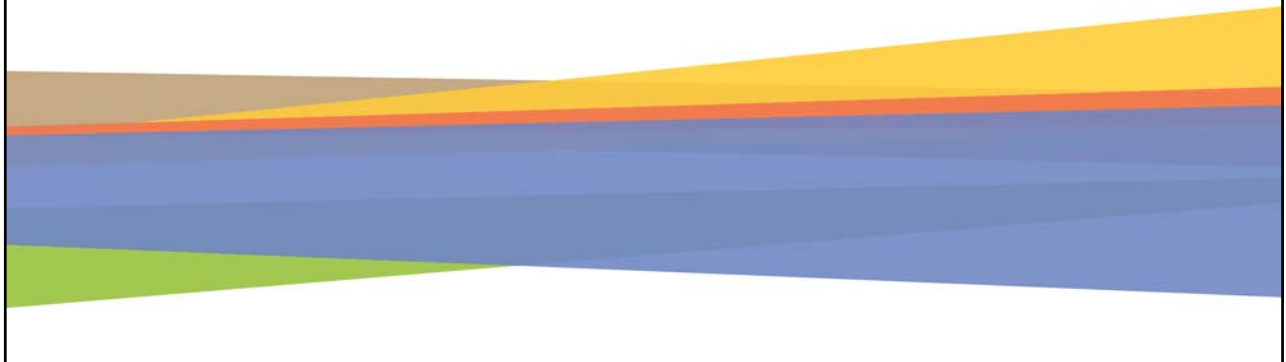


## A Vibrant Learning Community is a place that has...




# Curriculum, Instruction, Assessment

DISTRICT PRINCIPAL KATHLEEN BARTER


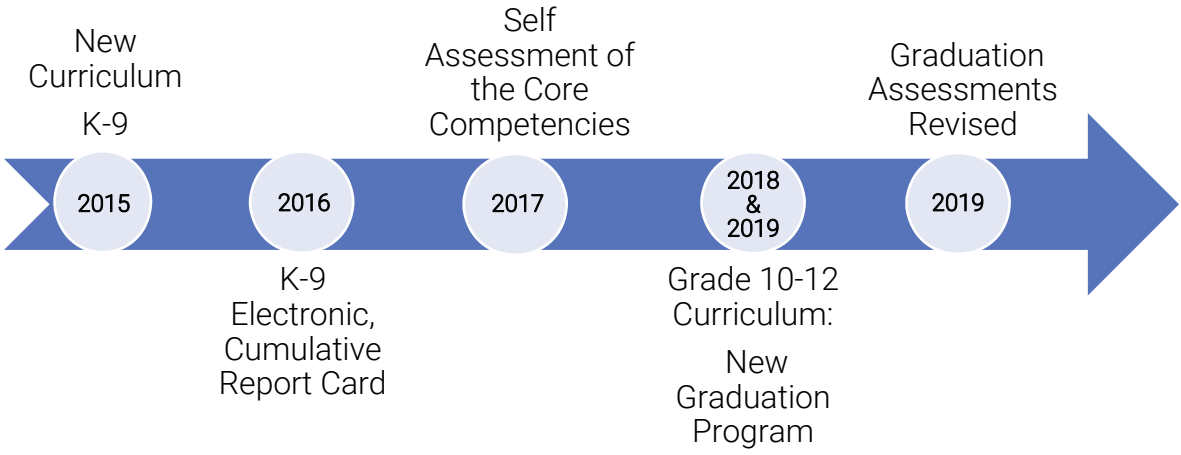


# Portfolios



- Curriculum Implementation
- Instructional Strategies
- Assessment

# Timeline

Year	Event
2015	New Curriculum K-9
2016	K-9 Electronic, Cumulative Report Card
2017	Self Assessment of the Core Competencies
2018 & 2019	Grade 10-12 Curriculum: New Graduation Program
2019	Graduation Assessments Revised

# What is the New Curriculum?



- Competency (skills) based
- Concepts focused
- Teach for transfer: big ideas, essential learning of the discipline
- Core Competencies
- Foundations skills
- Creative, Analytical, Inquirers
- Social and Personal Awareness
- Metacognitive skills



# The Curriculum



**Area of Learning: SOCIAL STUDIES** Grade 8

**BIG IDEAS**

- The increasing interconnectedness of global society carries both positive and negative consequences.
- Discoveries and innovations can result in progress or decline.
- The pace, pattern, and direction of historical change is the product of a highly variable and unpredictable set of processes.
- Intercultural contact and conflict lead to multiple complex experiences and perspectives.

**Learning Standards**

**Curricular Competencies**

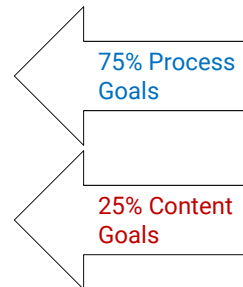
Students will develop competencies needed to be active, informed citizens:

- Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions)
- Compare different interpretations and assessments of the significance of people, places, events, and/or developments over time and place (significance)
- Ask questions and corroborate inferences about the content, origins, and purposes of multiple sources (evidence)
- Determine key historical turning points that led to progress and decline for different groups (continuity and change)
- Test and/or develop different geographic models and theories (continuity and change)
- Determine and assess the long- and short-term causes and the intended and unintended consequences of an event, decision, or development (cause and consequence)
- Explain different perspectives on past or present people, places, issues, and events, and distinguish between worldviews of today and the past (perspective)
- Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)
- Make reasoned ethical judgments about controversial actions in the past and present after considering the context and standards of right and wrong (ethical judgment)


**Concepts and Content**

Students will know and understand the following concepts and content related to *Canada and the Early Modern World (15th to 18th Century)*:

- relationships between expansion, exploration, and colonization
- interactions and exchanges between explorers and indigenous people, including Europeans and Aboriginal people in North America
- social, political, and economic systems and structures, including those of at least one indigenous society in the world
- religious systems and spiritual practices, including those of at least one indigenous society in the world
- scientific, philosophical, and technological innovations in this period, including cartography and navigation
- the relationship between humans and the physical environment




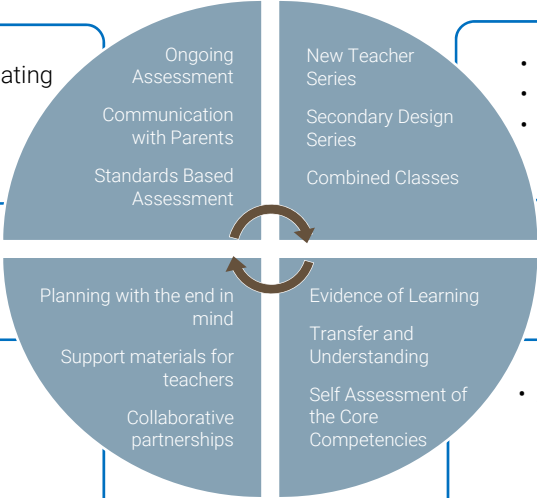
# 2018-2019 In Review?



Communicating Student Learning	<ul style="list-style-type: none"> <li>• Quality Assessments</li> <li>• Report Card Comments</li> <li>• Cumulative Reporting</li> <li>• Secondary focus on assessing new curriculum</li> </ul>
Planning	<ul style="list-style-type: none"> <li>• Combined Classes</li> <li>• Collaborative Planning</li> <li>• Teacher Leader Supports</li> <li>• HUB development</li> </ul>
Self Assessment of the Core Competencies	<ul style="list-style-type: none"> <li>• Self Reflection Skills</li> <li>• Selection of Evidence</li> <li>• Communicating with Parents</li> </ul>

