



North Vancouver School District
2011–2021 Strategic Plan

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Message from the Chair

Children entering Grade 3 in 2011 will graduate from our school system in 2021. How and what they learn must align with society's expectations of them as citizens. As a School District, we must not only keep pace with the changes students will experience as they grow and develop, but also instill in them a desire for lifelong learning. We want them to thrive as adults in a constantly changing world.

As a result of input we received and months of collaborative dialogue, many realizations emerged in preparing this plan. We know that to achieve our goals, we need to be flexible, realistic and accountable. We understand that communication is vital for engaging everyone: students, staff, parents and the community. We appreciate that our community's standard for education is one of excellence. We know that technology will continue to play a vital support in the delivery of programs and services and above all, building positive relationships will promote student success and support our operations.

Supporting a child's learning is a shared responsibility. This plan allows us all to recognize our role in providing the most enriched, inclusive and engaging education possible to our students. Parents are key partners in this work. Study after study has shown that when parents are involved, student achievement rises. We are grateful to have such strong parent involvement in our schools; it makes a tremendous difference.

As vital as the family is to supporting a child's learning, the contributions to student success that come from a caring community are also essential. As a Board we ask everyone in the community to help support us in achieving our goals and living our values. Recognition, respect and the opportunity for everyone to participate can all be practiced everyday in our classrooms, schools, departments and governance. This is one of the great strengths of the public school system for which we all can be proud.

Sincerely,

NORTH VANCOUVER
BOARD OF EDUCATION



Franci Stratton
Chair

Message from the Superintendent

Planning is key to achieving successful outcomes in every part of the School District. From the classroom to the boardroom, educators plan meaningful instruction and assessment, teams plan strategies to meet individual learning needs, and school communities plan to improve student achievement and engagement.

As we went through the process of developing our strategic plan, we heard continuously of the importance of staying true to the core foundations of teaching and learning by delivering the basic curriculum exceptionally well. At the same time, we were expected to show leadership in the areas of relevant program development and personalized learning that resonates with students.

After months of collaboration and consideration, I am confident that the goals we have outlined in this document reflect a balanced commitment to the choices and expectations of our community. The challenge will be to ensure we have the support systems and resources in place to realize these goals.

The ongoing, day-to-day business of running the School District involves many tasks and assignments that are routine management objectives. As such, they are not identified in the plan. Our intent, in developing this plan, is to go beyond our core mandate to better serve the expectations of a community that places a very high value on education.

By focusing on our higher goals and objectives, this plan gives us a system we need to develop priorities and see them through to success. It is a practical, transparent, and accountable course of action to provide for our Vision of world-class instruction in “the natural place to learn”.

Sincerely,

NORTH VANCOUVER
SCHOOL DISTRICT



John Lewis
Superintendent of Schools



Our Mandate

As a School District, the provincial mandate governs our general policies, service delivery and accountability structures. The mandate is a broad one, but flexible enough to allow us to develop and progress beyond its direction, while meeting the legislated requirements of the School Act, Regulations and Ministerial Orders. The Statement of Education Policy Order emphasizes that in preparing students as future citizens, schools assist in developing: “well-educated people who have the ability to think clearly and critically, and to adapt to change. Progress towards these goals also depends on educated citizens who accept the tolerant and multi-faceted nature of Canadian society.”

Supported by families and the community, the “Prime Goal of Public Schools” is the intellectual development of students. Through learning experiences and supervised practice, schools, families and community have a shared role in helping students achieve the goals of human and social development and career development.

The provincial mandate further outlines the attributes of the public school system: accessibility; relevance, equity, quality and accountability. It acknowledges that students, parents, teachers, administrators, district officials, the British Columbia College of Teachers, the community, the Ministry of Education, other ministries and agencies, and the public all have distinct duties, rights and responsibilities within the system. Together as stakeholders, they can support the full participation, professionalism, good governance, fiscal responsibility, standards and broadest possible relevance of the school system.

