

community report 2015



PHOTO BY SEAN CLANCY



North Vancouver
School District
the natural place to learn®

OUR 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.**

www.sd44.ca

Though we should not take them for granted, acts of "everyday excellence" are part of the culture of our school district.

Message from the Superintendent



JOHN LEWIS

In December of 2014, I presented to the Board of Education and the Ministry of Education the Superintendent's Report on Student Achievement 2014/2015 for the North Vancouver School District. This year's report confirms the improvements we are witnessing in the transition, completion and graduation rates for aboriginal students in our school district—dedicated work in this area is achieving real results. At the same time, our six-year completion rate for all students remains at 84%—the same as the Provincial average; while six-year completion rates for students with special needs, at 70%, is

still considerably below our average. Both measures provide an indication of where we need to continue to focus.

Classroom use of a number of support programs for at-risk learners and the implementation of school-wide programs to promote pro-social behaviour are all improving the environment where students learn and provide a sense of belonging to include everyone. As well, we now have 102 Board Authority Authorized Courses available in our school district, effectively expanding opportunities for personalized learning and meeting the needs of individual interests.

To know if interventions and teaching methods are effective, we need to engage in rigorous and continuous assessment. For example, we hear a great deal about "the new math" nowadays. It's interesting to note that our own assessments indicate that over time, we are seeing an increase in the number of students meeting or exceeding expectations in numeracy. Since 2010, we have been evaluating a group of students, beginning in their Grade 6 year, to assess their progress. In the fourth year of the study, 2013, the students were completing Grade 9 and 83% were

Teacher/librarian Jennifer Tieche receives Prime Minister's Award for Teaching Excellence.



PHOTO COURTESY PRIME MINISTERS AWARDS

meeting or exceeding numeracy expectations for their grade. This has been an encouraging and positive result from our efforts, and we will continue to monitor the progress of these students as they enter Grade 10 next year.

We are pleased to see two members of our staff receive prestigious national awards in 2014. This past fall, Carson Graham Secondary teacher librarian Jennifer Tieche received the Prime Minister's Award for Teaching Excellence, and Brad Baker, our District Principal for Aboriginal Education, received the Indspire National Indigenous Educator Award for Leadership.

The quality and significance of recent capital projects has also received accolades. The restoration and rebuilding of Queen Mary Community School was recognized in 2014 with an Outstanding Achievement Award from Heritage BC. The Ridgeway Elementary restoration and addition project was recently certified as LEED Gold by the Green Building Awards of Canada.

Though we should not take them for granted, acts of "everyday excellence" are part of the culture of our school district. Educators not only inspire students, they also inspire each other with new methods and innovative teaching styles. In this report, we are proud to highlight several educators who have been inspired to transform their practice to stay relevant and engage students at every stage of the learning journey.

Sincerely,

John Lewis
SUPERINTENDENT OF SCHOOLS
NORTH VANCOUVER
SCHOOL DISTRICT

Find the complete Superintendent's Report on Student Achievement 2014/2015 at www.sd44.ca > Board of Education > Assessment and Reporting > Superintendent's Report on Student Achievement

Message from the Chair

The theme of this year's community report has great resonance for trustees, from how we perform our duties to how we relate to each other. We each bring individual experiences and viewpoints to the table which help to inform a collective perspective. However, when it comes to group deliberation and decision-making, we know we need to practise open communication, constructive thinking and positive social and personal

relations. As students learn every day, these skills are not always easy to put into practice, especially when we feel passionate about our point of view.

As trustees, we recognize that we won't always agree on the possible solutions for some of the complex challenges faced in our school district. What we can agree on is the importance of respectful and transparent communication

as we actively listen and learn to understand each other. Whether we achieve consensus or a majority in our decision-making, at the end of the day, the Board as a whole owns its decisions. We have to appreciate the widespread impacts such decisions represent, so it's important that everyone be heard through the process to resolution. As we listen, we must also practise constructive thinking, and stay open to the possibilities of a shift in thought and a new route to finding common ground.