# Big Ideas 2019- 2020



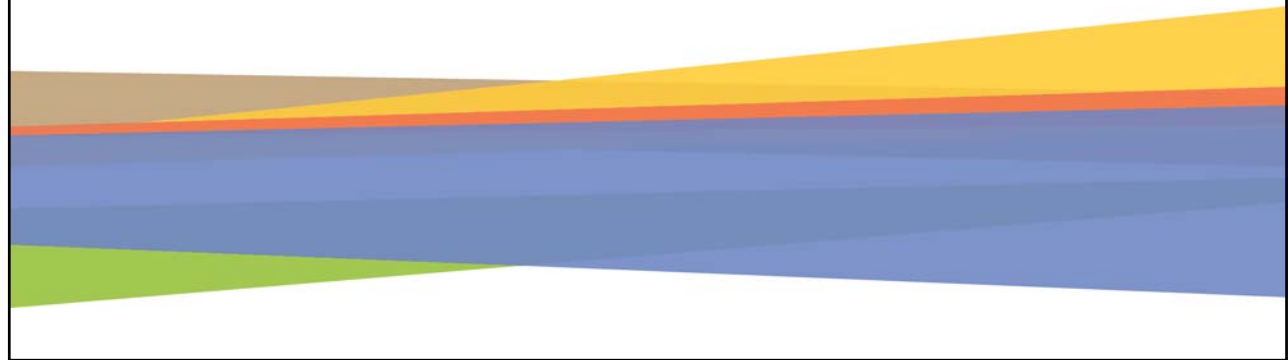


<ul style="list-style-type: none"> <li>• Communicating Student Learning</li> </ul>	<p style="text-align: center;">Ongoing Assessment Communication with Parents Standards Based Assessment</p> <p style="text-align: center;">New Teacher Series Secondary Design Series Combined Classes</p>	<ul style="list-style-type: none"> <li>• In service</li> <li>• Teacher support</li> <li>• Role of Teacher Leaders</li> </ul>
<ul style="list-style-type: none"> <li>• Planning</li> <li>• HUB</li> </ul>	<p style="text-align: center;">Planning with the end in mind Support materials for teachers Collaborative partnerships</p> <p style="text-align: center;">Evidence of Learning Transfer and Understanding Self Assessment of the Core Competencies</p>	<ul style="list-style-type: none"> <li>• Assessment</li> </ul>



# Education Programs at Cheakamus Centre

EDUCATION DIRECTOR CONOR MCMULLAN



## Mission



To create a hub of authentic, meaningful experiences that connect people to the natural world, and inspire sustainable values and behaviours



# Strategic Planning



# Modernizing Curriculum



# Curriculum Connections



Welcome Planning Indigenous Environmental Learning Core Competencies Assessment  
NVSD Resources ▾



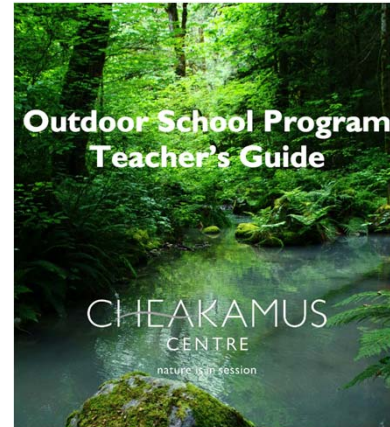
**Environmental Learning**  
Outdoor School | ODS Grade 4 | ODS Grade 6

# Educator Workshops





## Supporting Complex Learners



## Social Emotional Learning



SEL is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to:

- Understand and manage emotions
- Set and achieve positive goals
- Feel and show empathy for others
- Establish and maintain positive relationships
- Make responsible decisions



*Collaborative for Academic, Social, and Emotional Learning (CASEL)*

# Indigenous Education



- 24 of 25 SD44 schools attending programming at longhouse
- Educator workshop focus
- Handsworth Gr. 8 retreat
- Carson IB retreat

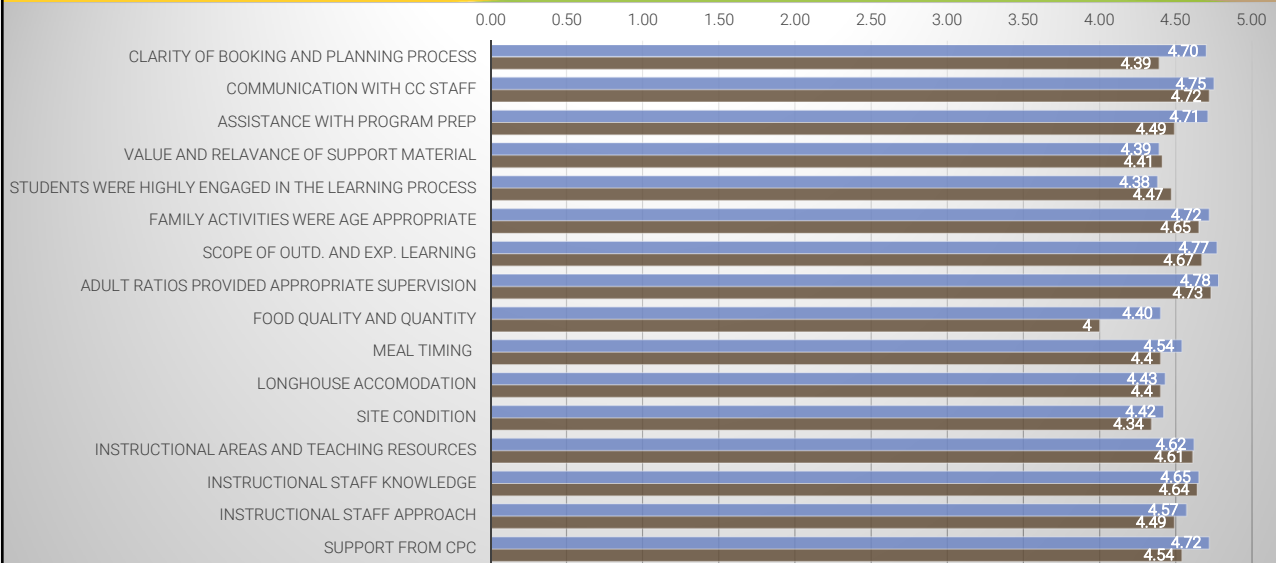


2<sup>nd</sup> Annual Indigenous Youth Leadership Program



## Skw'unc-was Spring 2019 Survey Results

Blue – 2019  
Red – 2018



## Youth Leadership & Career Development



- Trained 204 high school counsellors in 2018-19
- Awarded 4284 volunteer hours
- Filled 336 youth volunteer placements
- Retained 79% volunteer trainees
- Provided 7 internships for environmental and cultural education



## Early Learning, Early Literacy and Physical Literacy

DISTRICT PRINCIPAL DEB WANNER



## Early Learning 2018-2019



- Align StrongStarts and ECE programs with ELF & initiate partnerships with CapU ECE and UBC Nursing Students
- Reinvigorate NVSD Kindergarten Network and establish pro-d to support alignment with new curriculum and pedagogy
- Provide Kindergarten Transition Support to schools and vulnerable sectors (Jump into K initiative, etc.)
- Begin to revise District curricular Programs (Firm Foundations, Inspirations, Our Turn to Talk)
- Work with Early Learning Partner Groups ELN, CapU ECE, C4K, Childcare Planning, Pedagogy of Play SSA Project



## Goals for 2019-2020 Early Learning



- Complete Kindergarten Revisions to 44 Programs
- Continue pro-d to differentiate curriculum
- CR4YC initiative commencing in October
- Workshops on Components of Kindergarten Programs
- Pedagogy of Play-based Learning
- Launch of the approved *New Early Learning Framework*, *Play Today Handbook* and *Let's Play Documents* Ministry Documents.
- Community partnerships to support hiring



## 2018-2019 Literacy



- Updated LitCentre resources and succession plan
- Workshops to support modernizing balanced literacy programs
- First POPEY workshop and sharing of provincial resources
- Looked at Assessments being used and “holes” in the Assessment Calendar – Assessment Committee formed, research completed and assessment selected
- Efficiencies created in Library Services (electronic cataloguing & dispersment of outdated resources)

## Goals 2019-2020 Early Literacy



- New approaches to Early Literacy – e.g. StoryWorkshop
- SLP support for links to oral story telling and written output skills
- Are students reading in their proximal zones of development every day? (Guided reading practice renewed)
- Pilot of newly selected Literacy Assessment
- The role of the Teacher Librarian as a hub to improving outcomes for student achievement

## Physical Literacy 2018-2019



- Official Launch of PL in NVSD
- Conference with West Van SD, Coastal Health, SD #44. Over 200 of our teachers and EAs attended (October 19)
- Over 40 hours of workshops- 3 full day, 3 D&D, 7 afterschool
- Grants: Books, workshops and resources
- International PL Conference
- “Train the teachers” is the heart of this initiative to change PL for life



