

3-Year Operating Plan

2017 PROGRESS INDICATORS



Expand the availability of best instructional practices and enriched curriculum

Expand

Expand



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



Encourage

Encourage the growth of collaborative, adaptive and personalized learning environments

Encourage



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



**Nurture an
inspiring and
healthy work
environment**

Nurture

Nurture



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







Develop and promote innovative and sustainable programs

Develop

Develop



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






Provide leadership in environmental education and sustainability practices

Provide

Provide



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



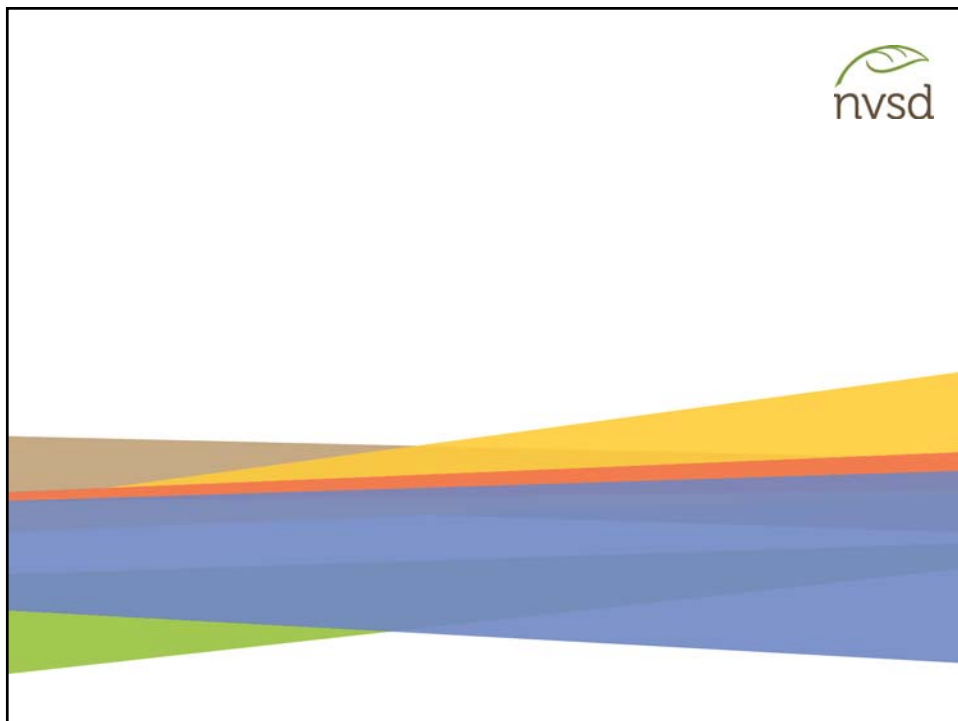
Strengthen and expand reciprocal community relations