If you ask any trustee, you will hear that one of the prime motivators to serve on the board is a sense of social and personal responsibility. Throughout the school year, trustees devote many hours to understanding the needs of students, staff, school communities and the greater community in which we serve and strive to make public education the very best experience it can be for all students. The 2014-2018 Board of Education was elected this past November to serve the North Vancouver School District with good governance, local decision-making and advocacy. There's no denying that 2014 was a challenging year for public education in British Columbia, and as a board, we are pleased to view the beginning of



BARRY FORWARD

our four-year term of service as a fresh start and an opportunity to rebuild and strengthen relationships with everyone who provides and supports our services to students.

Sincerely,

Barry Forward
CHAIR
NORTH VANCOUVER
BOARD OF EDUCATION



2014-2018 Vancouver Board of Education (back row, left to right) Trustee Susan Skinner; Trustee Christie Sacré; Chair Barry Forward; Trustee Cyndi Gerlach; (front row, left to right) Trustee Franci Stratton; Trustee Jessica Stanley; Vice Chair Megan Higgins.

social and personal competency

First we need to talk

BY MARCUS ANDERSON

Do you remember learning how to read? Perhaps not. But it's likely you would remember if it was a difficult thing for you to do. For many young students, reading and writing can be tough skills to develop. As Ilona Wardas, learning assistance teacher at Blueridge Elementary explains: "Starting from a really young age, if a student somehow feels that they are unsuccessful, then there's a risk that could be a self-fulfilling prophecy. We need to turn that thinking around."

Increasingly, people are discovering the connection between literacy and personal and social competency.

The challenge of working with the self-defeating mindset of a struggling student becomes finding the best methods to encourage the student to view mistakes as opportunities to learn. For Wardas and other participating teachers across British Columbia, exploring such methods is part of the province-wide Changing Results for Young Readers (CR4YR) initiative.

Wardas emphasizes the importance of starting from a place of recognizing a student's strengths. If teachers are going to engage students, they need to find a fitting challenge, or "leading edge," where a mistake might happen that can put them in a position from which to learn and grow.

Within the CR4YR initiative, Wardas is noticing more collaboration between classroom teachers and learning assistance teachers in an effort to share effective tactics. She also notes that strategies among teachers "become more developed as you experience your own successes and setbacks."

While stumbling blocks are to be expected in the beginning stages of any examination of

practice, Wardas and many other BC teachers are currently enjoying an exciting period of development in teaching tactics. Each teacher involved in CR4YR, including Wardas, has worked very closely with at least one struggling reader in particular and seen positive changes in engagement and learning.

"Children learn best, I believe, when they're working in their community of peers," says Wardas. She acknowledges, however, that not all students learn things at the same time or pace and "that's what makes our world interesting." In order to ensure that students are able to build and maintain confidence among their peers, she strives to instill a positive thought process in students. "We look at differences and we honour differences," she says.

Increasingly, people are discovering the connection between literacy and personal and social competency. Wardas recognizes the importance of reading and explains that it's one of the stepping stones in the development of a valued and socially connected person. "They need to know how to read, and they need to be critical thinkers. They need to be able to make decisions and they need to be effective communicators."

Perhaps most notably, she underscores the significance of feedback for students. "To build personal and social competency, we have to model constructive feedback that will inform their identity as a learner." The effective use of feedback requires mindful practice. "Struggling readers know that they're struggling," says Wardas. "To help them, feedback must be precise about the task and the strategy they are using. In this way they can identify exactly what they are doing, both what they did right, and what they need to try again before taking the next step."



Ilona Wardas

PHOTO BY JESSICA JOHANNESSEN

Blueridge principal Katherine Kee affirms her belief in Wardas' teaching and commitment, explaining that "Ilona has a wonderful understanding of student learning and how to present information to students in a way that relates to their learning styles. As our learning support and learning assistance teacher, she communicates regularly with teachers, education assistants and students to learn how she can best support them all in their progress."

Kee also speaks highly of the CR4YR initiative, noting that "it's an excellent opportunity to have educators on the same page so a continuum of learning can occur with literacy."

