

# community report 2018



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North Vancouver  
School District  
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## Message from the Board Chair



## Message from the Superintendent



CHRISTIE SACRÉ

As Chair of the Board of Education, it is my pleasure to present the North Vancouver School District 2018 Community Report. This report celebrates education in the NVSD and highlights progresses and accomplishments taking place across the school district. We have amazing students and staff who demonstrate excellence every day - through this report we honour and recognize them.

I am proud to be part of an innovative and thriving learning community that values diversity, inclusion, environmental stewardship and success for all learners. The Community Report focuses on our strategic goals that were developed in 2011: 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, and STRENGTHEN and expand reciprocal community relations.

Our strong community relationships and partnerships have enabled us to collaborate on many projects that benefit students and

parents. Safe and Active Routes to School is one such campaign that gained traction over the year. Community-wide support for this initiative has resulted in more students and parents choosing to walk, ride or roll to school, promoting the health and wellness of our students and easing traffic congestion around schools.

Our Board and staff have been working closely with the Ministry of Education on seismic projects. With the recent funding announcement for the full replacement of Handsworth Secondary School, we are pleased to have more than \$111M invested in Capital Projects for creating seismically safe schools. A brand new Handsworth should welcome students by 2021. The Argyle Secondary replacement project is underway - construction will start this spring and the new school will open for the 2020/2021 school year. Both schools will be seismically safe, environmentally sustainable, energy efficient and designed to support teaching and learning spaces that facilitate the new curriculum and 21st century learning. The safety of our students and staff is a top priority. I am pleased that following these two projects we have only one more seismic project in our school district and we are already working with the Ministry to get the project underway.

On behalf of the Board of Education, I would like to thank our partners in education. Thank you to our staff, parents, students and community for your incredible support in working together to build a strong and supportive learning environment for our students to learn, share and grow.

Sincerely,

CHRISTIE SACRÉ  
CHAIR  
NORTH VANCOUVER BOARD OF EDUCATION



MARK PEARMAIN

My second year as Superintendent of the North Vancouver School District has been truly inspiring. I am fortunate to work alongside incredibly hard-working students and staff who are actively contributing to the success of this school district. In my classroom visits, I have the opportunity to engage with students and hear about their learning experiences and aspirations. I also have the opportunity to witness world-class instructional practices provided to students by our skilled staff. It's been a privilege to work with our dedicated partners and exceptional school communities to provide the best educational experiences for students and their families. This year's Community Report clearly demonstrates a strong commitment to our shared vision to inspire success for all students.

We continue to build on our goal to expand the availability of best instructional practices and enriched curriculum. The implementation of the new K-9 curriculum is well underway and has proved to be a success to date. Our Summer Learning program and North Vancouver Distributed Learning School have undergone many changes to further enhance the course offerings, providing students with more opportunities to achieve their personal

and academic goals. Recognizing the need for students to increase their understanding of mental health and mental illness, the North Vancouver School District introduced the Mental Health Literacy course as part of the curriculum for all Grade 9 students. We are extremely proud to be among the first in BC to implement this program. We are continuing to pilot new and innovative ways to communicate learning with parents. From standards-based reporting at Seycove to three-way (student, parent, teacher) conferences in the Carson Graham Family of Schools - we are continuing to learn and improve to make the process more meaningful and relevant for students, parents and staff.

We continue to deepen our understanding of Aboriginal ways of learning through our partnerships with the Squamish Nation, Tsleil-Waututh Nation and Métis Nation of BC. Through these partnerships, we continue on our "Road to Reconciliation" and provide our students with an expanded local history of the North Shore. We are thankful for the opportunity to learn, live and share these authentic educational experiences on the unceded, traditional territory of the Coast Salish People.

The North Vancouver School District prides itself on world-class instruction and we are honoured to work with all our partners in enhancing the innovative teaching and learning taking place in our schools. I want to express my sincere gratitude to the North Vancouver Teachers' Association, CUPE Local 389, North Vancouver Administrators' Association, North Vancouver Parent Advisory Council and District Student Leadership Council in joining us in this work. Without your support this incredible educational journey would not be possible. For this we are grateful.

Sincerely,

MARK PEARMAIN  
SUPERINTENDENT OF SCHOOLS  
NORTH VANCOUVER SCHOOL DISTRICT

## North Vancouver Board of Education 2014-2018



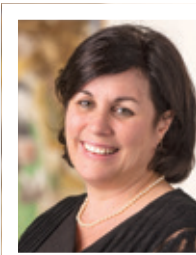
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## VISION

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**.

## VALUES

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

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

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

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



# GOAL #1: EXPAND the availability of best instructional practices and enriched curriculum.

## Aboriginal teaching an integral part of our curriculum

**BY BRAD BAKER (TSNOMOT)**  
DISTRICT PRINCIPAL, ABORIGINAL EDUCATION, NVSD

The North Vancouver School District has made great strides in the integration of Aboriginal Education in the classroom. Here are some highlights of what we have achieved this school year.