## Goals for Physical Literacy 2019-2020

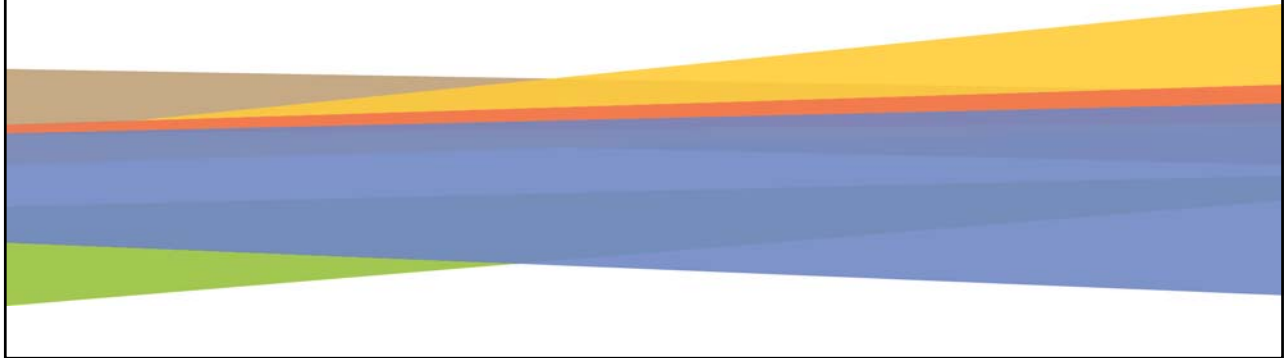


- Certify teachers with Physical Literacy Instructor Certification
- Form a team of Leaders to go into schools to support PL
- Makes changes so that 30 minutes of activity is really happening
- More Pro-D, movement in classrooms, hallways, new resources and optimize Gym use!



# Indigenous Education

DISTRICT PRINCIPAL BRAD BAKER



# Indigenous Education



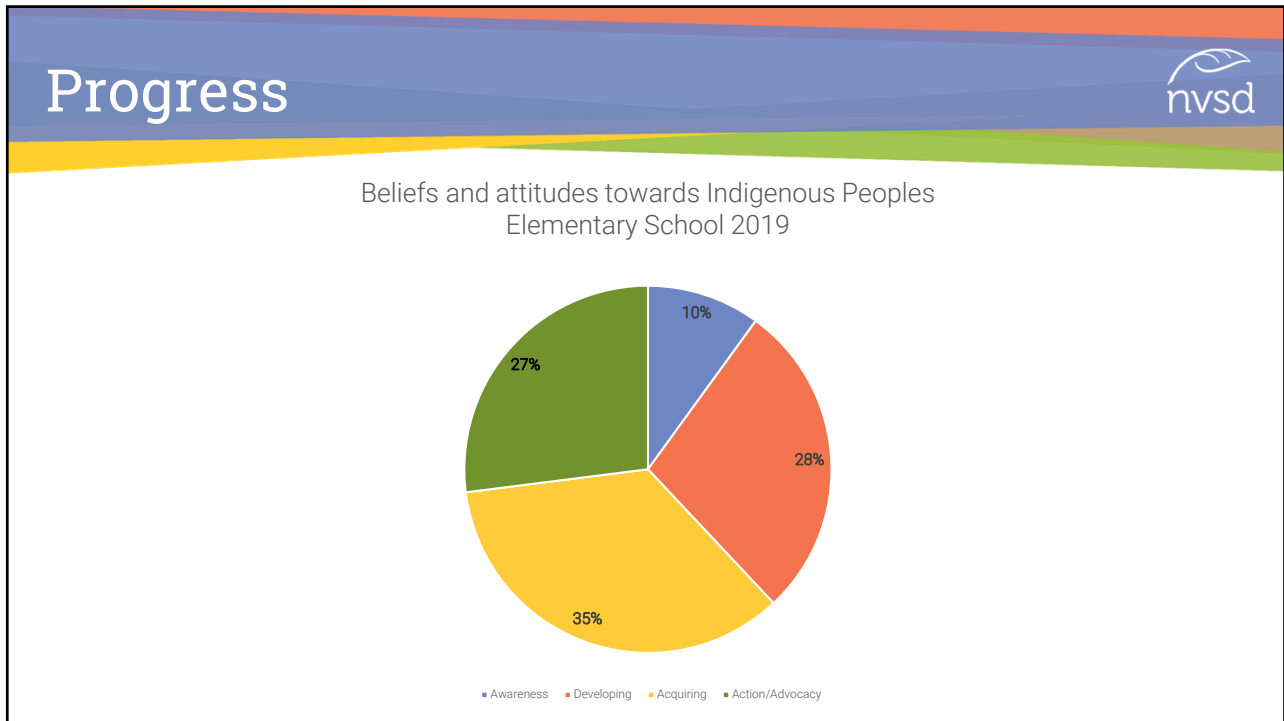
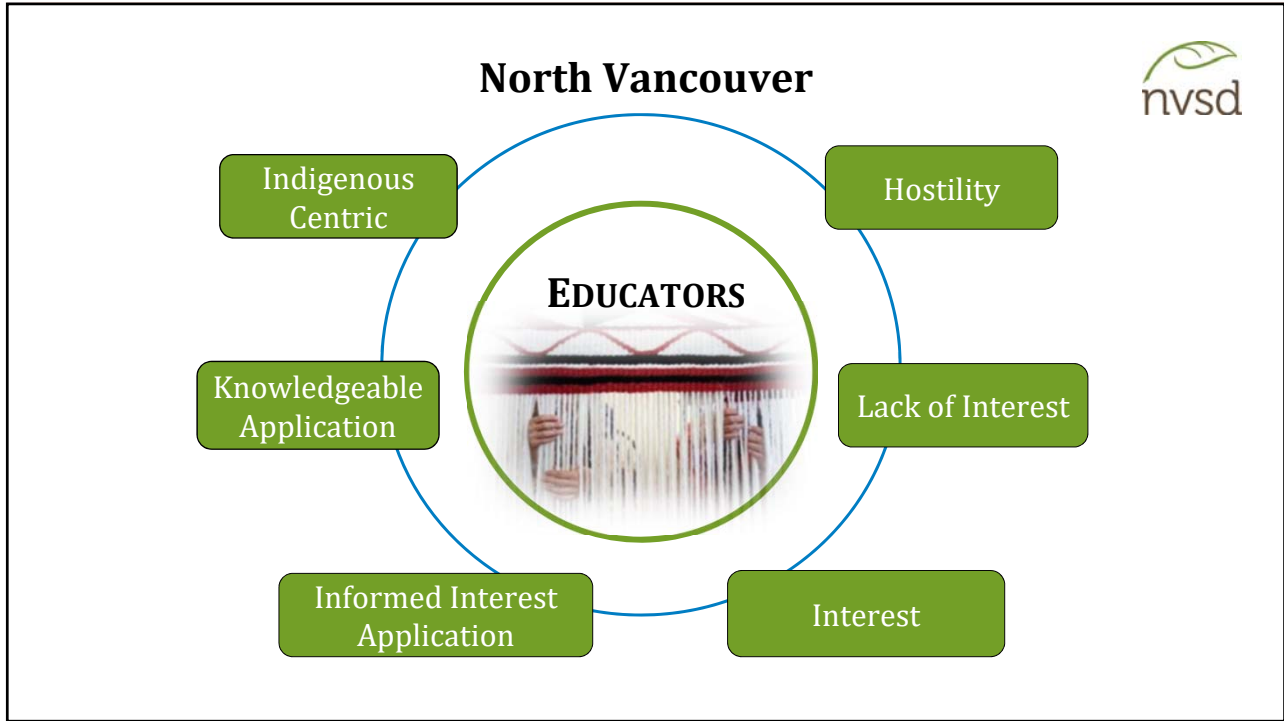
Students  
Get It!!