Recognizing that youth literacy is a joint effort between home and school, Kee suggests that parents should keep in touch with classroom teachers so that similar strategies and use of language galvanize the student's learning. At the same time, "schools and school districts need to continue the education of teachers in current research-based strategies," she says.

Whether they are at home, or at school, Wardas sees personal and social value in supporting student conversation. "Oral language, is the

foundational building block for literacy," she says. "We see it every day. Kids come in to classrooms in the morning and first they want to talk. It's part of unpacking for the day to tell their stories and share what's going on. It's how they get ready. From there we can shift into new learning, but first we need to talk."



PHOTO BY JUSTIN GOJUR

Starting line-up in the 2014 Buchanan Bowl



PHOTO BY SUSAN OWENS

Bingo en français at École Boundary Elementary



PHOTO BY DIANE MAWSON

Mobile dairy visiting Canyon Heights Elementary

Progress and Accomplishment Highlights

In the **North Vancouver School District 2011–2021 Strategic Plan** (www.sd44.ca > Board of Education > Strategic Plan), six high-level strategic goals address our intentions for growth, innovation and development over the next ten years. With this report, we are pleased to provide highlights of our progress in the third year of implementing the Plan.

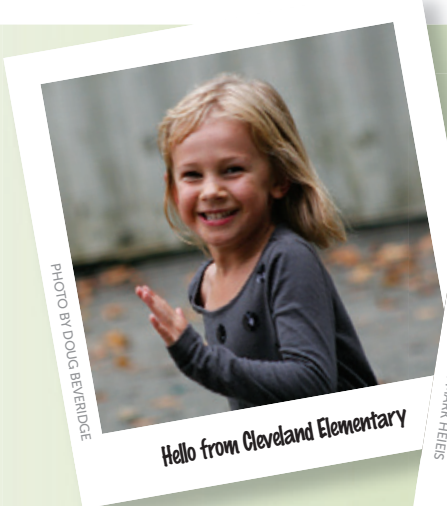


PHOTO BY DOUG BEVERIDGE

Hello from Cleveland Elementary

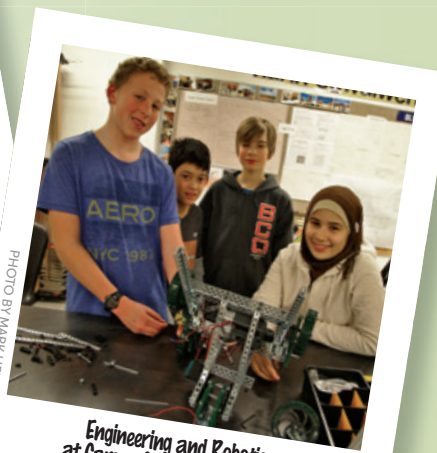


PHOTO BY MARK HEIERS

Engineering and Robotics at Carson Graham Secondary

communication competency

Time for a change

BY EMMA SLOAN

When it comes to teaching a familiar subject, the old saying “a change is as good as a rest” becomes more true as time goes by. The world we live in today, with its fascination and ever-increasing dependence on technology, has affected learning styles and teaching methods everywhere that you can connect a mobile device. The way we’re wired and the way we learn has changed dramatically in 20 years, and that calls for changes in teaching practice. But change is no easy feat to master. It works best when the benefits outweigh the challenges.

teacher Steve Bruno was inspired to transform his practice. The results? An energetic and dynamic new method that keeps students engaged, contributing and learning what they really need to know.

“Students are learning differently than they were 28 years ago,” says Bruno, thinking back to his early days as a teacher. Thanks to the advances in technology, the world has become a smaller place, and students no longer want to learn *about* a language as much as they do *how* to acquire it.

Bruno was the first teacher at Argyle to switch over to a method known as Teaching Proficiency Through Reading and Storytelling—TPRS for short. Similar to the way a child learns their first language, the TPRS method aims to encourage students to speak, read and write a foreign language by using a holistic approach that allows students to express themselves without worrying about grammar rules or memorizing lists of irrelevant vocabulary.

While storytelling is the bread and butter of TPRS, Bruno uses a myriad of Spanish media to “expand students’ language skills.”