### Go forward with courage

In partnership with the Squamish Nation and Tseil-Waututh Nation, the NVSD embarked on a Coast Salish Welcome Pole project at the Education Services Centre on Lonsdale Avenue. Carving started last summer and throughout this school year students, staff, school district Trustees, community members, educational partners, Elected Officials, and many more have placed their marks on the pole. The Welcome Pole is called Kyactn, which means, "We are all created equal, as brothers and sisters to welcome each other to sacred places on Mother Earth."

The Welcome Pole Blessing Ceremony will take place in the summer of 2018.

**Orange Shirt Day** is an opportunity for First Nations, local governments, schools, and communities to come together in the spirit of reconciliation and hope for generations of

children to come. This day is to remember that every child matters, as we continue the discussion on all aspects of residential schools. This auspicious day was celebrated in the fall and was a great success across the school district.

### National Aboriginal Day

June 21st is National Aboriginal Day. Every year, our schools celebrate the day by honouring First Nations, Inuit and Métis heritage, cultures and outstanding achievements. Students learn about the varied heritages, languages, cultural practices, and spiritual beliefs of the more than 600 indigenous communities of Canada.

### Norgate Community Elementary

A carving by Jody

Broomfield (Sinámkin) was unveiled at Norgate Community Elementary School in the summer of 2017. The carving pays homage to a woman picking berries along the Capilano River, which is part of the history of this area.

All students took part in the celebrations. "We gathered together as a school to come up with a program for all the kids to celebrate and acknowledge our traditional day," said Heather Myhre, Aboriginal Support Teacher at Norgate Community School.

### Eastview Elementary

Eastview Elementary School and Capilano Reserve Little Ones School (Xwemelch'stn Etsimxwawtxw) joined together to support local First Nations ways of knowing. More than 50 students from Little Ones School visited Eastview Elementary for a school-wide celebration. A powerful moment was when Aaron Williams, Francis Lewis and Dallas Guss shared traditional language and drumming.

"The beating of the drum represents the heartbeat of mother nature and it brings us together through song," said Guss.



Tseil-Waututh Nation  
People of the Inlet



Skwxwú7mesh Úxwumixw Squamish Nation



"The beating of the drum represents the heartbeat of mother nature and it brings us together through song."



## Pumpkin coding

**BY IAN CUNLIFFE**  
TEACHER LIBRARIAN, CANYON HEIGHTS ELEMENTARY SCHOOL

Technology is the way of the world. Coding forms an integral part of the core competencies in BC's new curriculum; it teaches kids how to be project leaders, conduct research, design, and develop a final product. Coding can be introduced into the classroom in many unique, fun and engaging ways.

At Halloween, my students used coding to

create flashy, spooky pumpkins. Coding or 'hacking' a pumpkin is actually a pretty simple process. If you think about many of today's modern household appliances, from refrigerators to vacuums, they are still the same old device – just with a computer or robot embedded within. The same was true for our pumpkins! We placed small robotic spheres inside our jack-o-lanterns. Students wrote a code to produce a series of lights and sounds to create some serious Halloween fun!

## SOGI learning videos feature North Vancouver educators

**BY CLAIRE GORDON PIJANOWSKI**  
ELEMENTARY COUNSELLOR, NVSD

Sexual Orientation and Gender Identity (SOGI) leaders in North Vancouver are proud to have taken part in the recent creation of a series of videos and learning modules for educators across BC. The SOGI 123 website provides inclusive tools, lesson plans, and recently created videos to help educators ensure all students feel safe, included and empowered. The purpose of these videos is to inspire those in the education system to become more engaged with Sexual Orientation and Gender

Identity (SOGI) issues and help further their understanding with an easy-to-follow structure.

Last year, the North Vancouver School District joined a collaborative project with the BC Ministry of Education, BC Teachers' Federation, UBC Faculty of Education, and ARC Foundation to create safer and more inclusive school environments for all students with a focus on SOGI. North Vancouver was one of the first nine school districts in BC to take part in the SOGI pilot project.

The films were released last year and celebrated at a screening at UBC Robson Square.

"SOGI leaders in North Vancouver are proud to have taken part in the recent creation of a series of videos and learning modules for educators across BC."

## What makes a great school?

**BY PIUS RYAN**  
ASSISTANT SUPERINTENDENT, NVSD

John Dewey, the great American philosopher, once said that schools are the training ground for democracy and must be microcosms of how we wish to see our society.

Schools are foundational to the teaching of values and ways of being. This includes teaching basic skills, disciplines of knowledge, and critical thinking, which are some of the intellectual tools required to engage in modern democracy.

