

# Community Report

*Spring 2009*

## 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.



**"READING ROUNDS"**  
primary students from Larson Elementary with their Grade 9 reading buddies at Balmoral Jr. Secondary.



**NORTH VANCOUVER  
SCHOOL DISTRICT**

[www.nvsd44.bc.ca](http://www.nvsd44.bc.ca)

*the natural place  
to learn*

# Message from the Superintendent

I am pleased to report on the continued strong performance of students in the North Vancouver School District. As noted in the Superintendent's Report on Achievement for the 2007/2008 school year, our graduation rates have been maintained above the provincial average for all students and our student achievement results in all mandatory examinable subjects; English 10, Mathematics 10 and Science 10 has been very strong.

By way of example:

- 71.4% of North Vancouver School District students achieved a C+ or better in English 10 (significantly better than the provincial average, including private and independent schools, of 65.4%);
- 67.7% of North Vancouver School District students achieved a C+ or better in Science 10 (significantly better than the provincial average, including private and independent schools, of 60.1%); and
- 58.9% of North Vancouver School District students achieved a C+ or better in Mathematics 10 (better than the provincial average, including private and independent schools, of 58.6%).

As a School District, we recognize the importance of accountability at all levels. There are a myriad of measures in place to assess not only student achievement, but also instructional practice and program delivery. Some of these, such as report cards and provincial examinations, are publicly recognized; while others are routinely conducted 'behind the scenes'. Together, these sources continue to provide essential information in planning for continuous improvement. In addition, many areas of our non-instructional operations, from facilities to accounting, are regularly

assessed or audited to ensure compliance with professional standards and stated objectives.

As professionals, we also have an ongoing commitment to professional development and improvement of instructional practice. Our focus on Assessment for Learning through the Instructional Institute, Collegial Conferencing, Action Research and Understanding by Design are helping contribute to the increased knowledge and application of effective instructional interventions to help all students achieve improved success.

Beyond report cards and provincial examinations for students, there is a complement of achievement contracts with the Ministry of Education, a voluntary Satisfaction Survey for students and parents, a District Literacy Plan, student diagnostic and screening tests, and School District initiatives, including mathematics assessments and our Safe and Caring Schools survey.



Every day, we know that students come home from school with stories of their activities and new-found knowledge to share.

Clearly, there are many stories of student success throughout our School District. Everyday, we know that students come home from school with stories of their activities and new-found knowledge to share. While we hope much of this stems from the curriculum and engagement in the classroom, we increasingly see the importance



of community connections in student learning. We are pleased to share a few of these stories in this *Community Report* as examples of what is happening everyday in our schools. More can be found on our website throughout the school year.

Regrettably, space in this newsletter does not permit us to feature more of our 1,300 educators, or the 1,000 support staff that define our employee base. Still, in addition to the considerable accountability data we collect every year, we also recognize the power of the anecdotal story, the single experience that motivates a student to participate and learn. Knowing this, we have chosen a few individuals who represent the greater whole of our school district and inspire our pride in "the natural place to learn".

Sincerely,

John Lewis  
Superintendent of Schools  
North Vancouver School District

# Message from the Chairperson

Welcome to the North Vancouver School District's *Spring 2009 Community Report*. As the Chair of the North Vancouver School Board, I'd like to give you an overview of some key accomplishments of our school district in the past six months.

In December 2008, we received \$70 million from the Provincial Government to rebuild Carson Graham Secondary, Ridgeway Elementary and Queen Mary Elementary that will ensure the heritage status of Ridgeway and Queen Mary. These exciting projects demonstrate what positive things can occur for our students when we work together with other levels of government and we thank the City of North Vancouver and the Ministry for their support. We recognize the many challenges of this good news and will try to minimize the disruption for all concerned. To do this, we have embarked on a comprehensive public consultation process for the three schools, as well as the future of Ridgeway Annex, Balmoral, and Cloverley. Please check [nvsd44.bc.ca](http://nvsd44.bc.ca) for regular updates.

In January and February 2009, we added three new StrongStart centres at Lynnmour, Eastview and Norgate schools to support early-learning initiatives in our communities. Including Westview, this brings to four the number of StrongStarts in partnership with the Ministry of Education.

In February, Carson Graham Secondary's IB Diploma Programme

was authorized by the International Baccalaureate Organization as an IB World School! We are also highly optimistic that Balmoral Junior Secondary and Capilano Elementary will be awarded the same status for the Middle Years and Primary IB programs, respectively. We congratulate the staff and students at all three schools for their exceptional dedication in bringing IB to our school district.