After more than 20 years teaching with very traditional methods. Argyle Secondary Spanish



Steve Bruno

PHOTO BY JESSICA JOHANNESSEN



Señor Bruno with students Adida Duggan and Gabriel Bottrill.

PHOTO BY JANE HARVEY

After observing other teachers using the method in their classrooms and during workshops, Bruno was astounded by the difference in both student engagement and written output. “As a teacher I was feeling a little stale, in part because of how students were responding,” says Bruno. “I stumbled upon the workshop—it was the first time I had ever heard of it—and after trying it out myself, I saw what the kids were able to say and write in Spanish, and I was sold.”

Just as its name suggests, TPRS utilizes storytelling and story-asking to teach the material. “It varies, but a given story can take two to three classes to finish,” Bruno explains. The stories aim to keep the students engaged and allow a certain degree of personalization, since the stories skew off in different directions depending on the suggestions the students offer. Students individualize the stories through volunteering to act, as well as contributing ideas for the characters. “The fun thing is that I’ve had students suggest everything from Barack Obama to the band AFI (A Fire Inside) and that’s what makes it so engaging. The students retain the material because they can associate with these references.”

While storytelling is the bread and butter of TPRS, Bruno uses a myriad of Spanish media to “expand students’ language skills.” In addition to storytelling, students prepare skits, read and translate novels, and practise their written comprehension by retelling short stories in the form of comics and paragraphs. Homework consists of constant review of the vocabulary, and tests are cumulative, ensuring that students

won’t simply learn the material for a test and then empty it from their memory the next day.

Although Bruno initially intended to use TPRS for his Grade 9 classes only, the results convinced him to expand the method to all grades. Anxiety levels in his classroom have dropped as engagement levels rose; understanding of the material has dramatically improved, and students are advancing at a quicker rate. “In transforming my practice, I’ve learned that students don’t have to know the Spanish name of every animal, every city...” says Bruno. “If you focus instead on high-frequency words and master them, you can go anywhere in the Spanish-speaking world.”

Argyle’s principal, Elizabeth Bell, could not be more pleased by the results. “To me, personalization in the classroom isn’t just about various learning styles, it’s also about teaching styles. The change for Mr. Bruno and his students is remarkable. His energy is driven by his passion as a storyteller and he has managed to tap into that passion and channel it into great teaching and learning.”

Bruno’s success has paved the way for other teachers to dabble in TPRS. His colleague, Kim Abdurahman, one of Argyle’s French teachers, has followed suit, and Bruno has presented a TPRS workshop to his peers. “I have received enormous support from the administration, particularly our principal,” says Bruno. “I love coming to work, and the kids want to be here; they love coming to class. As a teacher I feel reborn—I enjoy it because I can see the kids are enjoying it, too.”

GOAL

Expand the availability of best instructional practices and enriched curriculum

- Provided “Transforming Curriculum: Understanding the New Core Competencies” sessions to engage teaching staff from all schools on Curriculum Implementation Day 2015
- Successfully completed five-year evaluation process of IB MYP programme at Carson Graham Secondary with commendations for a successful implementation from the International Baccalaureate evaluators
- Strengthened relationships with local universities to attract and recruit exceptional new teachers, including recent post-secondary award winners

GOAL

Encourage the growth of collaborative, adaptive and personalized learning environments

- Opened the NSNH Mountainside Daycare (October 2014) to support young mothers returning to school to complete graduation requirements or upgrade to prepare for post-secondary
- Implementing elementary school student information systems to MyEducation BC software (secondary school conversions are scheduled for the summer of 2015)



PHOTO BY JESSICA JOHANNESSEN

NSNH Mountainside Daycare



TIM ENNIS NATURE CONSERVANCY OF CANADA

Taking in the view at Cheakamus Centre

thinking competency

Promoting deeper thought

BY NOUR SALLAM

Thinking is a complex process. In redesigning curriculum and assessment, the British Columbia Ministry of Education has identified thinking as “the knowledge, skills and processes we associate with intellectual development.”

Key elements of thinking include critical thinking, habits of mind and metacognitive awareness (“thinking about thinking”) that lead to deeper and new understanding of subjects and concepts.