As stewards and leaders of schools, we need to be mindful of not getting lost in the basic skills. Instead, we use these skills as part of the larger picture of inspiring students to become well-rounded, successful citizens. We asked our stakeholder groups what makes a great school and six key attributes were identified:

- ✓ A focus on student engagement and learning
- ✓ A culture of teamwork and collaboration
- ✓ Respect for adult and student diversity
- ✓ A strong sense of community and collective responsibility
- ✓ Strong systemic structures (e.g. Collaboration, Staff Meetings)
- ✓ Ongoing and relevant communication of student learning.

These six attributes form key indicators of our school planning process.

"Schools are foundational to the teaching of values and ways of being."



# GOAL #2: ENCOURAGE the growth of collaborative, adaptive and personalized learning environments.

## Promoting equality & acceptance at Cleveland Elementary



BY TREVOR BAKER & DENISE LA PRAIRIE  
TEACHERS, CLEVELAND ELEMENTARY SCHOOL

The Cleveland Elementary School Gay-Straight Alliance (GSA) Club was first established in May 2017. At the elementary level, a GSA club helps to raise awareness of the inequalities and discrimination that have plagued members of the LGBTQ+ community, while promoting equality and acceptance of all individuals. To introduce the topic of the Cleveland Elementary GSA, we presented the goals and objectives of the GSA to Grades 6 and 7 students, and to the Cleveland teaching staff.



"The Pride flag was also raised on the flagpole alongside the Canadian flag."

On May 19, 2017, International Anti-Homophobia Day, Cleveland demonstrated its commitment to being a safe and caring school by inviting students to wear clothing of various rainbow colours to show their support. The Pride flag

was also raised on the flagpole alongside the Canadian flag. Overall, the GSA has been a huge success - increasing student empathy and understanding.

## Re-thinking enrichment – how does creativity measure up?

BY CORRINE KINNON  
HANDSWORTH FOS LEADER,  
GIFTED PROGRAMS, NVSD

What does the future hold? What will the world look like in five years? In 20 years? No one is sure, yet we are meant to be educating students for it. In this modern era, the skills and traits needed for success rely heavily on a creative mindset. This mindset involves cognitive processes that transform one's understanding of, or relationship to, the world, and in essence, the freshness and the ability to make dreams come to life.

So, this year, our theme for our Gifted Enrichment Opportunities is 'Creativity.' The goal is to offer students a chance to see things in new ways by breaking barriers.

We are using Destination Imagination to help teach 21st century skills, such as collaboration,

communication, critical thinking and creativity. Destination Imagination engages students in instant challenges that provide opportunities for them to think, take risks and work together to solve problems. Each challenge is open-ended and enables students to learn and experience the creative process from imagination to innovation, while fostering their creativity, courage and curiosity.

In December, we teamed up with the Artists for Kids program and endeavoured in a full day print-making session. We worked with expert artists to guide the students to produce their own works of art. As we continue our journey with the students in their exploration of their imaginative potential, we can't wait to see what kinds of creativity we can cultivate.

"This world is but a canvas to our imagination."  
HENRY DAVID THOREAU

## Student voice

BY GREG HOCKLEY  
VICE PRINCIPAL, ARGYLE SECONDARY SCHOOL,  
DSLSC ADVISOR, NVSD

I am one of four educators working with an extraordinary group of students from all of our secondary schools called the District Student Leadership Council (DSLSC). They are a self-assembled group who provide voice, leadership and representation to all students in the North Vancouver School District. The DSLSC is supported by the Board of Education and students meet once a month for a general meeting where the key dialogue takes place. Individual DSLSC student members commit to taking seats on various committees in the school district. Students understand that they are a valued stakeholder and their thoughts and voice can make a difference. The students gain a sense of empowerment and ownership in their own learning and schooling.



"Students understand that they are a valued stakeholder and their thoughts and voice can make a difference."

Once a year, the DSLSC organizes and hosts a student forum that brings a larger student group into the process.

## Lacrosse Academy set to start in September

A new lacrosse academy in North Vancouver along with environmental science and animation academies are among the newest specialized education programs on offer in North Shore schools this year

BY JANE SEYD  
NORTH SHORE NEWS

North Vancouver school trustees recently approved a lacrosse academy set to start at Carson Graham next September.

The program will be open to students in grades 8 through 12 and will include skill development in field and box lacrosse. The school district is partnering with the Tewanee Consulting Group, headed by Tewanee Joseph, who has been heavily involved in North Shore lacrosse as both a coach and player, to offer the program.

In addition to developing skills, the lacrosse academy will also honour the history and culture of the Squamish Nation, whose members have been heavily involved in lacrosse for many generations.

Organizers expect up to 40 per cent of students enrolling in the academy to be members of the Squamish Nation, according to a school district report.