In October 2008, the School District signed a Collaboration Agreement with the District of North Vancouver to guide a wide-range of joint-use discussions including land use and shared facilities. This is the wave of the future and a way to incorporate shared resources and services for all ages in our community.



Carson Graham Secondary's IB Diploma Programme was authorized by the International Baccalaureate Organization as an IB World School!

Looking ahead, 2009 will see further expansion of the District's French Immersion programme to add to Boundary and Braemar's Late French Immersion, and a new program at Windsor Secondary.

Last year's "Towards the Future for Schools" process engaged parents throughout the School District in an exploration of solutions to the impacts of declining enrollment. The parents worked with staff and trustee representatives in considering many options and made a valuable contribution to the ongoing work of the Sustaining Schools Working Committee.

The Board is attentive to the range of needs that our School District must serve and is considering new



"programs of choice" to honour and support the diversity of our learners. Any new programs would complement last year's commitments to Artists for Kids Academy, Digital Media Academy, Career Programs, and our Peak Performance Programs. Motions to conduct further study regarding the potential for Sports and Music Academies. Motions related to Fine Arts, Elite Athletes, High Performance Program, Autism, Neighborhoods of Learning, and Mandarin programs were passed at the January 27th Board meeting.

I'm pleased to introduce the 2009-2011 Board of Education on page 7. The role of trustee requires a broad awareness of the opportunities and impacts of our activities as a School District, and we know that the decisions we make must always be guided by the best interests of students.

Sincerely,

Jane Thornthwaite  
Chairperson  
North Vancouver Board of Education

ARGYLE SECONDARY students learning through technology.



## The 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.**

Eight supporting statements further define the Vision of the North Vancouver School District. We share them with you here, paired with examples of staff and students who are fulfilling our vision through their own talents and dedication to learning.

## 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.*

## Making the most of math

In school, Andy Wong was always a strong math student. He tutored math in high school, and by the time he graduated from university had a total of 52 students on his roster. But did he graduate with a degree in mathematics? No. In fact, his majors were English and Psychology (with plenty of basketball on the side).

That was four years ago. While the breadth of his education influences his work, it was his practical experience as a math tutor that drew him into teaching. Today, Andy is both a classroom teacher and works with individual and small groups of First Nations students to improve their achievements in math.

Perhaps not surprisingly, this former psychology student has a few very down-to-earth theories about teaching math. "I'm not a pure math brain," he says modestly. "I try to put myself in the student's role." He is credited by colleagues at both Carson Graham and Windsor Secondary (where he taught math in small, learning support groups) as equally adept at understanding

the student who struggles as much as the one who eats math for breakfast.

"Math can be pretty intimidating," says Wong. "You have to find ways to break it down into a process. Math isn't all about memorization, that's part of it, but it's really a question of learning and understanding the concepts."

"Part of the answer, in a classroom setting, is getting everybody involved," he explains. "Not just the 'math whiz' in the class, but everybody." His students love to work in pairs or partner groups, and he'll offer that as an incentive if they get their homework done. "But only if they hold up their end of the bargain!" he says with a smile. He's found rap lyrics that work as math cues, and creates memorable acronyms and games that get students to pick up their pencils and try. He looks for the math in everyday life as well, and brings it back to class. "I tutor a member of the national ski team," says Wong. "And I noticed that he was very fast at being able to locate degrees on a unit circle because



**ANDY WONG** looks for math in everyday life and brings it back to the classroom.

he knew his rotations from skiing. It made perfect sense to him. So I took that back to the classroom, with snowboarding rotations as the metaphor. It clicked, because many of my students snowboard, and they could instantly grasp what it meant to measure turns in radians."

"Andy has an ability to reach all the students he teaches," says Steve Garland, Principal of Carson Graham Secondary. "He's got an understanding of individual learning styles that is remarkable in someone so young."

It's true, he is young. He graduated from Windsor Secondary in 1999, and this is his fourth year of teaching in the School District. Throughout his university years, he managed to stay connected to Windsor as a coach of their tennis

and senior boys basketball teams. In 2008, the Windsor Dukes took second in the provincial tournament in Kamloops. "He started every game with an inspirational quote," remembers Liz Bell, Principal of Windsor Secondary. "He worked with good athletes and he taught them to play beyond their individual talents and be a strong team."

A typical day for Wong includes a full-day of teaching, coaching a basketball practice for the Carson Graham Eagles, a couple of private tutoring hours, and some studying on his own for his Masters in Education. He's the kind of person that exemplifies "the more you do, the more you can do." Perhaps he's even worked out an equation for this. Or maybe he's just living it.