In teaching the skill of critical thinking, teachers are helping to empower individuals and strengthen them for the future. Where critical thinking is encouraged, students are prompted to disagree, ask questions, and open up their minds to contemporary possibilities as well as alternate and contrary points of view before drawing conclusions.

But to work in a classroom setting, it has to be respectful.

“One of the things I’ve come to understand is that learning is social,” says Paul Clarke, a Grade 5/6 teacher at Brooksbank Elementary. Clarke uses the movable furniture in his classroom to group his students together in different ways and guides them in communicating their ideas

respectfully. As a result, his students’ writing is refined through a synthesis of thoughts from their discussions.

If student discussions veer towards the disrespectful, the exchange of ideas in the classroom comes to a halt. The discussion then declines into more of an argument with kids either dropping out of the conversation or defending their position, rather than exchanging ideas.

When students are guided in moderating their language, the focus stays on the ideas, not on the people. Students are coached to choose language such as: “What do you think...” or “Perhaps you’re right, but ...” or even, “I’m not sure, but I think...”. These are all ways to soften the language, says Clarke. “We want to invite other points of view without dismissing any, and to always maintain that vital sense of belonging.”



Erica Toombs, a Science and Chemistry teacher at Handsworth Secondary, encourages her students to prioritize and assign importance with clear judgments while sorting through relationships between concepts. “My job is to

guide students with their own self exploration,” she says. “I don’t expect students to understand a complex concept the first time through.

Learning is a hard process when it comes to new concepts—especially in a subject like Chemistry. This is where metacognitive awareness, or demonstrating “thinking about thinking, becomes essential. “When I’m doing questions on the board, I talk out loud,” says Toombs. “When I get stuck in a problem, I model the critical

and analytical thinking I am using to reason my way through the problem so that students can understand how I process and work through these concepts.”

In encouraging the competency of thinking, the role of teachers has shifted from delivering the concepts, to asking students to analyze information and think outside of the box to generate new ideas and concepts. Questions tend to be more open-ended and require judgment and self-reflection. Students are encouraged to bounce ideas off each other because, says Toombs, “in correcting each other, they are learning.”

Using technology as a device to help students learn is essential, as teachers like Toombs and Clarke value the way discussions can be expanded by technology-use in the classroom. Many teachers maintain a blog or a website where they update students and parents about assignments and deadlines. Toombs also uses her website for posting tutorial videos that she’s created. The challenge with technology is that it opens the floodgates to dubious information, even downright falsehoods. “With so many diverse sources of information, we have to be better critical thinkers,” says Toombs. Today, we have access to so many sources of information, and we need to be able to critically evaluate it all.” Clarke also uses websites and student blogs in his teaching. His class has connected with other classes in the United Arab Emirates, England and the USA to broaden discussions and perspectives.

Nurturing and reflecting upon critical thinking skills isn’t always easy. Some people are naturally more capable of it than others. “Chemistry isn’t for everyone,” Toombs



Erica Toombs

PHOTO BY JESSICA JOHANNESSEN

acknowledges. She sees more success in her efforts when they are allowed to confer and discuss what they are learning. For younger students in a developmental and imaginative phase, Clarke says that they are perfectly capable of thinking critically, but they may need encouragement to do so.

In a rapidly moving society, the technique of *thinking as asking* has been integrated into the curriculum much more than it was ten years ago, yet its efficacy can be hard to evaluate. Clarke says that the most important skills can be the hardest to measure; tests don’t always indicate thinking abilities. To know their students are on the right track, Clarke and Toombs strive to include thinking-as-asking as an integral part of their classroom experience in their daily interactions with students. “Thinking-as-asking type questions need to be more than open-ended,” says Clarke. “They need to promote deeper thought.”