Although there is a lacrosse academy in Nanaimo, there is no similar program in the Lower Mainland, said district principal Deborah

Wanner. Wanner said the academy is intended as a skills development program, not a full-contact sport.

Lacrosse was widely considered Canada's national game until 1994, when it was made Canada's national "summer game," with hockey taking the title of Canada's national "winter game."

The lacrosse academy will function similarly to the way other sports academies run in the school district, with fee-paying students taking part in the academy training during physical education blocks two or three afternoons a week.



PHOTO: CINDY GOODMAN NS NEWS

"In addition to developing skills, the lacrosse academy will also honour the history and culture of the Squamish Nation, whose members have been heavily involved in lacrosse for many generations"



## ACADEMIES AT A GLANCE

### Elementary enhanced programs:

- Artists for Kids After-School Art
- Artists for Kids Paradise Valley Summer School of Visual Arts
- Band and Strings Program
- Early French Immersion
- Late French Immersion
- International Baccalaureate (IB) Primary Years Programme (PYP)
- Grade 4/6 Outdoor School Program
- Grade 3 Skw'une-was Cultural Program
- StrongStart

### Secondary enhanced programs:

- Advanced Placement (AP) Program
- Apprenticeship Training and Work Experience
- Artists for Kids Studio Art Academy
- Basketball Academy
- Dance Academy
- Digital Media Academy
- Distributed Learning

- Experiential Outdoor Environmental Leadership
- Field Hockey Academy
- French Immersion
- Global Perspectives Program
- Hockey Skills Academy
- International Baccalaureate (IB) - Middle Years (MYP) and Diploma Programmes
- Lacrosse Academy
- Outdoor Education Academy
- Peak Performance Program
- Performance Learning Program (PLP) – Apple Distinguished Program
- Semester System
- Soccer Academy
- VCC Culinary Arts Level 1
- Volleyball Academy/Volleyball Canada Centre of Excellence
- Young Entrepreneurship and Leadership Launchpad (YELL)



## New modular learning space at Ridgeway Elementary

BY NEVASHA NAIDOO  
COMMUNICATIONS MANAGER, NVSD

Ridgeway Elementary School is one of five schools that received additional learning space this school year in the form of portables. Ridgeway's additional learning space is unique in that it is much larger than a single room portable. It is called a modular building, comprised of multiple joined portables.

Principal Dean Yeo shares some interesting facts about the space:

- The modular is environmentally friendly and also features gender neutral washrooms.
- There are nine classrooms in total; seven are used for classes and the other two are used for project based learning.
- The new learning space is modern and the hues and colours of the space blend with the features of the school.

The heating and lighting systems have all been upgraded, including LED lighting.

"There is a great sense of community in our school. The staff, students, and parents are all great to work with and I am pleased to be part of such a great community," says Yeo.



New Ridgeway Elementary modular.

## Empathetic connections

BY DENEKA MICHAUD  
COMMUNICATIONS MANAGER, NVSD

My daughter Oaklynn and I are taking part in the Roots of Empathy program – a program teaching elementary school students to be caring, compassionate individuals able to identify, relate and respect other's feelings. Empathy isn't easy to teach, but it's the basis of what public education represents. The fundamental interpersonal skills that evolve from empathy are what enable our children to be successful no matter what life path they choose.

The Roots of Empathy program uses the development of a baby to teach young students how to be empathetic. By connecting with my daughter solely by identifying her emotions and understanding her development and feelings, the students are learning how to successfully relate to others. The program is proven to

reduce aggression and bullying while raising social/emotional competence.

By visiting Ms. Duckles' kindergarten class at Larson Elementary once a month, Oaklynn is teaching the students a lot, and Oaklynn is learning too. At every visit, she's fully engaged and happy. It's an excellent activity for her and I to do together – we love our Roots of Empathy days!



## Staff wellness – at the heart of what we do

BY TARA CAMPBELL  
MANAGER, HUMAN RESOURCES, NVSD

Our staff includes a number of groups such as Teachers and Education Assistants who work directly with students in the classroom; leadership teams including Principals and Vice Principals; and support staff, such as Payroll, ICT and Facilities. Each staff group makes unique and important contributions to the school district's success.

While our staff have to manage their professional lives, they each have personal and family lives to manage too, so it is crucial that we support them. As a school district our primary goal and purpose is to facilitate and support student learning and success, and our ability to achieve this is entirely dependent upon our most important asset – our people.

At the North Vancouver School District, we are committed to supporting and nurturing a healthy work environment through WELLNESS.

District staff have access to a variety of wellness resources, such as:

- 24/7 Employee Family Assistance Program (EFAP) confidential short-term counselling services and resources for a wide range of topics such as family and marital challenges, addictions, mental health challenges such as anxiety and depression, child care and parenting resources, legal and financial advisory services.
- Resources for both teaching and support staff who are injured or ill.
- Professional development opportunities and mentorship programs to support staff learning and success.