In pursuing our goals and delivering upon successive operating plans, we first acknowledge our fundamental responsibilities to the School Act and provincially-set mandate. Our goals are designed to build upon this foundation, while enabling us to fulfill the high expectations expressed by our community.



Developing the Plan — a Consultative Process

This plan was developed over the course of the 2010/11 school year, under the direction of the Board of Education. Consultation brought together representatives of our partner groups and community members to share ideas, priorities, goals and values. Considerable insight came to us from the community, particularly parents, whose input through our electronic survey proved invaluable.

This multi-faceted consultation process created greater awareness of the plan and its process, developed a situation analysis, produced draft assumptions, values and goals and generated feedback on the draft plan as it progressed. We are grateful to the community at large, and the following partner groups, for their commitment and involvement in this process.

- The North Vancouver Parent Advisory Council
- North Vancouver Teachers' Association
- The Student Leadership Council
- The Secondary Study Group
- North Vancouver Elementary Administrators
- Canadian Union of Public Employees Local 389

The purpose of the British Columbia school system is to enable all learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy.

Statement of Education Policy Order (Mandate for the School System)
Order in Council 1280/89



Our Vision

The School District's Vision was developed throughout the 2007/08 school year in collaboration with representatives from all our partner groups. The Vision represents an enduring picture of what we are working towards in all aspects of our operations.

The goals at the center of our strategic plan have been aligned with our Vision, to ensure that by 2021 we have created real progress towards a thriving and inspiring School District that is reaching beyond its mandate to realize the highest standards of delivering education to students in our community.

The Vision work now stands as a prelude to this strategic plan. It is not prescriptive, but serves as a means to inspire our goals. The Vision helps us to recognize the bigger picture, our place in it, how we are all connected in creating the very best educational environment possible, and how each of us contributes to a better world.

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.

Instructional Practice

We provide meaningful assessment and relevant instruction to support the success of every student and, to ensure this outcome, encourage professional growth for all staff.

Program Diversity

We provide a diverse range of programs that reflect the values and interests of our community.

Sharing and Celebrating Success

We proudly honour individual and collective accomplishments that inspire all of us to pursue and achieve success.

Communications

We build trust, respect and mutual understanding through open, proactive communications that convey the achievements and challenges of the School District

Community Connections

We thrive on bringing people together through collaboration and responsive partnerships that strengthen communities and contribute to the needs of students and society.

Integrated Communities

We build strong, trusting relationships that develop the confidence and sensitivity needed to share ideas and create solutions within our schools, families of schools and school district.

Information and Communication Technology

We provide seamless and appropriate information and communications technology to serve all aspects of learning and to support our operations.

Facilities

We strive to provide welcoming, safe and sustainable facilities that enhance the learning and teaching environment.



Today and Tomorrow – Planning in Context

A plan that is both realistic and ambitious recognizes our strengths as well as the influences that limit our operations. The plan introduces goals to extend our reach, improve our effectiveness and positively impact student success. While we look closely at our capacity and the conditions which favour our progress, we also must consider the constraints we must address to achieve progress. In preparing this plan, we have worked through an organizational review to focus on the opportunities and challenges we are currently experiencing and anticipate will continue for the duration.

In developing our goals, we identified a series of assumptions that are expected to influence our reality and impact the way we operate over the next ten years.

Assumptions

- Funding uncertainty will continue.
- Governance is evolving and will look different in 10 years.
- The speed of technological changes will accelerate.
- Schools as community “hubs” will continue to be important.
- Demographics will show a continued decline in student population, but at a slower pace than in previous years.
- Parent demand for choice will continue to be high.
- The provincial government mandate for school districts will expand over the next 10 years.
- Relations between government and unions will continue to be strained.

Our goals have emerged both from the opportunities we wish to benefit from, and the challenges we must realistically acknowledge.