Strengthen

Strengthen



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

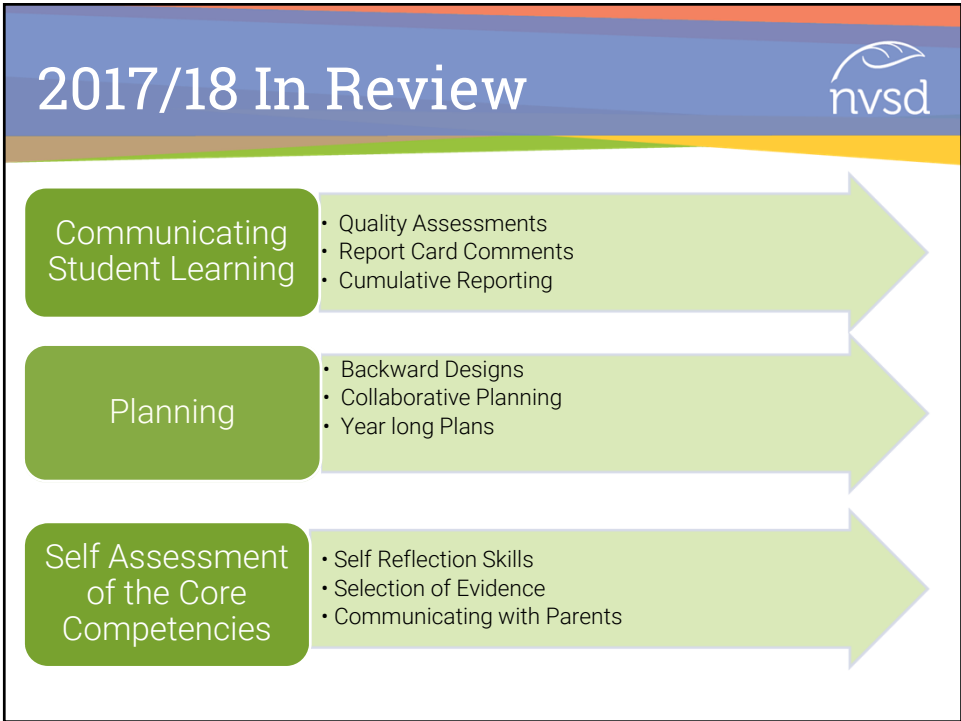
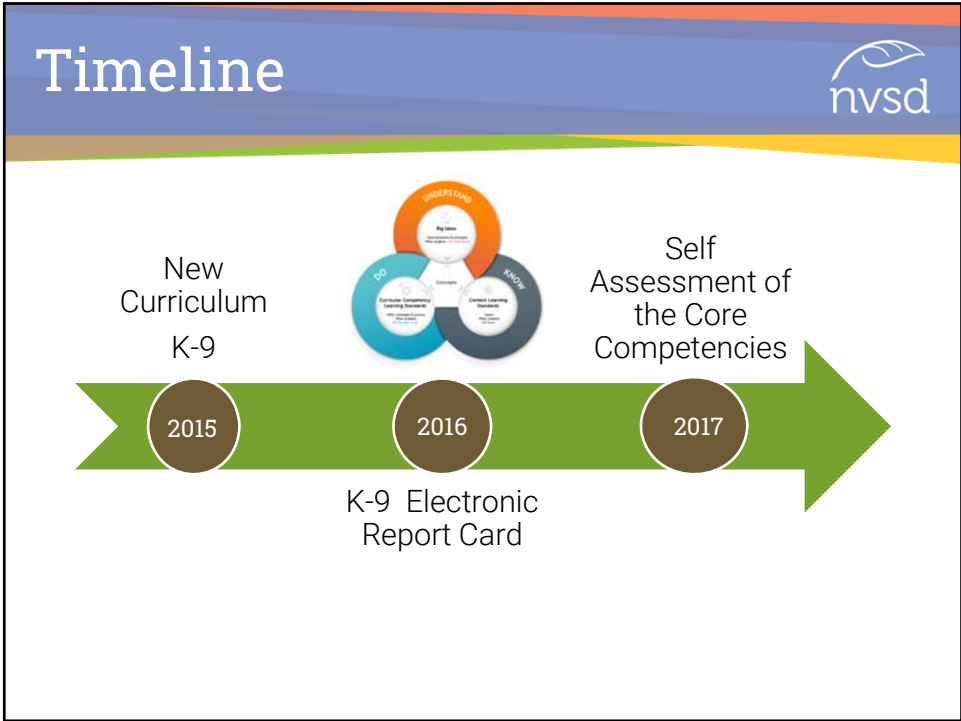


Kathleen Barter
*District Principal:
Curriculum, Instruction,
Assessment*

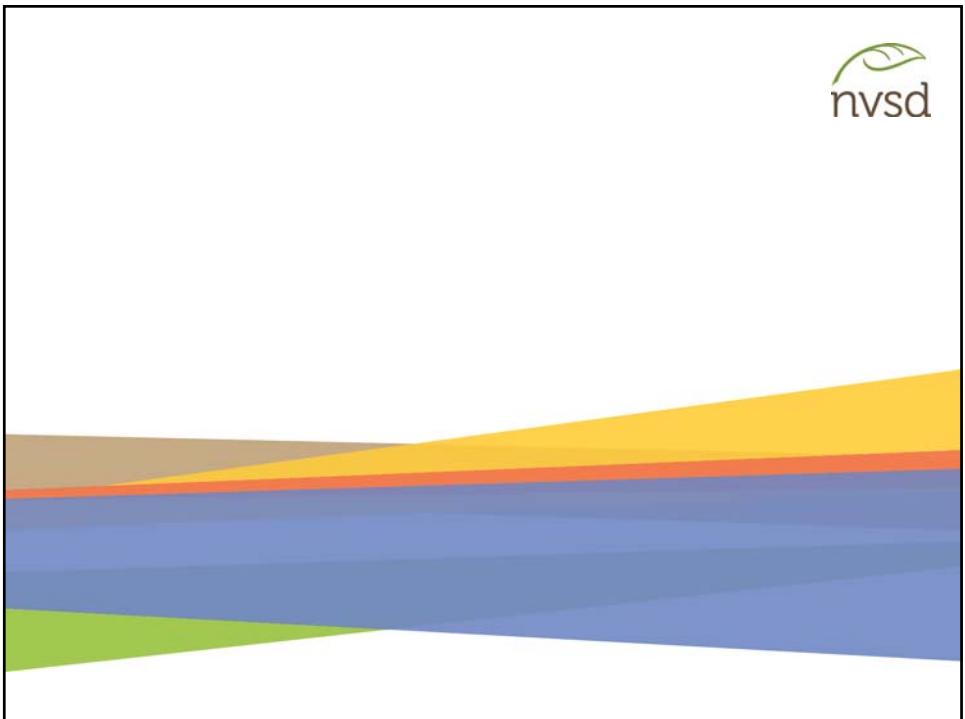
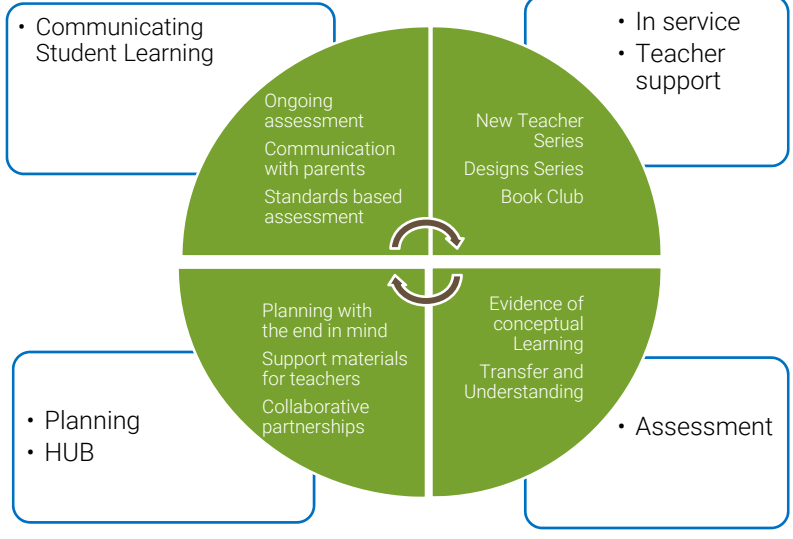
Changing Times