Rehearsing for the Honour Band.

## PROGRAM DIVERSITY

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

Band & Strings:  
earning the honour

At the annual March Honour Band concert at Centennial Theatre, members of the Vancouver Symphony Orchestra sit alongside student musicians and play a lively program for the public. The performers alternate from one year to the next between secondary and elementary students. In 2009, it is the Elementary Honour Band's turn. They always play to a full house and it is always a gathering of talent full of individual stories. Ask any musician in the ensemble and they can tell you of obstacles overcome to fulfill their musical dreams. For some students in the program, it may be a matter of needing a better instrument, private lessons, a quiet place to practice. For others it's about being resourceful with their musicality in order to earn a place on the stage. "Music is a pleasure and a discipline," says Lasse Leslie, coordinator of the School District's Band & Strings program. "Kids learn the creative aspect of making music and they also learn life skills."

She tells the story of one student who turned a "no into a yes". A versatile and motivated musician, the Grade 7 already played drums and alto sax when he auditioned for Honour Band. But seats are limited in the Honour program, and when he came in second at his audition, it looked as if his chance at a chair was lost. "We could see how talented this boy was, how close he was to a position, and we let him know that there was a space for a

tenor sax player. But it would mean learning some new technique, because although the fingering is the same, the blowing is different. That didn't discourage him a bit. He went out, rented a tenor sax, and auditioned again. Now, in addition to playing drums and alto at school, he plays tenor in the 2009 Elementary Honour Band."

Leslie has seen a number of graduates from Band & Strings go on to become fully-fledged members of the VSO. But not every student is destined for a professional career in music. Regardless of what they do with their talents over the long-term, the program celebrates music in the present moment. "To perform in a group of this calibre is an extraordinary experience of fellowship," she says. "All parts of the ensemble are wonderfully important."

"Most of the symphony members are music teachers as well," says Evan Mitchell, Assistant Conductor

of the VSO and the conductor of the March 11 concert. "We all recognize the need to make a positive impression on these young musicians. I think the orchestra as a whole is delighted to be able to offer them such an unforgettable opportunity."





**GORDON SMITH**, founding artist patron, Artists for Kids.

**SHARING AND CELEBRATING SUCCESS**

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

**Gordon Smith:  
tangling with  
the landscape**

Renowned Canadian artist Gordon Smith turns 90 this year. His actual birthday is in June, but the Artists for Kids program will be celebrating their founding patron early, beginning with a spring exhibition. The blockbuster show in the Artists for Kids Gallery will include more than 40 Gordon Smith photographs, paintings and prints that explore British Columbia's foremost senior artist's latest "tangle" with the landscape.

"I've always loved tangles," Smith says in a 2008 documentary produced by the Artists for Kids Trust. "I love things that are made by nature and time."

More than 1,000 students and their teachers will work directly with the exhibition as they develop a greater appreciation for the art of one of Canada's most prominent senior artists. Inspired by the show, students will also be engaged in hands-on art experiences as they "tangle" with their own landscape creations.

Two magnificent new serigraph prints, "Byway Trees" and "Pacific Rim Trees," by Gordon Smith will also be released for sale to support the on-going work of Artists for Kids in schools and the community.

At 90, Gordon Smith continues to be a keen observer of the natural world, an artist who paints every day, and an inspiration to younger generations. His 20-year contribution, as the founding patron of Artists for Kids, has encouraged other artists to become involved in the program and strengthened its presence in the province. He is, quite simply, a reason to celebrate. It's fitting that a community party to celebrate Gordon Smith's 90th birthday will close the exhibit at 2 p.m. on Saturday, May 9th. Friends, former students and admirers alike are invited to share their best wishes in this milestone year of Artists for Kids' esteemed artist patron.

*The Gordon Smith exhibition runs April 14 ~ May 9, 2009 in the Artists for Kids Gallery, located in the Leo Marshall Centre, 810 West 21st Street, North Vancouver, BC.*

*Visit [artists4kids.com](http://artists4kids.com) for details.* ▲

**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.*

**An idea worth recycling**

Good ideas have a way of getting bigger. A few years ago, Mark Thomson, a teacher at Fromme Elementary, made a visit to a community recycling depot in Victoria. "They were taking in so many more things than I ever thought were recyclable," says Thomson. "Things I knew our school produced that had nowhere to go but the landfill. I thought, maybe it's time we took it a bit further at Fromme."