Opportunities

- Engaging student personal responsibility, leadership and contributions in program and service development
- Remaining a leader in best practices in special education
- Improving the dialogue between parents and educators
- Broadening our applications of collaborative learning to advance staff engagement
- Pursuing partnerships with the community, municipalities, and the Province to grow and diversify our programs
- Advocating through open and respectful dialogue as a voice for the value, benefit and necessary funding for public education
- Leveraging and promoting our commitment to professional development to produce a highly skilled staff
- Increasing our financial resilience
- Expanding community use and partnerships for our facilities
- Leveraging technological advances and expertise to promote learning
- Improving the effectiveness of our communications
- Promoting and leveraging our expertise in sustainable capital projects
- Committing to sustainable operations and decision-making

Challenges

- Effectively managing unstable, inadequate funding for an increasingly broad mandate
- Maintaining a recognized high-standard of service delivery to students with special needs
- Addressing declining enrollment and student retention
- Attending to aging infrastructure that is inefficient, unsustainable and costly to maintain
- Prioritizing ideas and initiatives to help realize our Vision
- Elevating employee morale and engagement particularly during periods when employment conditions are uncertain
- Mitigating the negative impacts of technology (cost, privacy, reliability, security)



History, Partnerships and Programs

Decision making and direction is always strengthened when we have a sense of the past that has shaped the present day. More than 140 years after the first school was built on the North Shore, we find ourselves now firmly established in the 21st century. History helps us to recognize our place in the continuum, the roots of our potential, and prepare for the possibilities ahead.

We can see, in these few broad brushstrokes, the dynamic of change and constancy that has always shaped community life, and public education, on the North Shore.

Roots and development

The first school on the North Shore opened in 1870 to serve the lumber mill community of Moodyville. By 1874, Moodyville School (originally named Burrard Inlet School and serving students on both sides of the Inlet) had 39 students, one teacher, and three trustees to oversee operations.

In 1890, the Province of British Columbia introduced the authorized *Course of Study for Common Schools*. The curriculum design, spartan by today's standards, included reading, writing, spelling; English grammar, composition and letter writing; mental and written arithmetic; geography; English and Canadian history; anatomy, physiology and hygiene.

By the time Moodyville School closed permanently in 1910, several other schools had been established on the North Shore to serve the growing community including the original Capilano Elementary, which celebrated its centennial in 2008. In 1912, Ridgeway Elementary opened, followed by Queen Mary Elementary in 1914. With their distinct Edwardian Baroque facades, both Queen Mary and Ridgeway became valuable community landmarks, and their restorations will ensure their ongoing presence on the North Vancouver landscape.

In the post-war period to the present day, our enrollment history has been shaped by a number of powerful influences. Enrollment in North Vancouver schools grew from a few thousand students in the late 1940s to a peak of 22,717 students in 1973.

As the population of North Vancouver boomed in the 1960s, new schools were quickly built—to standards of construction that are today obsolete. Several, like the former Highlands Elementary building, housed more than 800 students at their peak.

The primary infrastructure of North Vancouver was effectively in place by the early 1970s and a period of declining enrollment followed. By 1987, student enrollment in North Vancouver's public schools had declined to 15,182—comparable to the size of the student population in 1962.

In 2010, the School District's enrollment totaled 16,097 students. Although the expansion of services and specialty programs, along with the Ministry's introduction of Full Day Kindergarten have helped to mitigate the decline, enrollment is projected to continue to decline for at least 5 more years, as the number of graduating students exceeds those enrolling in Kindergarten each year.

Employee Groups

We are an organization of people serving young people. As the largest employer on the North Shore, our employees are represented in one of several distinct groups. Our teaching staff is members of the British Columbia Teachers' Federation (incorporated in 1919) and represented locally by the North Vancouver Teachers' Association, formed in 1940. Our support services are staffed by members of the Canadian Union of Public Employees, Local 389 also formed in 1940.



A small team of exempt staff, including senior school administrators and our executive leadership team, completes our staff complement. As a whole, each group provides a unique perspective on the many, necessary considerations in managing the complexities of a school district.