## School enhancements

BY MIKE CHAPMAN  
ASSISTANT DIRECTOR OF FACILITIES, NVSD

### Upgrades, Building, Improvements

Typically, we receive \$2.89M of Annual Facilities Grant (AFG) funding from the provincial government to improve our facilities. This includes upgrades to building systems, building envelope renewals, enhanced accessibility in washrooms and exterior ramps, enrichment of learning spaces, and improvements to outdoor areas.

In addition to our annual AFG work, further improvements of \$1.88M were completed last summer to support the implementation of the restored language in the teachers' collective agreement. Six new portable classrooms were placed at four schools, while significant renovations occurred at nineteen schools to create additional teaching spaces. A \$843K fire alarm retrofit project at ten schools is nearing completion and \$91K was invested in new industrial education equipment at five secondary schools.

### Design Philosophy

All our work directly supports student and staff well-being by enhancing learning and teaching environments. The Facilities & Planning team embraces the school district's design philosophy comprised of the following principles: maximum flexibility and adaptability for today and the future; healthy, sustainable and accessible environments; school-community connections; connections to the wider community; and professional support. These principles have been demonstrated in the completion of the Windsor Secondary seismic upgrade, have been the basis for the design of the Argyle Secondary seismic replacement project, and will support the Handsworth Secondary replacement project.



Cove Cliff's outdoor learning space.



Capilano's new accessible outdoor learning space.

### Enhancing Learning & Teaching Environments

- We are thankful to school PACs for supporting new outdoor learning spaces at many schools.
- A new welding training centre was created at Sutherland Secondary.

## Handsworth students get funding for a brand new school

BY BC MINISTRY OF EDUCATION

Recently, Education Minister, Rob Fleming announced that the province will provide \$62.3 million to replace the 57-year-old Handsworth Secondary.

"It's time to bring a new, expanded and seismically safe school to Handsworth students," said Minister of Education, Rob Fleming. "Our government is doing things differently by working for families and making investments that support student safety."

The project will provide a seismically safe and state-of-the-art school, designed to accommodate more students. The new school will be built on the west side of the current property. The current school will remain open until the new school is finished and then the old building will be replaced with a new grass field.



Minister of Education, Rob Fleming, announces \$62.3M funding of Handsworth Rebuild.

**"It's time to bring a new, expanded and seismically safe school to Handsworth students."**

With two major school replacement projects going, Argyle and Handsworth, the North Vancouver School District continues to show a commitment to providing modern, safe and innovative facilities for teaching and learning.



# GOAL #4: DEVELOP and promote innovative and sustainable programs.



Summer Learning celebrates Canada's 150th, Summer 2017

## Summer Learning



**BY KATHLEEN BARTER**  
DISTRICT PRINCIPAL,  
CURRICULUM AND ASSESSMENT, NVSD

Summer Learning assists a wide variety of students in fulfilling their academic and individual goals. The Summer Learning community focuses on solid instruction and assessment practices, and the building of community.

For the 2017 Summer Learning "Celebration of Learning," teachers and students explored the theme of Canada 150 and its application to their courses. As a culminating project students presented curricularly relevant inquiry projects connected to Canada 150. Summer Learning offers two types of programs: Full Credit and Foundations (Review and Completion). Full Credit courses are offered for Grades 10-12 and are designed for students who choose an alternate pathway to graduation. Summer Learning's Foundations (Review and Completion) Program focuses on building core academic skills and confidence in students.

The Foundations (Review and Completion) courses have three programs. The Literacy 8/9 and Numeracy 8/9 programs are designed for



students who want to enhance their numeracy or literacy skills to prepare for success at the next course level. Numeracy 8/9 is tailored to allow for appropriate entry points for individual student learning - instruction focuses on the core numeracy skills. Literacy 8/9 targets key reading and writing skills that set students up for success.

English Language Learning (for students at levels 1-3) builds on the core communication skills of reading and writing.

Grade 7/8 Transition is for students who will be entering Grade 8 in the fall and who are tentative about their transition to high school. The Grade 7/8 International Baccalaureate (IB - MYP) Transition program is designed for students transitioning to an IB Middle Years Programme (MYP) school from their non-IB - PYP elementary school. French Immersion 7/8 is designed for late French Immersion students who require practice the language skills required in secondary school.

## Changes to French Immersion Secondary program provide greater flexibility

**BY JULIE BERTRAND**  
FACILITATRICE DES PROGRAMMES FRANÇAIS,  
DISTRICT FRENCH FACILITATOR, NVSD

This year, the North Vancouver School District implemented changes to the French Immersion Secondary program. The main reason for these changes is to provide greater flexibility to secondary school French Immersion students, as well as to adapt to their interests. Further, the changes align with the newly redesigned BC curriculum.