OH, HOW THE **TIMES** HAVE CHANGED



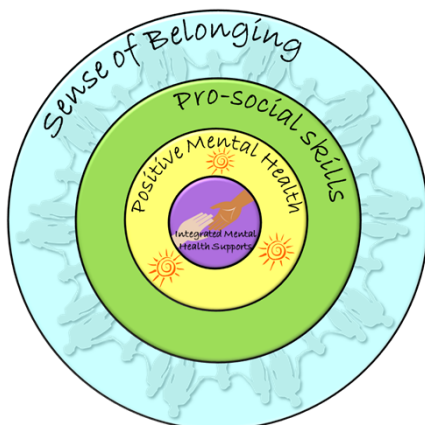


Big Ideas 2018/19



Social Emotional Learning and Mental Health

Jeremy Church
District Principal



Sense of Belonging – 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

Social Emotional Skills – using the CASEL Framework, intentionally teaching students the key social emotional skills to be successful

Positive Mental Health – 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

Integrated Mental Health Supports – developing strategic partnerships with inter-ministerial partners to create seamless supports for children and youth with mental health needs

Framework for Dialogue

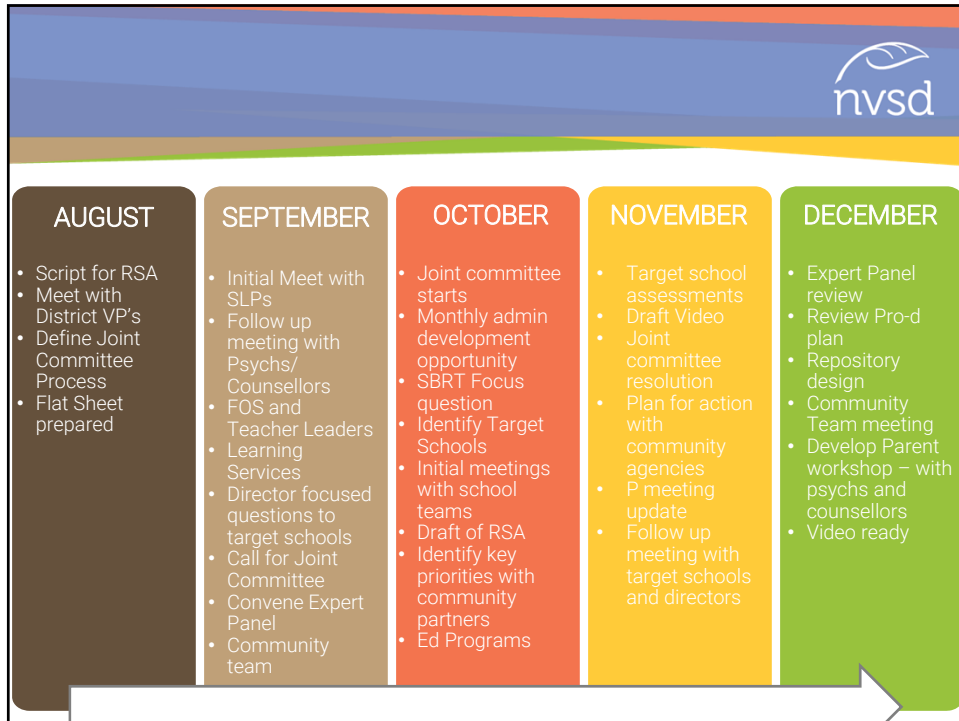


	School Wide	Class Wide	Individual
Sense of Belonging For All			
Social Skills Teaching			
Mental Health Literacy			
Integrated Mental Health			