Governance

School districts are geographic areas constituted under the School Act. By the end of the Second World War, the Province had more than 800 municipal and city school districts, including many rural one or two room schoolhouses. Such small districts could not offer the increasing demand for expanded educational programs and services. “However, not until the Great Depression of the 1930s—and the devastation it caused in public finance—did provincial governments generally begin to insist that districts and schools be integrated into larger administrative units.”¹

A provincial restructuring was imminent, and by 1971, the government had reduced the number of school districts to 77. The remaining districts were assigned numbers—North Vancouver’s being 44. Currently, there are 60 school districts in the province, including the Francophone Education Authority.

“School Boards have a duty to govern districts and their schools in accordance with specified powers in a fiscally responsible and cost effective manner. They have a responsibility to ensure that schools provide students with opportunities for a quality education; to set education policies that reflect the aspirations of the community and that are consistent with overall provincial guidelines; to provide leadership and encouragement to schools and the community; to cooperate with the community and social service agencies in the delivery of non-educational support services to students; and to focus on the following areas of district concern:

- (1) implementation of provincial and local education programs;
- (2) school finance and facilities;
- (3) student access and achievement;
- (4) teaching performance; and
- (5) accountability to parents, taxpayers, the community and to the Province.”²

Under this model, the seven locally elected trustees of the North Vancouver Board of Education serve to provide good governance including stewardship and accountability for the School District as a whole.

Partnering with parents

The first Parent Teacher Association (PTA) on the North Shore was established in 1917, originally as a single body and then organized into separate PTAs for specific schools. Parent involvement in schools continued to grow, and by 1989, a new provision in the School Act gave parents in every district across the province the right to establish and belong to a Parent Advisory Council (PAC) at their child’s school. The Act also provided the right of the PAC to offer advice and assistance to the principal and staff of the school on matters relating to the school such as program offerings, student conduct, and facility needs.

In 2002, new legislation gave parents the right to constitute a District Parent Advisory Council, which could provide advice to boards on educational matters in the district. Also mandated into legislation in 2002 was the establishment of School Planning Councils in every school. Parents, teachers, and principals are the key members of School Planning Councils, which are entrusted with the responsibility of creating an annual school plan for improving student achievement. Parent engagement in supporting student learning is well established and recognized in our district as an influential factor in our students’ success.

¹ Fleming and Hutton, School Boards, District Consolidation, and Educational Governance in British Columbia, 1872-1995

² Mandate for the School System, OIC 1280/89, effective September 1, 1989



Expanding the curriculum

In addition to the provincial curriculum, school districts have the authority to develop local curriculum in areas where a provincial curriculum does not exist. The Ministry of Education also approves programs developed by external agencies such as the International Baccalaureate Organization or Advanced Placement. In this way, our school district has continued to enrich and expand our local curriculum offerings to reflect the needs and interests of our students, community and society.

Since 1969, the North Vancouver Outdoor School has provided a unique, on-site environmental education experience for hundreds of thousands of students from across the School District and beyond.

French Immersion was first offered at two schools in the North Vancouver School District in 1978. Today, 10 of our schools offer French Immersion—a very popular program of choice in our community. The program has recorded steady enrollment growth since 2001, which is projected to continue now that three of our secondary schools, Argyle, Windsor and Handsworth, offer French Immersion.

By the 1990s, the integration of special needs students into classrooms was happening in earnest. Since that time, North Vancouver has emerged as a leader in the provision of rich, diverse and engaging programs that allow students of all abilities to learn together.

Specialty academies, the International Baccalaureate Programme, Safe and Caring Schools, Learning Together (for teen parents), literacy centres, and the unique Artists for Kids program are all evidence of a school district dedicated to the success of all learners.

Computers began to arrive in the School District in the 1980s. Since 2001, the NVSD has supported the application of technology across the curriculum by developing instructional resources that recognize the aptitudes and enthusiasm of students for online learning. All our schools are now equipped with wireless and we continue to embrace the application of technology as a tool for education and for collaboration.