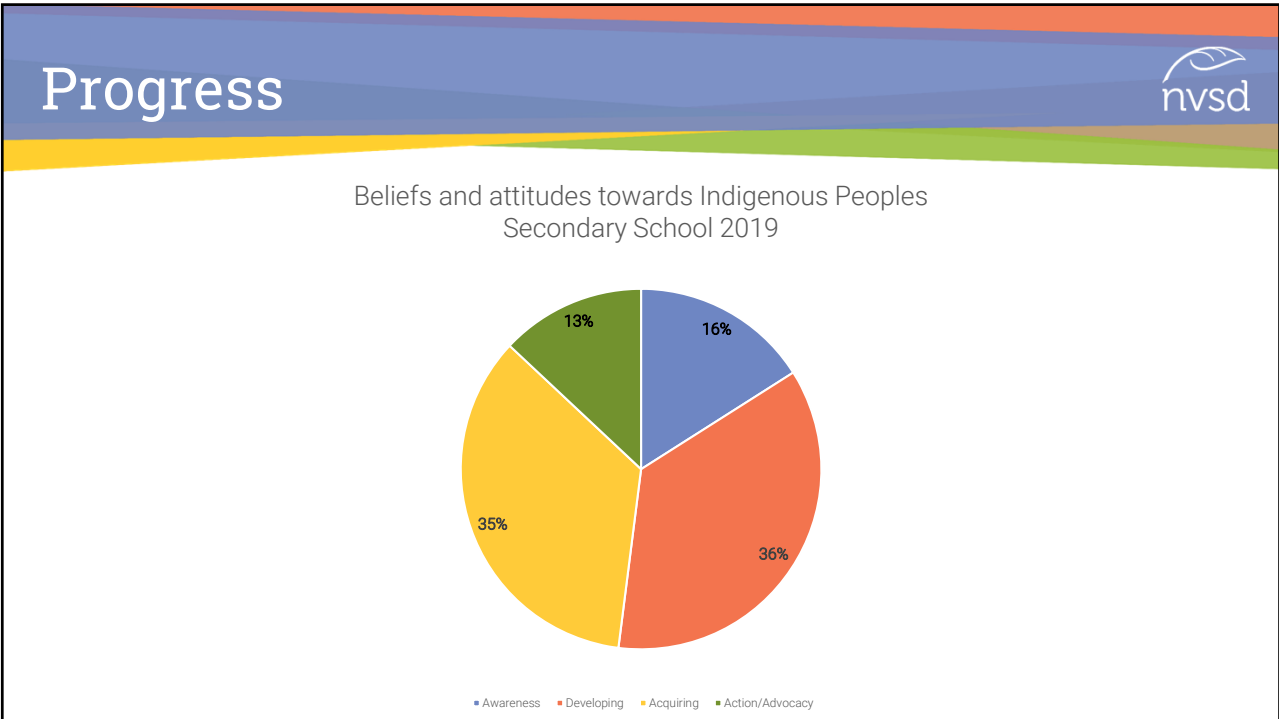
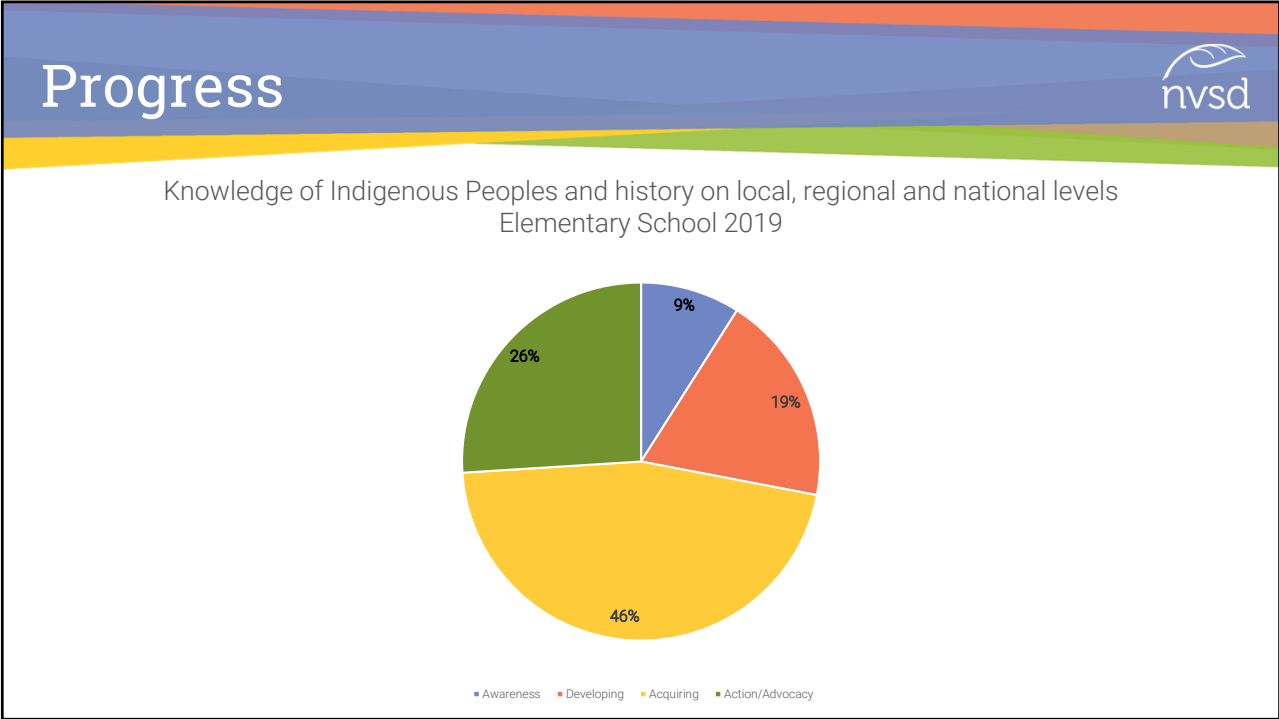


## Educators





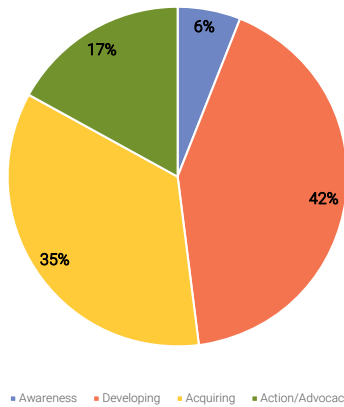




# Progress



Knowledge of Indigenous Peoples and history on local, regional and national levels  
Secondary School 2019



■ Awareness ■ Developing ■ Acquiring ■ Action/Advocacy

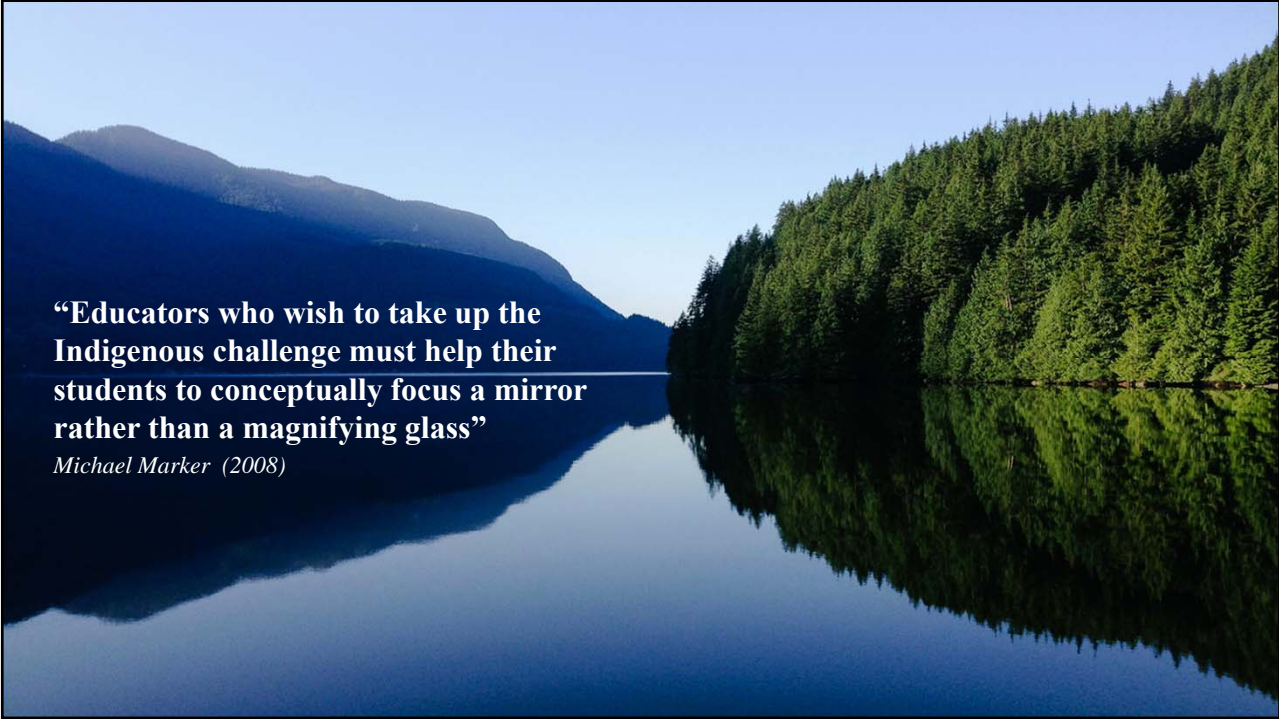
# Community





“The road we travel is equal in importance to the destination we seek. There are no shortcuts. When it comes to truth and reconciliation, we are all forced to go the distance”