Thomson knew that to go beyond the blue box and expand Fromme's recycling efforts, he needed a team. A keen team. A "Green Team". A team of intermediate student volunteers that would set its own agenda to develop awareness, through hands-on activities, of how students can help protect the environment.

Two years on, the Fromme "Green Team" now has over 50 members who take the lead in the school's recycling program, run recycled art and environmental poetry contests, and even raise donations for local causes. It's work, but team members want to be busy.

"Sometimes, I have to turn away volunteers," says Thomson. "I don't always have enough jobs for them all."

In a typical month, Fromme's "Green Team" fills about five garbage bags with any number of: juice, milk, soy and soup boxes; aluminum foil and cans; tin cans; glass bottles; paper; styrofoam; CDs; VHS and cassette tapes; batteries; foil-lined chips, coffee and candy wrappers and bags; fluorescent bulbs and tubes; and any kind of soft or hard plastic containers, bags and wrapping.

The team receives about \$300 per year for all these recyclables through an arrangement with Pacific Mobile Depots. What they earn they pay forward in a mindful way. Winners of last year's "green poetry" contest at Fromme received \$25 "Adopt-an-Animal" certificates purchased by the Green Team from a wildlife shelter on Vancouver Island.

According to Deb Wanner, Fromme's Principal, "Green team members are better citizens for the work they do and the learning that takes place outside the classroom." Perhaps the biggest "community connection" that has come out of the Green Team is the once-a-month recycling depot at Presentation House Theatre. When the Green Team's idea of a community depot proved too



**GRADE 6 GREEN TEAM** recycling volunteers at Fromme.

big for the school, they found a better location. In January of 2008, the first community depot day was held in the Presentation House parking lot. It's now a regular event on the third Saturday of every month, and Fromme students turn up to volunteer. "Kids help break up styrofoam to fit into bags, and sort other materials," says Thomson. "Their parents often join them and help out." The Theatre makes about \$500 a month from "depot day" and the students, as Thomson says, "see that they are making a difference beyond the school." ▲



**MARK THOMSON** (left), with student volunteers at the community recycling depot.

**CANYON HEIGHTS ELEMENTARY**  
Grade 2/3s  
study science.





## COMMUNICATIONS

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

# Towards the Future for Schools

Of all the community engagement initiatives led by the School District in 2008, "Towards the Future for Schools" had one of the broadest mandates. Developed to encourage parent participation in addressing the challenges of declining enrollment, the process invited representatives from PACs across the School District to work with each other, with staff, and with community members to explore options and possibilities for North Vancouver's public schools.

Blueridge PAC president Yvonne Massullo was one of the parents who took part in the process. When the call went out for participants, Massullo recognized the opportunity. Several years earlier, she had observed the closures of Maplewood, Monterey and Westover, and recalled a process that was not inclusive of stakeholders. "Now I think parents can recognize some inevitability with school closures," says Massullo. "The reality is there will

be change, but that doesn't have to be a negative thing."

During the process, participants learned about the complexities of long-term planning for a school district. Budget ramifications, the state of school buildings, the need to become more efficient and broaden the use of facilities, and providing ongoing support to current programs-of-choice all had to be considered.

The "Towards the Future for Schools" process resulted in recommendations presented to the Board of Education within the 6th Annual Community Forum Report. While the "Towards the Future for Schools" process is now concluded, the Sustaining Schools Working Committee will continue to review and recommend options, and new consultation initiatives will be introduced as needed. "The issues are so broad there really is no definitive conclusion to consultation of this kind," says Kelly Tait, a parent who also participated in the process. "Some discussions can only

get bigger from here. But well-informed public consultation can be invaluable to major planning. If you're committed to bringing people together, as I think this School District is, it gives a very diverse population an opportunity to find their voice in education."

"We know that our kids are very adaptable," says Yvonne Massullo. "But they still look to us, as parents, for our reaction. If we're positive and forward-thinking, it makes it much easier for them to think that way too."

*The January 2009 report of the Sustaining Schools Working Committee, and previous reports, can be viewed at [nvsd44.bc.ca](http://nvsd44.bc.ca).*

## 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.*

# Sticking with success

Once a month, a group of staff and students from Carson Graham Secondary hike over to St. Andrews Church, near Lions Gate Hospital, to roll up their sleeves at the Canadian Blood Services blood clinic. Sometimes it's just 15 donors; in other months you may see 60 or more making the trek. "The blood drive used to be just an annual event," says Karen Marshall, a teacher counsellor at Carson Graham. "Now we try to go every month." Last year, Carson Graham came in first amongst Lower Mainland mobile donor clinics for blood donations. "For the May end-of-year visit, so many students participate that we sometimes flood the clinic," she says. "We clot it up!"