Ministry of Mental Health – Pilot Work



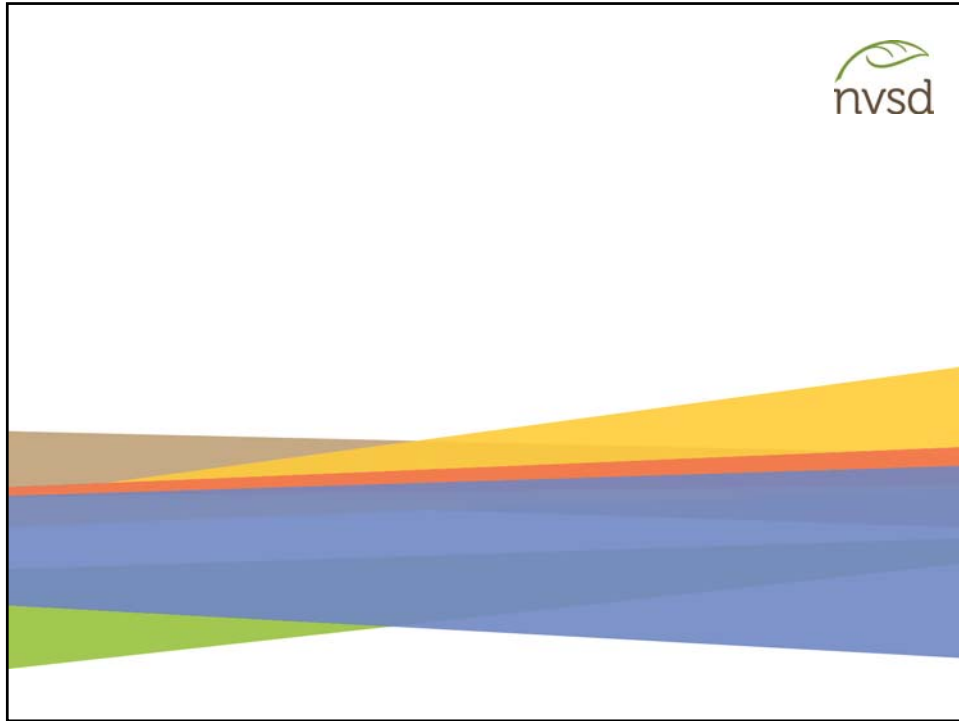
- SEL and Positive Mental Health – Highlight “prevention” across agencies
- Structures of “Hub” at Mountainside – scalability to:
 - Other districts
 - Other “mainstream” schools
- Continued integration exploration with Foundry
- Working closely with Inclusive Education, Choices, SRSP, and school-based professional to develop a coherent framework and service delivery model



Alignment, Coherence and Capacity Building

nvsd

System change begins and ends with ongoing conversation about important questions.



Role of the District Principal of 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