The concepts of social responsibility, community building, and cooperative learning are well established in our school district. They stem from the pioneer roots of life in North Vancouver's early days, and now extend to global and international education that connects our students to others around the world.



Our Values

As a school district with over 16,000 students, their parents, and more than 2,000 staff, we can find real strength in numbers. A set of shared values sets the tone for how we relate to one another in pursuing common goals. Our values assist us in demonstrating consistent and fair leadership and guide us in working collaboratively and productively together to realize our Vision.

Statement of Values

Trust

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

Responsibility

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

Respect

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

Collaboration

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

Our 10-Year Strategic Goals and Objectives

Our six high-level strategic goals translate the Vision of the North Vancouver School District into clear priorities. Not only do they ground our decision-making, the goals communicate and inform everyone of where our focus will be during the next ten years. With goals in place, we are well positioned to realize our full potential.

Our goals take us beyond our mandate in the pursuit of the highest level of service we can provide to students and the community. Our goals address our intentions for growth, innovation and change, and to be achieved, they rely on continued collaboration with the community.

The 10-Year Goals

2011	2012	2013	2014	2015
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				
Strengthen and expand reciprocal community relations				

How do the goals work?

The goals are purposely high-level to guide various departments and leaders in creating objectives, policies and procedures that are aligned with the Vision. Three-year operating plans will align with our high-level goals, to “translate” them into concrete, realistic, timely and measurable objectives and tactics.

2016	2017	2018	2019	2020



Expand

Expand the availability of best instructional practices and enriched curriculum

To ensure students have the skills and knowledge they need for life in a rapidly changing world, their education must constantly evolve. Evaluation and continuous improvement of instructional practices are essential in order to make sure that what is being taught, and how it is taught, is relevant, engaging and effective.

We are a school district that is recognized nationally and internationally for our curriculum innovation and development. We offer a rich array of programs and services that support our learners and enhance opportunities for individual choice and pursuit.

Our progressive initiatives have resulted in significant improvement in student achievement and better completion rates for our students. Creating greater access to program offerings, and consistency of standards of instructional delivery across the School District will continue to be a priority over the next 10 years.

Objectives



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

When students have a sense of belonging in their learning environment, they feel confident to take risks, set personal challenges, and maximize their opportunities for growth and leadership. Understanding and adapting to the learning needs of our students allows us to design and support educational opportunities that promote engagement and lead to individualized success and fulfillment.

Collaborative, respectful relationships and individual recognition for our students and staff are hallmarks of our vision. In our educational community, everyone's needs and opinions are valued, and we are responsive to purposeful change in all aspects of our organization. This willingness to be attentive to our community brings vitality to what we do.

Objectives



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

Nurture an inspiring and healthy work environment

Schools are places where we learn, work, play, and grow. We want our schools to be not only functionally efficient and energy smart but also welcoming, attractive, and accessible.

Throughout each school year we recognize the achievements and progress of our students, staff, and community supporters. It is with respect and pride that we acknowledge our traditional territories and pay homage to cultural traditions at each of our ceremonies and celebrations.

A vibrant work environment that supports, encourages, and practices wellness and innovation can attract and retain exemplary staff. Strategic succession planning initiatives will help us identify potential talent and prepare us for our future staffing needs.

We are committed to building a culture of strong professionalism so that employees grow in their roles over time and are able to deliver relevant education and services in an environment where change is constant.

Objectives



Promote recognition of the value and contributions of our students, our staff, and our community partners.



Develop modern, attractive and efficient facilities that enhance the learning and teaching experience, improve health and safety conditions, and provide a welcoming environment.



Encourage leadership at all levels of the organization.



Attract, recruit and retain exceptional staff.



Support the ongoing development of all employees.