Justice Murray Sinclair



**“Educators who wish to take up the Indigenous challenge must help their students to conceptually focus a mirror rather than a magnifying glass”**

*Michael Marker (2008)*

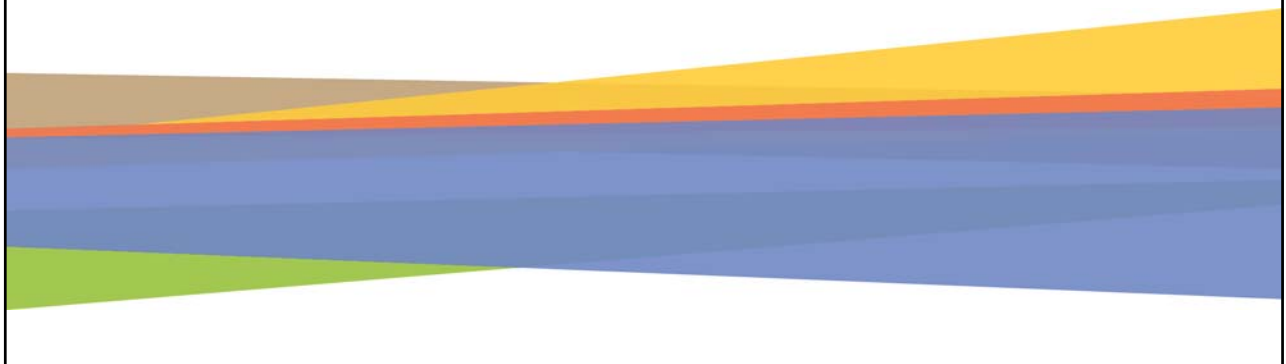


# Go Forward With Courage



## Specialty Academies

PRINCIPAL MICHAEL KEE



## Specialty Academy



...”specialty academy” means an educational program that emphasizes a particular sport, activity or subject area and meets the prescribed criteria set out in the regulations.

School Act 82.1 (1)

## Specialty Academy



### Additional Learning Outcomes

2. The specialty academy must meet learning outcomes that
  - a) Are in addition to the learning outcomes that a standard educational program must meet, and
  - b) Reflect an emphasis on a particular sport, activity or subject area

Specialty Academy Criteria Regulation

**Authority:** School Act, section 82.1 and 175(2)(s)  
B.C. Reg. 219/08 – Effective July 1, 2009

## Specialty Academy



### Emphasis on particular subject area

4. If the specialty academy emphasizes a particular subject area, the subject area must be
  - 1) Applied Skills,
  - 2) Fine Arts,
  - 3) Language Arts,
  - 4) Mathematics
  - 5) Physical Education
  - 6) Science, or
  - 7) Social Studies.

Specialty Academy Criteria Regulation

**Authority:** School Act, section 82.1 and 175(2)(s)  
B.C. Reg. 219/08 – Effective July 1, 2009

## NVSD Specialty Academies



### 2019-20

#### 10 Academies

- 20 classes/streams

#### 2nd Year Academies

- DMA Lite Academy
- Lacrosse Academy

## NVSD Specialty Academies



NVSD	Service Provider / Affiliation	Classes / Streams	2018/19 Enrollment
AFK	AFK/NVSD	1	25
Basketball	Vern Porter / Basketball BC	4	111
Dance	Seymour Dance	1	35
DMA	NVSD	2 (x3 blocks)	36
DMA Lite	NVSD	3	86
Field Hockey	Field Hockey BC	1	47
Hockey Skills	Cam Kerr / Hockey Canada	2	41
Lacrosse	Tewanee Group	1	28
Outdoor Education	Outward Bound		
Soccer	North Shore Girls Soccer	2	57
Volleyball	Volleyball Canada	3	66
			<b>532</b>

## NVSD Specialty Academies



532 students enrolled

- 3 - students from West Vancouver School District
  - DMA – 1
  - AFK – 1
  - Hockey Skills – 1
- 3 - students from other school district's/independent schools (DMA Lite)



## NVSD Specialty Academies



– 26 International Students

- Basketball - 4
- Dance - 6
- DMA - 2
- DMA Lite - 1
- Field Hockey - 2
- Hockey Skills - 3
- Soccer - 5
- Volleyball - 3

## NVSD Specialty Academies



Academy	2015-16	2016-17	2017-18	2018-19	2019-20
Total	498	471	531	591	<b>532</b>

# NVSD Specialty Academies



## New Academy Offering

- Rowing

## Expressions of Interest

- Alpine Ski Racing (Cypress Ski Club/BC Alpine)
- Rugby (BC Rugby)
  - 2019-20: 10 NVSD students in WVSD Rugby Academy
- Softball/Baseball
- e-Sports
- Sustainability

# NVSD Specialty Academies



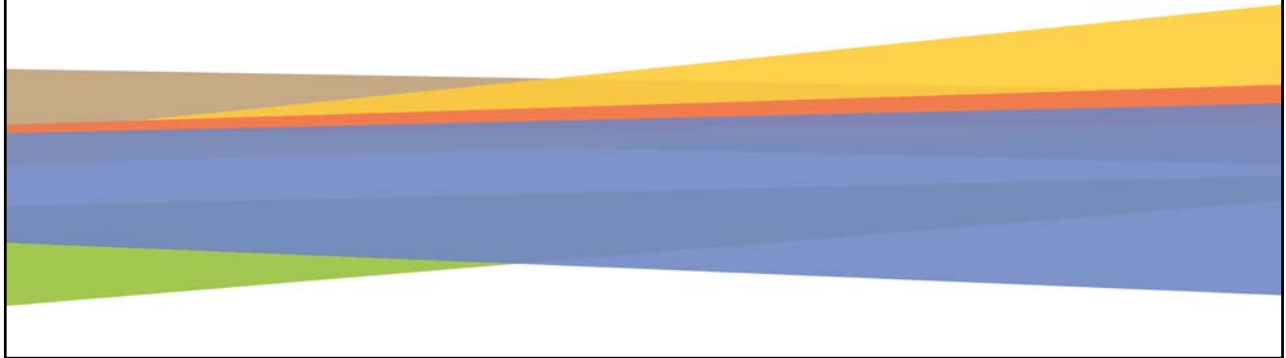
Enhanced Programs Night

Sutherland Secondary

January 23, 2020 – 7:00-8:30 p.m.