Festivals



Help students ACE the arts

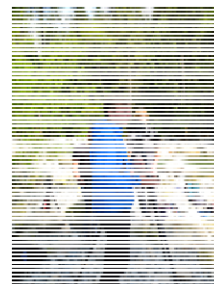
- Advocate
- Celebrate
- Engage



AFK Programs



- Inclusive
- Challenging
- Enriching
- Engaging



Gordon Smith Gallery



- Curate
- Educate
- Engage

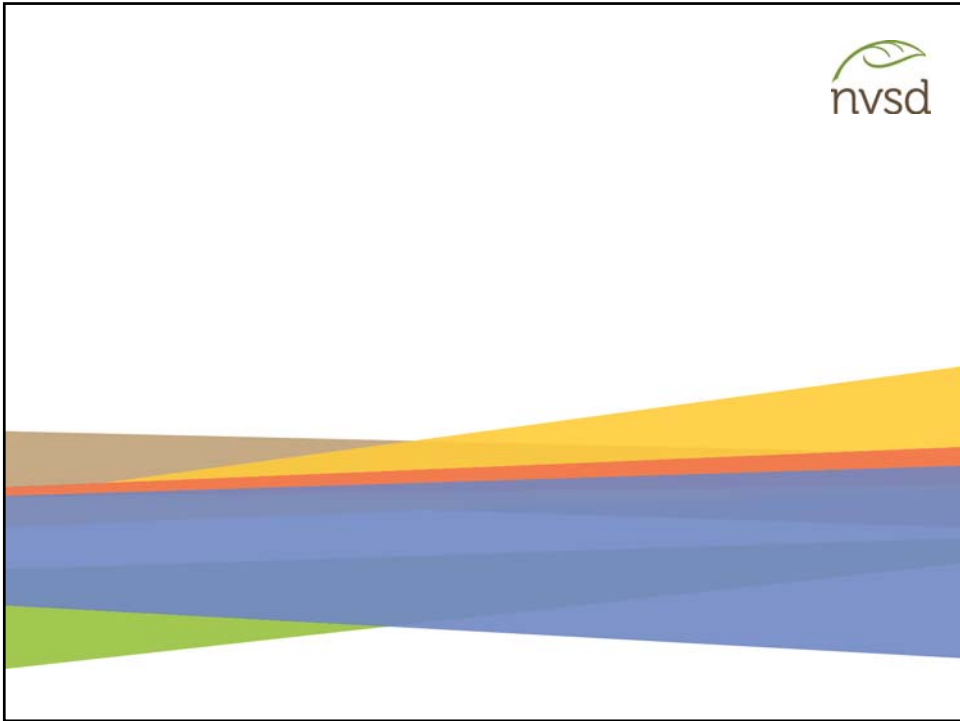


Fine Arts District 44



original
passionate
famous
fearless
MUSIC
be
curious
inspiring
ART
DRAMA.
creative
cool





Deb Wanner
District Principal of Enhanced Programs

Portfolios:
Academies, Early Learning, Literacy, Careers,
Libraries, FSA Implementations, Middle Years
Matters, Elementary Band & Strings

2017-18 in review: Academies



Launch of three new academies for September 2018:

- **“DMA Lite”** a one block Digital Media Academy program for students in grades 9 &10
- **OEA (Outdoor Education Academy)** for grade 10 students -a full year 9 course program.
- **Lacrosse Academy** at Carson – a one block academy for grades 8-12

Academies Data



- 11 Academies in total
- Enrolment in 2017-18 varied from 529-543 students.
- 2018-19 Enrollment in Academies is up by over 80 students currently at 626 students.
- Attracts students to our District

Early Years



- 7 StrongStart Programs
- ELF programs and community partnerships
- Ready Set Learn Events
- Kindergarten Transition Events
 - Parent Information Night
 - Untied Way Grant events
 - Success by 6 Grant
 - EY2K Initiative (team of 28 to Richmond)
 - Assessments: TOPA, EDI, K Numeracy

Assessments



- FSA Implementation:
- 2017-18 was the beginning of a new format and a change from January-February testing to fall testing (October-November.)
- 2018-19 will follow this new schedule and format

Libraries



- Follett and Destiny Implementation continues
- Further training of All Librarians
- Continued implementation changes and efficiencies to Cataloging and Centralized services.