This kind of social responsibility has become ingrained in the school culture in part because of the way the students relate to each other – particularly the Grad Council. "They are very respectful of each other and of their environment—whether it's the school, local community or global village," says Marshall, who co-sponsors the Carson Graham Grad Council along with teachers Liz Dobbin and Ray Marshall, and Carson graduate Vicky Law. "The students are thoughtful, they're good at offering ideas and alternatives, and they try to decide what to do together as a group. Leadership responsibilities are rotated to allow everyone an opportunity to contribute. We don't have a president or secretary or treasurer because otherwise students get caught up in titles instead of focusing on what needs to get done."

The model seems to work. They get a lot done. In 2008, the City of North Vancouver presented its "Outstanding Youth Team Award" to the Carson Graham Grad Council for its many successes in school-wide fundraising, blood drives, a massive District-wide textbook collection for Africa that filled two shipping crates with books, and an AIDS-awareness tea—co-sponsored by the North Shore Go Go Grannies and the Stephen Lewis Foundation. They're also in charge of coordinating the school's annual "Breast Cancer and Breast Health Awareness breakfast" for students and their mothers or other female relatives and friends, hosting the "Santa's Breakfast" for Grade 1 students from Carson's feeder schools, hosting parent-teacher interviews, and volunteering for many other events from selling Jeans Day buttons for Children's Hospital to pitching in at Carson's annual community Open House.

Once the causes and events are chosen, "it's all about commitment," says Marshall. "I'm there as a guide, but they're the ones who have to make it happen. I let them know that whatever they choose, they have to be conscientious, and that means sticking with a project right to the end."

**KAREN MARSHALL, teacher counsellor at Carson Graham.**

While Marshall would say her role is to present ideas and guidance, it means much more to others. "Karen gives of her time to instill in students the importance of leaving a legacy," says Carson Graham Principal Steve Garland. "She shows them that life is bigger than just themselves, and there's real satisfaction to be found in reaching out to others."

Marshall, a wife and mother of nine-year-old twin boys, admits that some of the extra-curricular activities do cut into her family time. "If I think they can get enjoyment and learning out of the event, then I'll bring my boys along. But I also know that what happens at our school happens elsewhere at different grade and age appropriate levels. My boys have significant experiences at school and on their sports teams that they come home and tell us about. For most of us, I think, family remains the priority. But I also believe that we're all "keepers"—it is not just the parents or guardians, but also the community that raises a child."





**SUTHERLAND STUDENTS** at the new Sutherland Secondary, completed in 2008.

The December 2008 funding announcement by the Ministry of Education of \$70 million to finance the rebuilding of Carson Graham Secondary, Ridgeway Elementary and Queen Mary represents a tremendous advancement for facilities in the North Vancouver School District. Once construction begins, each school is expected to take approximately two years to complete. Sections of the present-day Carson Graham will be replaced with seismically-sound structures, while Ridgeway and Queen Mary schools will undergo exterior restorations and extensive interior reconstructions.

It's massive work, and a long process for everyone concerned.

Meanwhile, and before so much as a single spot of ground is broken on any of the properties, an intensive public consultation and planning process is underway, led by the North Vancouver Board of Education.

Each school has unique specifications, but all can learn from the process that went into building the new Sutherland Secondary. Completed in January of 2008, Sutherland is a recognized example of a school built for

the 21st century, sustainably-designed to serve students and the community.

"Sutherland was the first new secondary school to be built in North Vancouver in 25 years," says Susan McGuigan, who served as Sutherland's PAC chair for three years during the new school's planning and construction. "A lot of people worked hard to make it great, and stayed open to listening and consulting through the whole process."

"Consultation doesn't mean you're given the right to approve or decide everything but it does offer a structure where you can address opinions in a constructive way." McGuigan encourages parents to attend PAC meetings, and remembers that every Sutherland PAC meeting included an update on the school's construction.

At one point during planning, she participated in tours of other new schools built in the Lower Mainland to see what might be possible, and what they wanted to avoid in the new Sutherland. "It was a way to become informed that gave us ideas and suggestions. Rather than just being critical, we tried to explore alternatives. There were things that really mattered

## FACILITIES

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

# Rebuilding for the 21<sup>st</sup> century

to parents, and other features that staff had strong opinions about. We learned to prioritize and focus on key recommendations that our Principal, Doug Green (now retired), did an excellent job of conveying to School District administration."