Develop

Develop and promote innovative and sustainable programs

We all learn differently. Through established programs such as academies, fine arts, career preparation, International Baccalaureate, and Distributed Learning, we continue to provide innovative, exciting, and sustainable program offerings. We will continue to be responsive to what our students are saying about how and what they wish to learn.

We know the importance of providing a strong core curriculum with consistency and expertise. We foresee a balance between program development and core delivery to ensure that quality is not compromised.

We need to understand what tools will enable students to make successful transitions to their next level of learning and how we can assist them in attaining their career and life goals. We want our students to have post secondary opportunities that will match their dreams and fulfill their aspirations. Building relationships with our post secondary educational and business partners helps us to support positive transitions for our students.

As a progressive, world-class school district we also need to develop promotional strategies that acclaim our program diversity, our students' success, and our commitment to excellence.

Objectives



Increase access to existing and future specialty programs.



Expand online course offerings provided through Distributed Learning.



Promote greater awareness of the specialty program opportunities and quality of instruction available to students.



Develop and implement a consolidated alternate program (Community Learning Program) to meet a diverse range of student needs



Provide

Provide leadership in environmental education and sustainability practices

It is our responsibility to be leaders in environmentally sound practices. What we learn and practice now will have an impact on the future; we want that to be a positive impact.

Our outdoor school is renowned for its experiential environmental program. To remain at the forefront of excellence and ensure the opportunity for all students to learn at an exceptional campus environment, we must continue to build a broad base of support. With the assistance of our community partners, the North Shore Credit Union Environmental Learning Centre will be recognized as a centre of excellence for environmental education and stewardship.

Through our sustainability initiatives and programs, we can engage students proactively in understanding and protecting the environment. We want to ensure we are using less and creating greater efficiencies in all of our operations.

We know that decisions we make now affect the future. Therefore, we need to demonstrate responsibility when managing our financial resources. Revenue generating initiatives will ensure that we continue to offer world-class instruction in modern, safe, efficient, and well-designed facilities.

Objectives



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

Strengthen and expand reciprocal community relations

Schools serve as focal points within our neighborhoods, providing not only educational services to students, but also community services to children, families, and residents. We wish to enhance our connection with families and residents so that we can provide services and facilities that promote the health, well-being, and interests of both the School District and the entire community.

By integrating services with the broader community, we have the potential to be more versatile, more cost effective, and more streamlined. By expanding access to our schools and services, we can increase community engagement and support opportunities for student success from preschool to post secondary.

As we look toward implementing our strategic plan, we want our broader educational community to stay informed and involved to ensure we are creating solid foundations for lifelong learners.

Objectives



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.



Measuring success

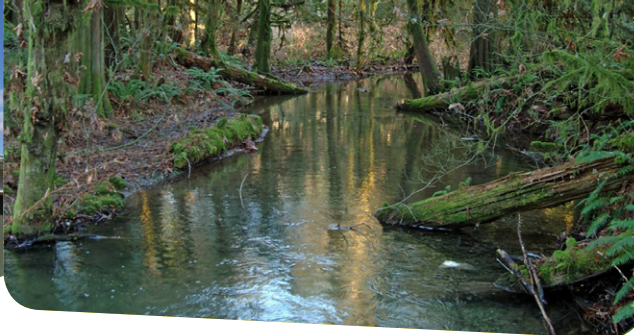
With ongoing commitment to the plan, 10 years from now we see a school district distinguished by:

- graduation and completion rates exceeding 90%;
- high levels of student social, academic and intellectual engagement;
- employees who are actively engaged and encouraged in their professional growth;
- a diverse range of programs that has measurably increased student participation and satisfaction;
- a marked reduction in our carbon footprint and energy consumption through the implementation of environmental measures;
- a secure, adequate budget and funding to further priority upgrades, rebuilding and renewal projects for our schools and facilities; and
- a broader involvement of the community that supports the success of our students and the capacity of our school district.