# Artists for Kids District Fine Arts



# Artists for Kids District Fine Arts



Engaging a community, together

**District Principal Fine Arts  
Director of Artists for Kids**  
YOLANDE MARTINELLO / ALLISON KERR





## District Principal Fine Arts Director of Artists for Kids



### Fine Arts across the School District

- Dance
- Drama
- Music
- Visual Arts
- Fine Arts Festivals

### Artists for Kids

- School and community programming
- AFK Studio Art Academy
- Print production and sales

### Gordon Smith Gallery of Canadian Art

- Curation and management
- Smith Foundation liaison





# District Fine Arts



## District Fine Arts

<b>Music</b>		
Primary Days of Music	K-Grade 3	May
Intermediate Music Festival	Grade 4-7	April
Secondary Jazz Festival	Grade 9-12	November
<b>Dance</b>		
One Day Dance Festival	Grade 4-7	Spring
<b>Drama</b>		
Secondary Drama Festival	Grade 8-12	Spring (Tentative)
<b>Visual Art</b>		
District Art Festival	K-12	April



## What does this look like?



- Paradise Valley Summer School of Visual Art, 26<sup>th</sup> year
- Visual Art Day Camps at AFK
- AfK Academy
- Gallery Program: Interdisciplinary access for all educators
- Spring and Summer Exhibition Program
- StART Strong Program
- Visual Art Outreach for Schools
- Young Artist of the Week
- After - School - Art
- Specialty Enrichment, Grade 4 to 12 (Career Education)
- Teacher Professional Learning, direct and through digital resources
- Collaboration with Community Partners
- Teachers supporting Teachers, direct mentorship
- Scholarships
- Canadian Art Permanent Collection Acquisition
- Print Publications
- Creating a community of giving: Volunteers
- Grants Acquisition and Community Donors





Gordon Smith Gallery  
of Canadian Art

## Gordon Smith Gallery of Canadian Art



AFK and District Fine Arts create a bridge that supports our students to develop the knowledge, skills and self confidence as learners beyond their school environment while building positive, engaged communities to support multiple **career** options for our students.

The strength of community within the AFK and District Fine Arts fosters a strong Sense of Belonging for our students, beginning with the positive relationships established with our educators. We see clearly that the District's shared language that support positive **Social & Emotional Learning**, that enables student engagement and enhanced learning, begins with strong relationships and community.



Personalization of learning which supports interdisciplinary thinking, utilizing Big Ideas, promotes deeper levels of student understanding within all subjects, including the Fine Arts. With this, the Arts continue to place front and center, Assessment for Learning, that engages students to be at the heart of learning that is active and allows for deeper understanding. Fine Arts teachers continue to act as mentors of British Columbia's **Redesigned Curriculum**.







The appreciation of how individual differences make our lives more meaningful and the ability to share and celebrate these differences, is the foundation of the arts. The Fine Arts continues to provide to all students, multiple entry points and adaptations for **all learners** to find success and belonging.

**Role Models who Shape Identity:**  
Mixed Media Collages Inspired by George Littlechild

**CREATED WITH CONTRIBUTIONS BY:** Mary Haller, Bill MacDonalda, Daylen Luchinger, Amelia Opp, and Bev Myrtle

**TOPICS:** Using photographs, colour, and symbols to represent personal identities, cultures, and communities; Creating abstract imagery and collage techniques

**SUBJECT(S):** Visual Arts      **GRADE(S):** 4-7

**UNIT DURATION:** 4 lessons

**OVERVIEW & CULMINATING TASK:** In this unit students will learn about the mixed media artworks of artist George Littlechild who addresses topics of identity, history, story, and memory. Students will be asked to research and represent role models that reflect their own identities, cultures, and communities.

Students will collect photographs or create drawings of their role models and will develop personally meaningful symbols and colour palettes in order to create a mixed media collage representing their own identities. Students will explore collage processes, symbolism, and layering.

**INTRODUCTION:**

*"For my ancestors, I thank you for surviving when many did not. You make me proud of who I am because of who you were."*  
-George Littlechild from "This Land is My Land"

The above dedication succinctly describes the primary goal of this art focused unit. It is an attempt to instill pride, understanding, and respect for the heritage of Indigenous peoples as well as for every student's individual identities, cultures, and communities. It is hoped that the following activities will allow students to explore ideas and images about their own personal role models and to share their discoveries with their classmates in an atmosphere of trust and respect.

Few artists speak as directly and powerfully to children about overcoming prejudice and promoting pride in one's heritage and identities as does George Littlechild. His spirited work, full of symbols, bright

colours, strong shapes, photographs, and unusual collage elements, reflects a highly individual style and interpretation of his ancestry. He documents not only the struggles of Indigenous peoples but his own experience as a person of mixed race. His work is ideally suited to initiate students into an exploration and artistic interpretation of their own identities, cultures, and communities.



George Littlechild, Plains Cree Chief, 1996, 17 colour serigraph, 29 x 22.5 inches, image courtesy of the artist.

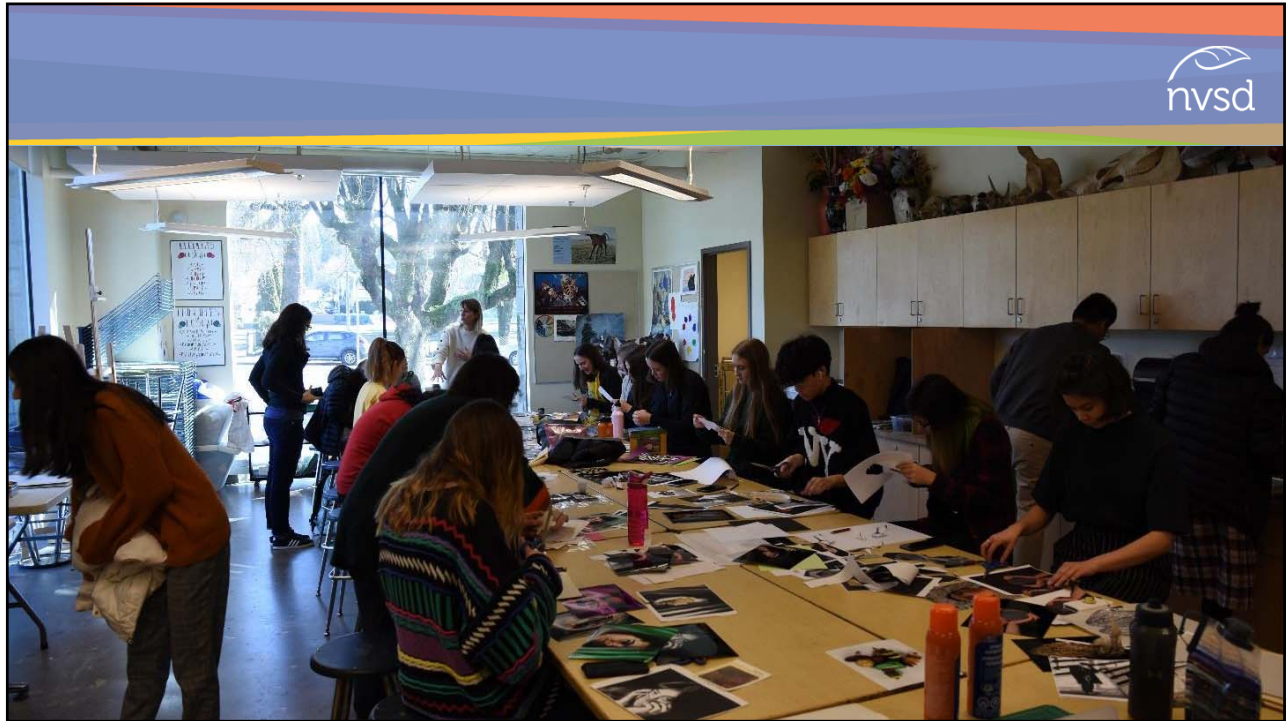
This art unit is intended to be integrated with other subjects and skill areas in the curriculum. There are many social, political, and historical issues that are integral to Littlechild's work. Through discussion, art making, writing, and research the students will be able to clarify and articulate their own identities, cultures, and communities.

**BIG IDEAS (What students will understand):**

- Creative expression is a means to explore and share one's identity within a community. (Arts Education 4)
- Engaging in creative expression and experiences expands people's sense of identity and belonging. (Arts Education 5)
- Through art making, one's sense of identity and community continually evolves. (Arts Education 7)

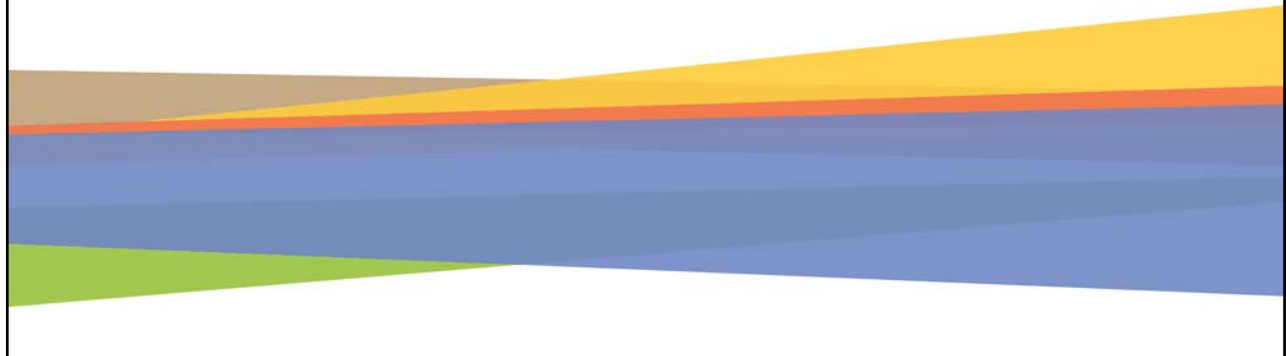


The Fine Arts and AFK enrich the educational experience of both educators and students in the **Indigenous ways of Knowing** by using the the three pathways: student, educator, community, in our daily practice.