Paul Clarke

PHOTO BY JESSICA JOHANNESSEN



PHOTO BY MEGAN HINSON

GOAL

Nurture an inspiring and healthy work environment

- Approved four outdoor learning spaces to promote learning outside and in nature
- Facilitated participation of Argyle Secondary and Carson Graham Secondary students in the Energy Ambassadors Program
- Expanded employee orientation training to support understanding of the District’s Vision, Values, and policies and build positive connections with our new employees.
- Negotiated renewed collective agreements with both partner Unions (CUPE and NVTA) to ensure the stability of services to students and certainty of contract terms for employees through to the end of the 2018/19 school year

GOAL

Develop and promote innovative and sustainable programs

- Hosted 3rd Annual Grade 7-8 Transition and Enhanced Programs Information Meeting welcoming more than 1,000 parents and students to Sutherland Secondary on January 15, 2015
- Expanded promotion of Semester System at Sutherland Secondary
- Expanded the Basketball Academy through increased enrollment
- Introduced and promoted new Ministry of Education Skills Exploration course at Argyle Secondary
- Board approved Field Hockey Academy (location to be announced) and Performance Learning Program (Seycove Secondary) to begin in September 2015



PHOTO BY PETRA WILLESEN

Performance Learning Program at Seycove Secondary

Progress and Accomplishment Highlights

Snapshot

Inspired to Transform

2014/2015 North Vancouver School District Snapshot

- A comprehensive K–12 education program consisting of over 200 provincial and locally developed educational programs and services in the Humanities, Mathematics/Sciences, Physical Education, Fine Arts and Applied Skills
- The North Vancouver Distributed Learning School, enrolling over 700 secondary and adult students, works in partnership with our mainstream high schools and provides 35 academic and elective courses for both youth and adults requiring credits in Grades 10, 11 and 12
- Nationally recognized local programs, including Band and Strings, Our Turn to Talk, Reading 44, Firm Foundations, Writing 44, Math 44, and the ELF (Early Learning Foundations) affiliation of preschool and child care providers
- Summer School providing comprehensive programming to support Grade 7/8 Transitions, review and completion, and full credit senior secondary school courses
- Early French Immersion and Late French Immersion enrolling approximately 2,500 students
- A variety of support services and programs for students with special learning needs
- An International Education Program, attracting over 600 learners from around the world
- The Artists for Kids Trust housing a collection of contemporary Canadian art and providing award-winning fine arts enrichment programming and scholarships
- 15,731 students enrolled in Kindergarten to Grade 12
- \$140.4 million operating budget for 2014/15
- \$7.8 million capital budget: \$2.8 million Annual Facilities Grant and \$5 million in funding for Windsor Secondary seismic upgrade
- 2,341 employees (full-time and part-time)—1,093 teachers, 231 Teachers-on-Call, 729 non-teaching staff, 161 casual staff, 91 administrative staff and 36 management staff
- Dance, Digital Media, Hockey Skills, Soccer, Basketball, Field Hockey, Volleyball and Artists for Kids Studio Art Academy and VCC Culinary Arts Level 1 for secondary students
- 25 elementary schools
- 7 secondary schools (including one alternate Secondary school)
- The North Vancouver Outdoor School at the Cheakamus Centre, located near Squamish, BC
- 7 StrongStart BC Centres for early learners

An intensive endeavour led by the Ministry of Education to transform and modernize the BC curriculum is now underway. Through a province-wide consultative process, the Ministry of Education has introduced “Communication,” “Thinking,” and “Social and Personal” competencies as the three core skills for all students to develop in order for them to fully engage in deep and lifelong learning. Each of the feature stories in this year’s report illustrates one of the core competencies and profiles teachers who have transformed their practice to promote the skills needed for inquiry-based and lifelong learning. To learn more, please visit: <https://curriculum.gov.bc.ca>

About the features...

Every year, the North Vancouver School District facilitates work experience opportunities for hundreds of secondary students interested in exploring a wide range of career pathways. We greatly value the many employers who step forward to create and facilitate work experiences for students. For the fourth year in a row, this community report has provided a work experience opportunity for several Grade 12 students interested in pursuing careers in journalism, photography or communications. We are proud to present the results of their work in the features on these pages and we value the assistance of our school-based work experience facilitators in helping to create this year’s editorial team.

To learn more about our Work Experience Program, please visit: www.sd44.ca > Resources > “Seeing What’s Out There: Career Exploration and Work Experience in the North Vancouver School District.”