Numerous contracts and agreements exist to guide specific areas of our operations and report our performance in delivering on our mandate. Every year we report on a wide range of key performance indicators (KPIs) that include: student graduation rates; achievement rates; facility usage; facility conditions; awards for teaching and innovation; youth health statistics, Safe and Caring Schools survey results; attendance; program enrollment; student scholarship numbers; revenue generation; communications outreach; and budget expenditures.

Our strategic plan challenges us to go beyond our mandate. Therefore, in addition to our standard reporting, we will expand our measurements to create a consistent, comprehensive picture of our School District as we advance through the next decade.

Beginning in 2012, our annual report to the community will bring together not only baseline data drawn from all areas of our operations, but also new reporting measures that indicate progress towards the six high-level goals defined in this plan. It is our commitment to produce an annual report that is both clear and comprehensive to a general readership in order to ensure the broadest possible understanding of our progress, where we've gained ground and where we need to improve.



Conclusion

The success of any plan depends upon the people behind it. Through a consultative process, we have developed a plan designed to help us realize our Vision and combine our strengths to create the very best educational environment possible for students. This strategic plan outlines a practical, collaborative and ambitious route forward in order to achieve everything we are capable of contributing to students and society. From developing individual performance plans to departmental plans to three-year operating plans for the entire School District, it is everyone's compass and guide.

Glossary

Canadian Union of Public Employees Local 389

The CUPE local representing North Vancouver civic employees, including the School District's unionized support and service positions.

Distributed Learning

The complement of our courses provided online for students in Grades 10–12.

Instructional Institute

A framework for teaching and learning unique to the North Vancouver School District that guides the development of educational resources and professional development for teachers.

Key Performance Indicators (KPIs)

Defined, relevant measures that help an organization recognize progress towards goals. A relevant KPI provides information that is (1) significant and useful to the reporting organization's stakeholders and (2) attributable to its activities.

Goals

Goals translate the organization's vision into clear priorities. Goals focus decision-making and provide the foundation for practical objectives.

Personalized learning

A recognition that individual students learn differently, and have varying motivations and interests that can be best served through a wide variety of assessment and teaching practices that are flexible, creative, collaborative and complex.

North Vancouver Parent Advisory Council (NVPAC)

The organization serving and representing the collective voice of parents in the School District.

North Vancouver Teachers' Association (NVTa)

The local of the British Columbia Teachers' Federation that addresses matters of local concern affecting the welfare of North Vancouver's public school teachers.

***North Vancouver Elementary Administrators (NoVA)**

The representative group of Elementary school principals and vice principals (membership is also open to other School District administrators). NoVA provides support, mentorship, advocacy, professional development and leadership on behalf of its members, schools and the School District at large.

Objectives

Rooted in the goals, objectives effectively translate the high-level direction into concrete, realistic, timely and measurable supports of the overall plan.

***Secondary Study Group (SSG)**

The collective voice of principals and vice-principals supporting the operation of secondary schools in the North Vancouver School District. The SSG liaises with the Board, executives and the public in matters of school administration, facilitates the provision of professional development activities for its members and promotes excellence within the profession.

Student Leadership Council

Representing students in each of our secondary schools, the Student Leadership Council provides an avenue for the provision of student opinion and input on educational issues and practices that affect student learning within the School District.

Strategy

Connects the organization's vision, goals, objectives and values into one overarching plan to create a bridge from the present to the future.

Student engagement

The extent to which students identify with and value schooling outcomes, have a sense of belonging at school, participate in academic and non-academic activities, strive to meet the formal requirements of schooling, and make a serious personal involvement in learning.

Transition

A significant change in a student's school life that may require additional support and resources.

Values

A shared set of values sets the tone for how individuals relate to each other in pursuing common goals. Values support consistency and fairness in leadership and guide us in working productively together to realize our vision.

Vision

A formal, documented vision articulates the highest level of direction and ambitions of the organization, bringing overarching clarity and unity to its purpose and plans.

* In 2011, NoVA and the SSG will amalgamate to form one representative group.