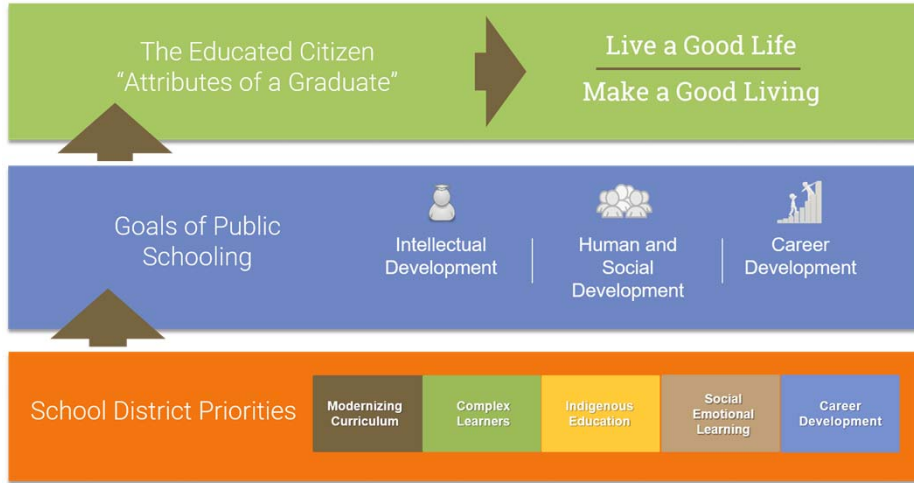


# Inclusive Education

DISTRICT PRINCIPAL MELANIE LEAROYD



# High Level Context



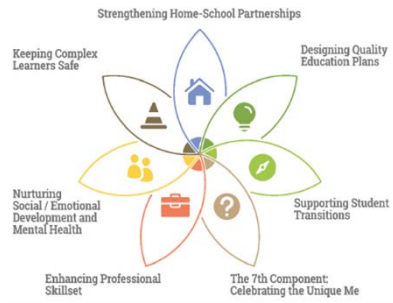
# nvsd44complexlearners.ca



North Vancouver School District  
the natural place to learn<sup>®</sup>

[Learn More](#)

## Celebrating & Supporting Complex Learners



North Vancouver School District  
the natural place to learn!

Vibrant Learning Community   Pillars of Educational Practice   Families of Schools   District Planning   School Planning   Resources

# COMPLEX LEARNERS

- Priority One: Establish consistency of practice across each of our schools
- Priority Two: Strengthening home and school partnerships through the Core Components
- Priority Three: Modernising curriculum, instruction and assessment for all learners

## Contextual Change 2018/19

nvsd

- REVISED CURRICULUM
- RECRUITMENT
- CB-IEP

“Vision without action is merely a dream. Action without vision just passes time. Vision with action can change the world.”  
— Joel Barker

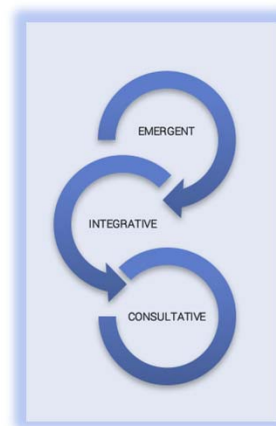
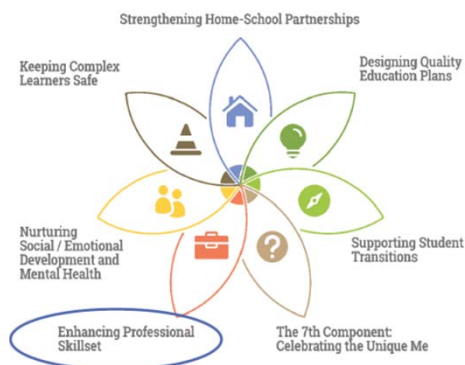
# FALL 2018



- LST staffing for complex learners at Secondary sites



# 7 Core Components



# A Changing Role



## The Role of a Learning Services Teacher

Learning Services Teachers promote academic and social inclusion by providing direct and indirect support to students with diverse needs.


Learning Services Teachers work alongside multi-disciplinary teams and classroom teachers to differentiate curriculum, instruction and assessment and to help ensure growth and achievement of all learners.


# LST NETWORKS - Elementary



- Priority One: Establish consistency of practice across each of our schools
- Priority Two: Strengthening home and school partnerships through the Core Components
- Priority Three: Modernising curriculum, instruction and assessment for all learners

# LST NETWORKS - Secondary






**LST Role and 10 Foundational Beliefs**

Please click on the image or link below to view the *LST Role and 10 Foundational Beliefs* document.


LST Role and 10 Foundational Beliefs - PDF



**LST Inservice Presentation**

Please click on the image or link below to download the PowerPoint presentation from the recent Secondary LST inservice (November 2018).


Secondary LST Session - November 2018



**Functional Curriculum Resources Review**

The Functional Curriculum Resources Review is a 2009 BC CASE project that provides information on resources for instruction in functional and life skills curriculum for BC students in grades 10-12.


Functional Curriculum Resources Review - PDF




**Educational Planning for Complex Learners: Functional Curriculum & Assessment June 2018**


This document contains information to help with educational planning for complex learners including: personal, social and intellectual core competency and "modified program" curricular competency resources, as well as links to various provincial outreach programs.

Educational Planning for Complex Learners - PDF



# 7 Core Components





The diagram illustrates the 7 Core Components of the LST Network, arranged in a circular pattern around a central point. Each component is represented by a colored petal and includes an icon: a house for 'Strengthening Home-School Partnerships', a lightbulb for 'Designing Quality Education Plans', a question mark for 'Supporting Student Transitions', a person for 'The 7th Component: Celebrating the Unique Me', a briefcase for 'Enhancing Professional Skillset', a person with a gear for 'Nurturing Social / Emotional Development and Mental Health', and a mountain for 'Keeping Complex Learners Safe'.

# What's new with IEPs?



- IEP Central
- MyEd Legacy IEP
- Inclusive Ed Plan
- Competency Based IEPs



### SECONDARY TEACHERS AND EA'S SURVEYED: IEP'S ARE...

- Too long
- Not relevant to content
- Not accessible as an evaluation tool
- A bureaucratic document
- Not useful for teachers or EA's in modifying curriculum



Michael Schmiedel Shelley Moore 2012

# SHELLEY MOORE



- Strengths Based Goal Writing
- Student Centered Planning
- Competency Based IEPs

### UNIVERSAL

- Parents
- NVTA / CUPE

### TARGETED / INTENSIVE

- Case Managers
- Learning Services





# Core Competencies



**Personal**

- Self Awareness
- Self Regulation
- Recreation

**Social**


- Social Awareness
  - Personal Safety & Relationships
  - Social Thinking
- Communication
  - Aug Communication
  - Turn Taking / Conversations