### The major changes include:

Students have the option of taking Sciences (8e, 9e, 10e) in French or in English, so long as they complete 13 courses in French for the bilingual Dogwood.

### New additions to the French Immersion timetable (2017-2018):

Éducation physique et santé en plein air (8e): Will offer opportunities for students to participate in physical and health education while exploring the outdoors.

Culture et communication (9e): In this course, students will develop their oral language abilities through exploring francophone culture.

Carrières et leadership (10e): This course provides opportunities for students to plan for successful lifelong learning while developing leadership skills.

In 2018-2019, Culture et communication 11/12e will be offered. This course will be developed around Francophone history and will continue to build on students' oral language skills. This course will be required to participate on the optional District trip to Orléans, France in the Spring of 2019.

**"The main reason for these changes is to provide greater flexibility to secondary school French Immersion students, as well as to adapt to their interests."**



## Tanzania/Cleveland art project

**BY DR. JODI STREELASKY UVIC, AND  
BILL REID PRINCIPAL, CLEVELAND ELEMENTARY  
SCHOOL**

If you were asked to draw, paint, or photograph your favourite thing to do at school when you were in kindergarten what would it reveal? For the past two years, that is the question Dr. Jodi Streeelasky has been posing to 5 to 7-year-old children in two diverse elementary schools. Their powerful responses were recently revealed at an educational art exhibit.

The Artists for Kids gallery showcased a unique exhibit of students' art from Cleveland Elementary School in North Vancouver and Chang'ombe Primary School in Dar es Salaam, Tanzania. The public had an opportunity to experience the art from the study that has the potential to impact future curriculum development in early years' classrooms around the world.

The research aimed to establish where and how their skills and knowledge developed and what were the prime motivators for learning.

**"The Artists for Kids gallery showcased a unique exhibit of students' art from Cleveland Elementary School in North Vancouver and Chang'ombe Primary School in Dar es Salaam, Tanzania"**



## Communicating student learning in an online environment



**BY MAUREEN STANGER**  
DISTRICT PRINCIPAL, NORTH  
VANCOUVER DISTRIBUTED LEARNING  
SCHOOL

This fall, the North Vancouver Distributed Learning School (NVDLS) launched a new program, called "Mentor Manager," which provides our parents with access to Moodle, our DL school site. Parents received a login and password and were able to view our DL Centre schedule, message teachers and administrators, and experience the online learning environment.

Every parent is "connected" to their student's Moodle account, allowing them to view their student's gradebook which includes marks, feedback, and course progress. This gradebook is available 24/7 and is updated by our teachers whenever work has been submitted and marked.

### Key highlights:

- Increases connection between DL parents and NVDLS Principal and Vice Principal.
- Automated email reminders to parents to encourage them to login and check their child's progress on a regular basis.
- Login includes a short video introduction from our NVDLS Principal and gives an interactive tour of the Moodle homepage and the features from the gradebook.
- Enhances our more formal communication of student learning through the report card process, which happens three times a year.
- Provides parents with live assessment and evaluation data on a continuous basis.
- Is a key component of our School Planning Communication goal and we are confident that this increase in parent communication will lead to greater student success.



# GOAL #5: PROVIDE leadership in environmental education and sustainability practices.

## Litterless Lunch at Braemar

**BY JULIEN RUBIN**  
GRADE 2/3 TEACHER,  
BRAEMAR ELEMENTARY SCHOOL

I am proud to be part of the Braemar Environment Committee. With the help of our student environment club, all students at our school participate in "Litterless Lunch" every third Wednesday of the month. On these days, garbage and recycling bins in the school are closed except for organics. Students are reminded about recycling and reusing lunch containers by taking all garbage home with them. This is a fun way for students to reflect and learn about how interconnected people are with one another and their environment, as well as fitting into our School Action Plan of student engagement and empowerment.



## The Edible Garden project

**BY NANCY MUNRO**  
GRADE 3 TEACHER,  
BROOKSBANK ELEMENTARY SCHOOL

It's not often a federal announcement happens next door. Yet on a sunny Friday morning MP Jonathan Wilkinson, on behalf of the Ministry of Environment and Climate Change, was at Loutet Farm to announce this year's recipients of the federal Eco Action grants.

North Shore Neighbourhood House Edible Garden Project, based at Loutet House, was



there to celebrate their inclusion in the grant. Brooksbank Elementary has a close connection to both the farm and Edible Garden Project. Ms. Munro and her grade 3 class attended the event to represent the school's support for the program.

## 2018 sustainability update

**BY LUKE SMEATON**  
MANAGER OF SUSTAINABILITY, ENERGY, AND ENVIRONMENTAL PLANNING, NVSD

The past year was a big one for sustainability at North Vancouver School District, with a broad range of achievements being celebrated across the district.