Physical Literacy

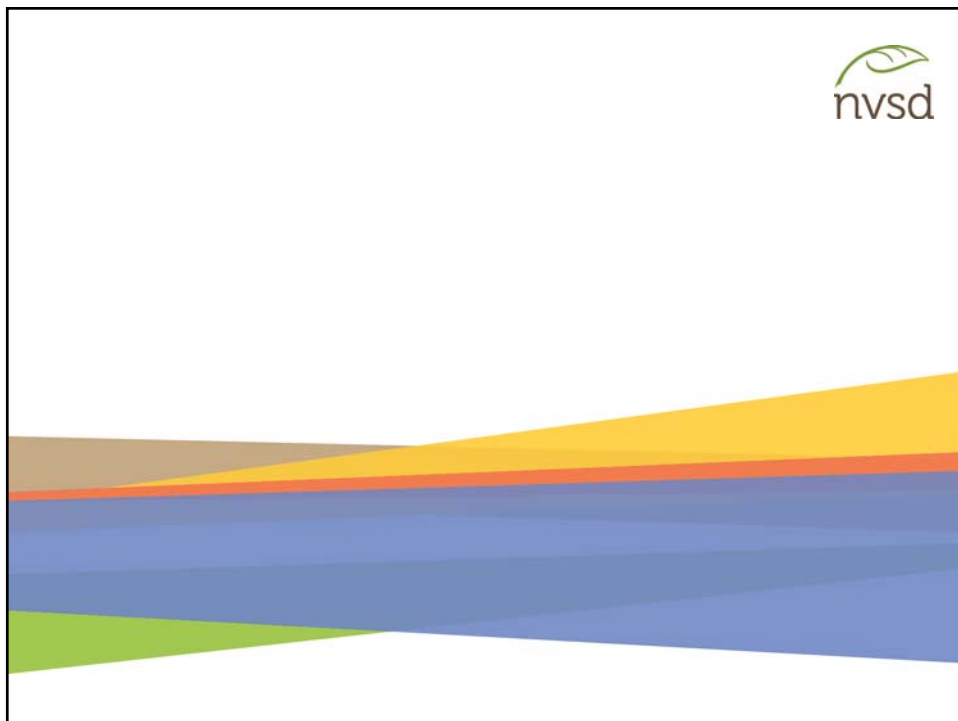


- May 7th 2018 Glenn Young
- Inquiry Series 2018-19 Scheduled
- Physical Literacy Conference at Sentinel – October 19th a partnership of NVSD, WVSD, Coastal Heath and the NV Recreation Commission: *Building Durable Kids*

Literacy



- Moving forward with updating Literacy 44 2018-19 focus on Primary Reading
- Re-invigorating the Reading Strategies and Updating the resources
- Teacher in-service (Local) as well as Adrienne Gear and POPEY workshops scheduled.



Indigenous Education



1. Why Indigenous Education?
2. Three Pathways of Indigenous Education
(Students, Educators and Community)
3. Indigenous Education and Inclusive
Education
4. Concluding Remarks



**Students
Get It!!**



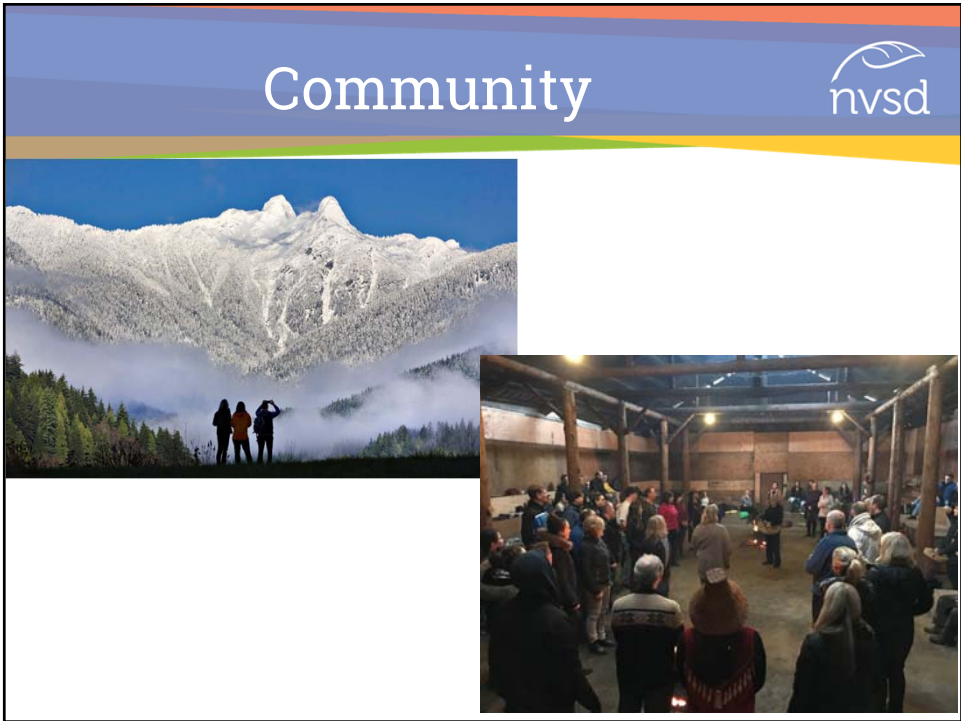
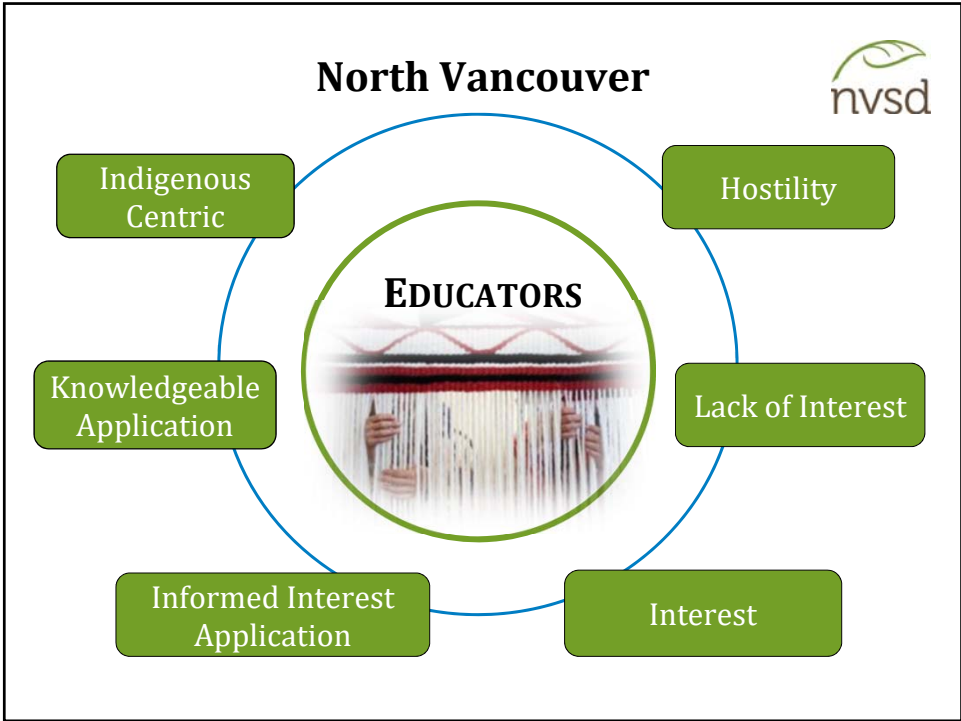