Find more “Snapshot” statistics at: www.sd44.ca > District



PHOTO BY GLENDA ROBERTSON

Understanding responsibility at Capilano Elementary



PHOTO BY YOLANDE MARTINELO

Artists for Kids After School Program



PHOTO BY VICTOR ELBERTON

Norgate Community School Field Trip to Artists for Conservation program on Grouse Mountain



PHOTO BY CINDY HUDSON

Montroyal Elementary Harvest Lunch

GOAL

Provide leadership in environmental education and sustainability practices

- Achieved district-wide 8.5 % energy savings compared to baseline
- Brooksbank Elementary heating plant retrofit achieved 40% energy savings in 2014 (equivalent to 45 tonnes of CO2 = \$9,000 in avoided costs)
- District wide Lights Out Lunch (LOL) for Earth Day campaign resulted in a 5% to 15% reduction in lunchtime light levels in participating schools
- Provided environmental and cultural education experiences to more than 4,300 students at North Vancouver’s Cheakamus Centre Outdoor School program in the 2014 calendar year

GOAL

Strengthen and expand reciprocal community relations

- Queen Mary Community Elementary School received the 2014 Heritage Conservation: Outstanding Achievement award from Heritage BC
- Partnered with WORK BC to bring the “Find Your Fit” career exploration tour to Mountainside Secondary
- Launched pilot of specialized apprenticeship program in partnership with Kwantlen Polytechnic University and the Squamish Nation
- Launched Metal Fabricators Foundation Apprenticeship Program in partnership with BCIT
- Continued Land, Learning and Livability community consultation process in 2014 with a focus on the future of the Cloverley and Lucas Centre/LMCC properties

Progress and Accomplishment Highlights

Board

Introducing the 2014–2018 North Vancouver Board of Education

In November of 2014, the current Board of Education for the North Vancouver School District was elected for a four-year term. As representatives of the community, all seven trustees are residents of North Vancouver and bring to the Board both a diverse range of experiences and a shared commitment to students and public education.

Trustees responsibilities are described in the School Act and include: approving operating budgets and capital plans; setting local policy for the effective and efficient operation of schools; and approving annual school plans. Trustees serve on many of the School District's representational committees, as well as numerous municipal and provincial associations, in positions that are assigned or elected on an annual basis. Listed below are their school, committee and representational assignments for 2015.

Barry Forward, Chair

- Board Chair (Elected)
- District of North Vancouver Collaboration Steering Committee
- Capital Planning Committee
- District Aboriginal Advisory Committee (Alternate)
- North Vancouver Parent Advisory Council Survey Committee
- Presidents' Council

SCHOOL LIAISON FOR:

- Mountainside Secondary
- North Vancouver Distributed Learning
- Braemar Elementary
- Capilano Elementary
- Carisbrooke Elementary
- Norgate Community School



Megan Higgins, Vice Chair

- City of North Vancouver Advisory Planning Commission
- City of North Vancouver Integrated Transportation Committee (Alternate)
- Finance and Facilities Standing Committee (Alternate Chair)
- Inclusion Committee
- North Vancouver School District Policy Review Committee

SCHOOL LIAISON FOR:

- Argyle Secondary
- Boundary Elementary
- Lynn Valley Elementary
- Ross Road Elementary
- Upper Lynn Elementary



Cyndi Gerlach, Trustee

- British Columbia Public School Employers' Association
- Finance and Facilities Standing Committee (Chair)
- District Aboriginal Advisory Committee
- Education Week Planning Committee
- Inclusion Committee
- Safe and Caring Schools Committee
- School Calendar Committee

SCHOOL LIAISON FOR:

- Handsworth Secondary
- Canyon Heights Elementary
- Cleveland Elementary
- Highlands Elementary
- Montroyal Elementary



Christie Sacré, Trustee

- City of North Vancouver Integrated Transportation Committee
- City of North Vancouver Parks and Environment Advisory Committee (Alternate)
- North Shore Table Matters Network
- Towards the Future for Schools Standing Committee (Chair)
- North Vancouver Outdoor School Advisory Committee
- Student Leadership Council Liaison Trustee (Alternate)
- Education Week Planning Committee
- School Calendar Committee
- Sustainability Leadership Team