**Intellectual**

- Executive Functioning



# Curricular Competencies



**Academic Readiness**


**Modified Academics**

**Functional Academics**

- Functional Literacy
- Functional Math

**Functional Life Skills**

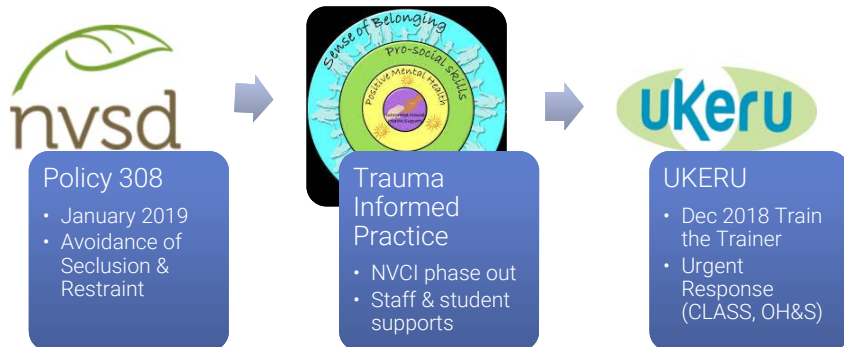
- Personal Care /Self Help
- Fine Motor
- Community Access
- Vocational (Ages 14-19)
- Transition Planning




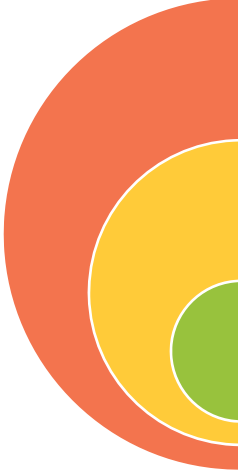
# 7 Core Components



# UKERU 2018/19




# UKERU Next steps...

<p><b>UNIVERSAL</b> Ukeru Aware</p>	<ul style="list-style-type: none"> <li>• Trauma Informed Practise</li> <li>• Target Audience - School Community</li> <li>• 2.5 hours</li> </ul>
<p><b>TARGETED</b> Ukeru Certification</p>	<ul style="list-style-type: none"> <li>• Trauma Informed Practise</li> <li>• Ukeru Comfort vs. Control</li> <li>• Target Audience - Affected Staff</li> <li>• 6 hours</li> </ul>
<p><b>INTENSIVE</b> Individualized Ukeru</p>	<ul style="list-style-type: none"> <li>• Targeted Ukeru Training Concepts and Techniques Certification Completed</li> <li>• Ukeru Informed ISWI / PBSP</li> <li>• Student Specific Equipment / Environmental Considerations</li> <li>• Target Audience - Primary Support Team</li> </ul>

# PBSP / FBA / ISWI

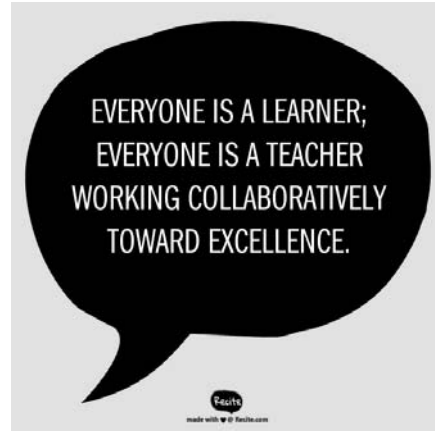


<p>Functional Behavioural Assessment (FBA)</p>	<ul style="list-style-type: none"> <li>• FBA Prevent/Teach/Reinforce</li> </ul>
<p>Behaviour Plan (Reactive)</p>	<ul style="list-style-type: none"> <li>• Positive Behaviour Support Plan (Proactive)</li> </ul>
<p>Safety Plan</p>	<ul style="list-style-type: none"> <li>• Individual Safe Work Instruction (ISWI)</li> </ul>

## Consultation



- Parent Evenings
- Learning Services Dinner Dialogues
- BC Case Conferences
- LST Networks
- Professional Development



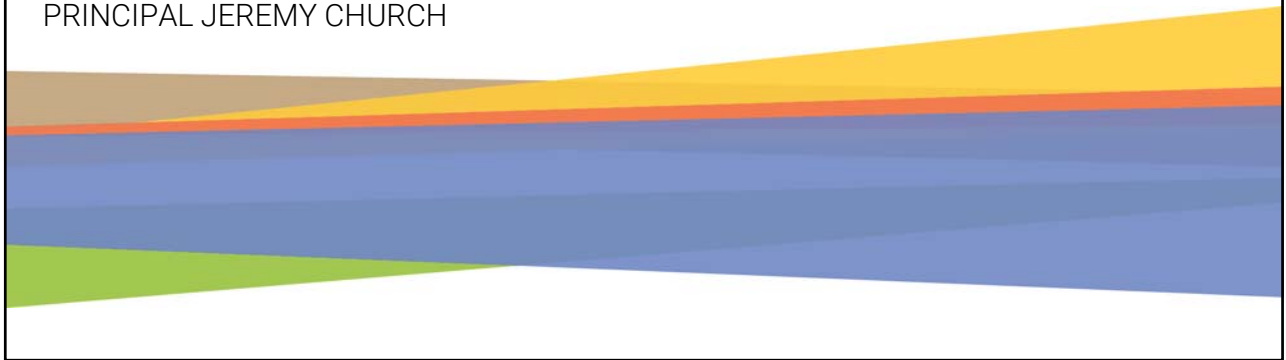
## More to come... 2019/20





# Social Emotional Learning and Mental Health

PRINCIPAL JEREMY CHURCH



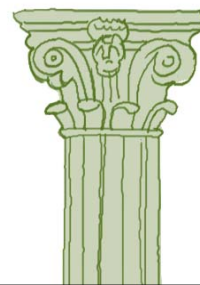
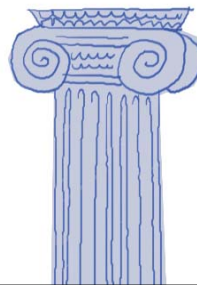
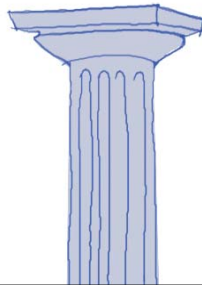
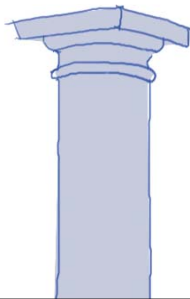
## Pillars of Educational Practice

Curriculum

Instruction

Assessment

Social  
Emotional  
Learning



**FIRST PEOPLES PRINCIPLES OF LEARNING**

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

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

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

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

For First Peoples classroom resources visit: [www.fnesc.ca](http://www.fnesc.ca)

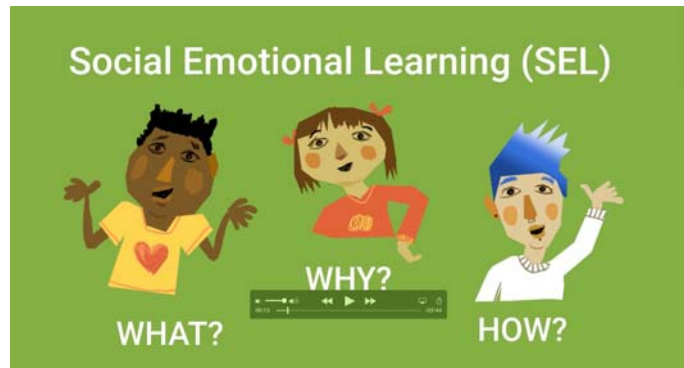
- Learning supports the well-being of the self
- Learning is holistic and relational ...focused on connectedness, on reciprocal relationships, and sense of place
- Learning requires exploration of one's identity
- Learning takes patience and time

<p><b>Sense of Belonging</b> – an intentional focus on strategies and structures that ensure each and every student feels a sense of belonging and connection with their classmates, teachers, and school</p>
<p><b>Social Emotional Learning</b> – using the CASEL Framework, intentionally teaching students the key social emotional skills to be successful</p>
<p><b>Mental Health Literacy</b> – through the use of Dr. Stan Kutcher's curriculum, improving mental health literacy for all grade 9 students district-wide and providing teachers a shared language in promoting positive mental health</p>
<p><b>Integrated Mental Health Supports</b> – developing strategic partnerships with inter-ministerial partners to create seamless supports for children and youth with mental health needs</p>

## Highlights from 2018-19



- BCSSA Conference
- NVSD SEL Video
- SEL and Mental Health Committee Report
- Admin In-services
- District Priority Clarity/Alignment
- Mental Health Conference
- NVSD Taking the Lead



## CASEL and Second Step



- 12 Schools
- Every FOS
- K-7 (with Grade 8 in the works)