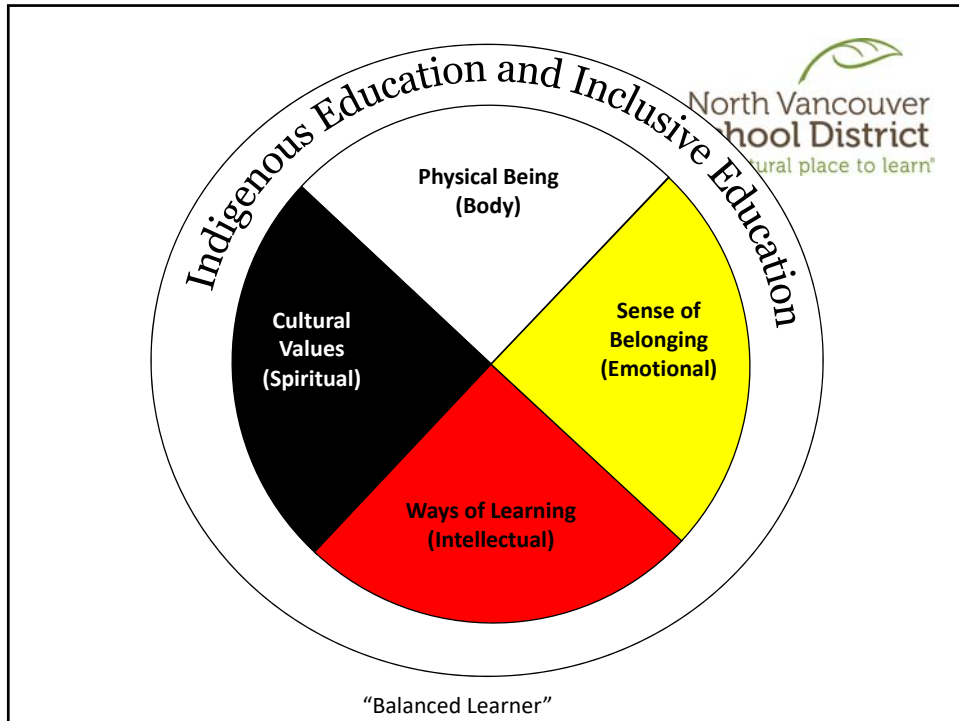
**Students
Get It!!**

Educators



- What am I doing to infuse Indigenous content?
- What am I doing to infuse Indigenous resources?
- What am I doing to infuse the Indigenous worldview?