SCHOOL LIAISON FOR:

- Carson Graham Secondary
- Larson Elementary
- Queen Mary Community School
- Westview Elementary



Susan Skinner, Trustee

- British Columbia School Trustees' Association Provincial Council (Elected)
- City of North Vancouver Advisory Planning Commission (Alternate)
- City of North Vancouver Parks and Environment Advisory Committee
- North Vancouver Recreation and Culture Commission
- Towards the Future for Schools Standing Committee (Alternate Chair)
- Student Leadership Council Liaison Trustee

SCHOOL LIAISON FOR:

- Sutherland Secondary
- Brooksbank Elementary
- Eastview Elementary
- Queensbury Elementary
- Ridgeway Elementary



Jessica Stanley, Trustee

- British Columbia School Trustees' Association Provincial Council (Elected, Alternate)
- North Shore Substance Abuse Committee
- Education and Programs Standing Committee (Chair)
- North Vancouver School District Communications Committee

SCHOOL LIAISON FOR:

- Seycove Secondary
- Cove Cliff Elementary
- Dorothy Lynas Elementary
- Sherwood Park Elementary



Franci Stratton, Trustee

- Education and Programs Standing Committee (Alternate Chair)
- Artists for Kids Management Committee
- North Vancouver Parent Advisory Council Liaison Trustee
- North Vancouver School District Communications Committee (Alternate)
- North Vancouver School District Policy Review Committee

SCHOOL LIAISON FOR:

- Windsor Secondary
- Blueridge Elementary
- Lynnmour Elementary
- Seymour Heights Elementary



Activities



Club G at Highlands Elementary



Sutherland Secondary Social Studies Explorers



Handsworth Secondary Grad Year Apple Eating Contest



PHOTO BY MICHELLE FRIED

Social Justice Squad provides food for Downtown Eastside residents



Argyle seniors shine at the Vancouver Model United Nations

The photographs throughout this report are a window onto the great variety of activities that took place in "the natural place to learn" over the past year. From new enhanced programs to play-based learning, we proudly present this collection celebrating life and learning in the North Vancouver School District. See more on our Splendid! blog at: www.sd44.ca > District > Splendid!

To request copies of this report, or for more information, please contact:

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PHOTO BY BASTION WEBBER-DAHLMAN

Students observing spawning salmon during Outdoor School program



PHOTO BY MICHELLE FRIED

A Mountainside Secondary student enjoys afternoon ice time



PHOTO BY GRETCHEN TOLFO

Play-based learning at Sherwood Park Elementary



PHOTO BY VICTOR ELBERTON

Norgate Community School student art inspired by Ted Harrison



PHOTO BY JOHNEEN HARRIS

Band rehearsal at Upper Lynn Elementary



PHOTO BY FANNY SAGHEI



Highlands Elementary students saving energy on National Sweater Day



PHOTO BY YOLANDE MARTINELO

Artist Bobbie Burgers leading an Artists for Kids enrichment program



PHOTO BY JOHNEEN HARRIS

Upper Lynn Elementary Grade 1 class counting connections to a story



PHOTO BY MARK HELES

Student collaboration in the Carson Graham Secondary Engineering and Robotics program

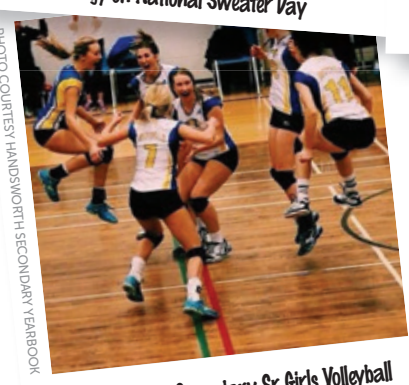


PHOTO COURTESY HANDSWORTH SECONDARY YEARBOOK

Handsworth Secondary Sr. Girls Volleyball



Ross Road Elementary choir caroling at the Education Services Centre



PHOTO BY LEANNE ROSS

Library time at Braemar Elementary



North Vancouver School District
the natural place to learn®