As usual, students and staff were busy with classroom and school-based activities that saved energy, reduced water consumption, diverted waste from landfill, and encouraged active transport to school. It was amazing to see such enthusiasm and dedication to reducing our environmental footprint.

At the organizational level, 2017 saw the launch of NVSD's sustainability strategy that provides coherence, direction, and focus to our sustainability-related activities. This district-wide strategy is intended to complement and support all the great things already happening across the district by bringing together strategic priorities within three areas of the NVSD community:

- Programs:** The educational practices and partnerships that support a sustainable school district.
- Place:** The natural and built environments that support the NVSD community.
- Process:** The structures that guide how we plan, act, share, and celebrate.

Implementation of the strategy is underway and will be guided by an ongoing collaborative process with NVSD stakeholders.



To stay up to date with NVSD's current sustainability efforts, initiatives and projects, be sure to visit the sustainability page on the school district website: [www.sd44.ca](http://www.sd44.ca).

**"It was amazing to see such enthusiasm and dedication to reducing our environmental footprint."**

## Cheakamus Centre: A hub for learning in nature

**BY CATHY JENKINS**  
PROJECT MANAGER, CAMPUS RENEWAL,  
CHEAKAMUS CENTRE

A typical day in the outdoor classroom at Cheakamus Centre comes to life as students use their observational skills and senses to explore and interact with the natural environment around them.

Established in 1969, Cheakamus Centre is located on the traditional territories of the Ch'iyák-mesh people on a 420-acre ecological reserve near Squamish. Cheakamus Centre is renowned for its environmental and indigenous cultural education programming. The Outdoor School and Skw'úne-was overnight programs are treasured school traditions for students across the North Vancouver School District.

Learning in nature can come in many different forms. Cheakamus Centre is also home to



**"Cheakamus Centre comes to life as students use their observational skills and senses to explore and interact with the natural environment around them."**

Artists for Kids Summer School of Visual Arts and other specialty camps. Facility rentals support school programs, while also serving as educational opportunities in and of themselves. Cheakamus Centre has a robust volunteer program and extensive giving opportunities. Secondary school students, young adults from abroad, interns, alumni, and passionate individuals generously volunteer their time, skills and energy in many areas of operations. The Cheakamus Foundation and Friends of Cheakamus support enhanced programming and the campus renewal project.

## One step at a time

**CAROL SARTOR & KULVIR MANN**  
HASTE BC

The Active and Safe Routes to School Program is a collaborative effort by key stakeholders from the NVSD, Board of Education, City of North Vancouver, District of North Vancouver, RCMP, Vancouver Coastal Health, North Vancouver Recreation and Culture Commission, ICBC, TransLink and HASTe BC. In 2014, Queensbury Elementary piloted the program consisting of a survey, walk-about to assess walking/cycling conditions and the development of an action plan with infrastructure improvements, education programs and engagement initiatives.

**"The students are the true stars of the program, participating in Safety Blitzes with enforcement officers."**

In the past four years, all schools located in the City of North Vancouver have been through the School Travel Planning program. The students are the true stars of the program, participating in Safety Blitzes with enforcement officers, creating active transportation programs, educational campaigns using posters and videos, and enthusiastically participating at walk & wheel events. The result is increased use of sustainable transportation, feelings of neighbourhood safety and social connectedness.

Schools have shared their work at City Hall, participated in planning sessions for the Green Necklace and Kid's City Map, and the work has gained recognition within the news and with awards. In 2016 Ridgeway Elementary was awarded the Living City Sustainable Transportation and Awareness Award. In 2017, the Queen Mary School Green Team and NVSD's Communication Department both won the Living City Sustainable Transportation Award. Children and Youth Safe and Active Travel (CYSAT)



working group earned the 2017 Community Energy Association Public Sector Collaboration Climate & Energy Action Award.

Schools located within the District of North Vancouver have accomplished increases in active mode share through school initiatives:

- Boundary: delegation to DNV council to re-install bollards at a local intersection.
- Canyon Heights: Freedom Friday program.
- Capilano: BC Automobile Association Safety Patroller program for students; parents are the supervisors.
- Lynn Valley & Ross Road: outstanding showing during Bike to School Week.
- Upper Lynn: Kindergarten Walk on Wednesday Challenge earning the 2016 BC Green Games Leadership Award.

We are moving in the right direction with all of this exceptional work. Make healthier, greener and safer choices in 2018. Start walking or wheeling to school, or drive to 5, park and walk a few blocks. Making minor changes will increase students' overall physical well-being, promote independence, and make our school zones safer and greener.