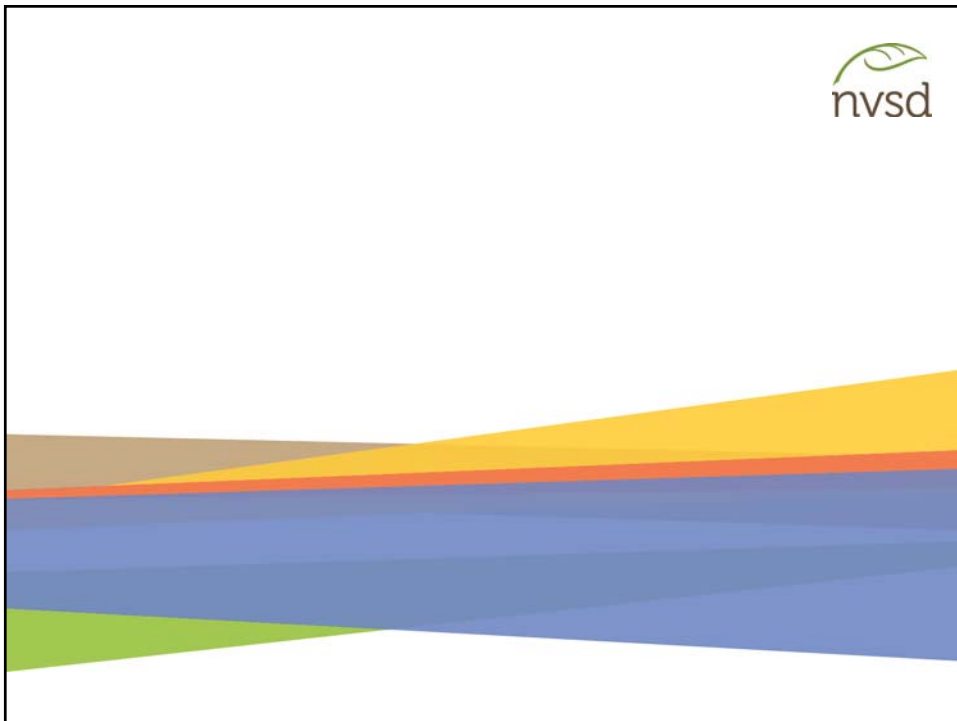




"The road we travel is equal in importance to the destination we seek. There are no shortcuts. When it comes to truth and reconciliation, we are all forced to go the distance"

Justice Murray Sinclair

Go Forward With Courage



Welcome!



Inclusive Education

Successes & Challenges
~2017/2018~

Board of Education Standing Committee
Meeting

September 11, 2018

What does **Inclusive Education** mean in NVSD?



- Evolving beyond historical mindset of special education and students with special needs
- Foundationally situated on the centrality of the classroom and a curriculum for all learners
- Actualized through the evolution of the FOS model and the development of multidisciplinary teams

How are we doing?



Determined by being genuinely attentive to:

- Our successes and shortcomings with respect to our most vulnerable students
- Ongoing feedback from students, parents, school personnel and experts in the field

SOGI 123

Truth and Reconciliation Commission of Canada: Calls to Action

Stop Hurting Kids II

Are these extraordinary times for Inclusive education?

QUESTIONS ABOUT THE NEW CURRICULUM?

BRITISH COLUMBIA Ministry of Education

Education Law Reporter: Different Views in School on History, Religious Freedom

Areas of Focus in 2017/2018

Evolving beyond a “**special ed**” mindset:

- Critical examination of the intersection between Inclusive Education & Indigenous Education
- Enhanced partnership with North Shore Multicultural Society & Settlement Workers in School (**SWIS**) program, North Shore Immigrant Inclusion Partnership (**NSIIP**)
- Continued work to celebrate and support Sexual Orientation and Gender Identity (**SOGI**) – Expanding framework to FOS Model

Areas of Focus in 2017/2018

Focusing on areas where **challenges** exist:

- Concerted and creative efforts to recruit specialist teachers and support workers
- Revised approach to Non-Violent Crisis Intervention training throughout NVSD
- Implementation of standardized evacuation procedures for students with mobility-related needs
- Early development of Seclusion & Restraint policy

Areas of Focus in 2017/2018

Engaging in **meaningful consultation** with others:

- Series of consultations on the Seven Core Components for Supporting Complex Learners:
 - Parent evening - Nov. 29th
 - LS Dinner & Dialogue - January 29th
 - BC CASE Conference - April 20th
- Restoration of Joint Committees: *Mainstream & Integration, District Screening Committee* and *Special Needs Schools Committee* - ongoing efforts to create a shared vision to support student diversity

Areas of Focus in 2017/2018

Promoting the **development of the FOS model**:

- Initiative with Shelley Moore in the Sutherland FOS
- Implementation of BAA courses to acknowledge student achievement
- LST development series in the Carson FOS
- Celebrating students and staff who are deaf and/or hard of hearing at Seycove Secondary
- Individual schools making concerted efforts to overcome barriers to full and meaningful inclusion of students with diverse needs

Looking ahead to 2018/2019



- Partnership with SFU to host a NVSD cohort Diploma program in Inclusive Education
- Revision of Inclusive Ed. Handbook to include a section specific to Indigenous Education – led by Brad Baker & Melanie Nelson
- Inservice series for elementary and secondary Learning Services Teachers
- Increase Inclusion related workshops and presentations for parents: *Strengthening Home-School Partnership* series (Sept. 18/25), *Evening with Shelley Moore* (October 17)
- Further development of the Complex Learners and Autism Support Services team (CLASS). Enhancing assessment practices and positive behaviour support plan development
- Enhanced implementation of the *Seven Core Components for Supporting Complex Learners*

Continued focus in three core areas:



- Critical attention to the optimal allocation of resources to support student diversity
- Purposeful skill set development through inservice and professional development offerings and partnerships
- Continued focus on what constitutes a strong home-school partnership to ensure full and meaningful inclusion of all students