# GOAL #6: STRENGTHEN and expand reciprocal community relations.

## Things I learned about physical literacy

BY CASSANDRA BRONDGEEST

BLOGGER, NORTH VANCOUVER RECREATION AND CULTURE COMMISSION

What is physical literacy? It is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life. Physical literacy is a lifelong journey that is essential to an active, healthy life.

**Movement skills are life skills.** Learning how to move and be active when you are younger sets you up for a healthier future.

**Physical Literacy is good for your brain, spirit, and body.** You are less likely to suffer from stress, anxiety and depression when you are active. Activity also decreases your risk for cardiovascular disease, cancer, osteoporosis, Type 2 diabetes and obesity.

**ABC'S.** The ABC'S - Agility, Balance, Coordination and Speed are the foundation skills that underpin physical literacy. These ABC'S break down movement into basics so that skills can be refined and developed just as if you were learning to read or do math.



**Motivation, Competence, Confidence.** It is important to look at people as whole. There must be a focus on developing the mind and the body. Movement skills should be learned like the ABC's.

**New environments, more learning.** When practicing activities in different places or on different surfaces it allows the brain to develop new pathways and allows the body to learn how to respond in a variety of environments.

The North Vancouver School District is a proud partner of NVRC Physical Literacy 4 U. [www.pl4u.ca](http://www.pl4u.ca).

## Think of Me campaign launch

BY NEVASHA NAIDOO

COMMUNICATIONS MANAGER, NVSD

The North Vancouver School District was proud to support the recent distracted driving campaign 'Think of Me,' launched by ICBC. It all started with the City of North Vancouver's month-long proclamation for "Anti-Distracted Driving" during the month of September.

Throughout the campaign, over six 'Think of Me' school events were hosted at North Vancouver schools including Boundary, Braemar, Canyon Heights, Carson Graham, Queen Mary, and Westview schools.

Hundreds of 'Think of Me' cards were hand drawn by children living on the North Shore and handed out to drivers within school zones. The cards reminded drivers to keep children safe by avoiding driving while distracted.



(L-R) Councillor Buchanan and Mayor Mussatto CNV supporting the launch

## NVSD partners with community to support mental health

BY JEREMY CHURCH

PRINCIPAL, MOUNTAINSIDE SECONDARY SCHOOL

Mental illness, mental health and substance use have been making a lot of news lately. A collaborative, community-based approach is an essential component to addressing these issues. The North Vancouver School District is one of many community partners working together to build capacity and provide support for children, youth, and their families in the areas of mental health, mental illness and substance use.



"The North Vancouver School District is one of many community partners working together to build capacity and provide support for children, youth, and their families in the areas of mental health, mental illness and substance use."

## D.A.R.E. Program helps kids make wise decisions

BY NEVASHA NAIDOO

COMMUNICATIONS MANAGER, NVSD

The Drug Abuse Resistant Education (D.A.R.E.) Program started in schools 25 years ago to help students resist pressures that may influence them to experiment with alcohol, tobacco and other drugs. The program is still successfully implemented at several schools. Westview Elementary School is one of the schools participating in 2017-2018.

The D.A.R.E. elementary curriculum is designed based on the Social-Emotional Learning (SEL) Theory, which identifies fundamental, basic skills and development processes needed for healthy development, including:

- Self-awareness and management
- Responsible decision-making
- Understanding others
- Relationship and communication skills
- Handling responsibilities and challenges

The curriculum uses theory to teach youth how to control their impulses and think about risks and consequences, resulting in more responsible choices. The program is offered to Grade 5 students and includes 11 lessons plus evaluation. Each lesson is one hour. The interactive lessons encourage students to engage in conversation during role play of real-life scenarios.

## Circles empower students

BY ZOFIA SWITKOWSKI

PROGRAM COORDINATOR, NORTH SHORE RESTORATIVE JUSTICE SOCIETY

The Circles in Schools Program is hosted by the North Shore Restorative Justice Society (NSRJS) in partnership with the North Vancouver School District. It is a program that aims to support students in developing social-emotional skills and creates a space for student voices to be heard. The program also empowers children and youth to connect with one another on a deeper level, builds a sense of community, and deals with conflict in a transformative way.

Sitting in circle is the oldest form of communication. It is the way people in many cultures have traditionally come together to talk about important issues. Being in a circle shows children and youth that diversity is strength. Each of us brings unique strengths and gifts to our community, and circle is about coming together to honour our differences and celebrate our common ground.

In the circle, students are led through a series of activities that are developmentally appropriate and result in a greater understanding of themselves and others. This creates deeper



relationships and a stronger community. Sharing stories in a safe, non-judgmental environment gives youth a voice.

When they feel as though they belong and that their voice matters, students are empowered to make a difference.

"Sitting in a circle is the oldest form of communication. It is the way people in many cultures have traditionally come together to talk about important issues."