A significant difference between Sutherland and the upcoming projects is already clear. During construction, students at Ridgeway, Queen Mary and Carson Graham will need to be relocated. Planning for these relocations has begun and will shape the early-stages of consultation to ensure that parents are well-informed and able to contribute their views on the process and the options available. Each school will begin construction at a different time and knowledge gained from each successive project will contribute to the next.

For everyone, McGuigan suggests keeping the big picture in mind. "My eldest son graduated before the new Sutherland was complete," she says. "But maybe one day he'll play soccer on the new field, or go to a show in the theatre. We knew it would take time to build the school, and it's all the better now because of it." ▲

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

# Bridging the distance to compassion

It's a good 3,000 kilometres from North Vancouver to Elk Lake, Wisconsin. Not exactly what you'd call field trip range. But when staff and students at Lynnmour Elementary learned about Wisconsin children's book author Barb Techel and her dog "Frankie", they resolved to find another way to connect. The students had become fascinated with "Frankie", a dachshund who, after suffering permanent paralysis to her back legs, now walks with the help of a specially-designed cart.

In December of 2008, Lynnmour students "Skyped" Barb and Frankie at their home in Wisconsin. Through the free video-conferencing service, they were able to see Barb answer their questions, with Frankie on her lap throughout the interview.

What began as a lesson in compassion grew to offer new language arts and digital media learning opportunities. "Intermediate stu-



**SKYPED** video-conferencing service connects Lynnmour Elementary students to "Frankie" in Wisconsin.

dents are reading and writing more now, and the Grade 3s are writing their own book reviews of *Frankie: the walk 'n roll dog*," says Karen Keys, the ICT facilitator and teacher-librarian who introduced "Frankie" to the school. Through the North Vancouver School District's Digital Media program, "Digital Student Mentors" from Windsor Secondary are helping the students to blog with Barb at [www.joyfulpaws.com](http://www.joyfulpaws.com) – a fitting example of a program dedicated to promoting the thoughtful use of technology in the classroom. ▲



**A STREAM WALK**  
at North Vancouver  
Outdoor School.



## Introducing the 2009 – 2011 North Vancouver Board of Education

In November of 2008, a new Board of Education for the North Vancouver School District was elected for a three-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 perspectives and experiences and a shared commitment to students and public education.

As trustees, their 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. Below are listed their school, committee and representational assignments for 2009.

Learn more about the Board and read each trustee's profile at [nvsd44.bc.ca](http://nvsd44.bc.ca)

### Jane Thornthwaite, Chairperson (2009)

Provincial/Municipal/Local Committees: British Columbia Public School Employers' Association; 2010 Olympic Games; Collaboration Committee (District of North Vancouver); District of North Vancouver Housing Task Force; Legacy North Shore

School District Committees: Communications Committee; President's Council

School liaison for: Windsor Secondary; Blueridge, Lynnmour, Plymouth and Seymour Heights Elementary



### Susan Skinner, Vice Chairperson (2009)

Provincial/Municipal/Local Committees: British Columbia School Trustees' Association Provincial Council; City of North Vancouver Parks and Environment Advisory Committee

School District Committees: Chair, Education and Programs Standing Committee; District Aboriginal Advisory Committee; Policy Review Committee; Sustaining Schools Working Committee; Special Needs Inclusion Committee

School liaison for: Carson Graham Secondary; Capilano, Norgate, Queen Mary and Westview Elementary



### Barry Forward, Trustee

Municipal/Local Committees: North Vancouver Recreation Commission

School District Committees: District School Planning Council Advisory Planning Committee; Communications Committee; Finance and Facilities Standing Committee Alternate Chairperson; Policy Review Committee; Student Leadership Council Liaison Trustee

School liaison for: Seycove Secondary; Cove Cliff, Dorothy Lynas and Sherwood Park Elementary



### Franci Stratton, Trustee

Municipal/Local Committees: Joint Use Planning Committee

School District Committees: Chair, Finance and Facilities Standing Committee; Community Forum Committee; Screening and Selection of Principals and Vice-Principals; Sustaining Schools Working Committee

School liaison for: Handsworth Secondary; Canyon Heights, Cleveland, Highlands and Montroyal Elementary and North Vancouver Outdoor School



### Holly Back, Trustee

Municipal/Local Committees: Joint Bicycle Committee; North Shore Family Court and Youth Justice Committee; North Shore Safety Council

School District Committees: North Vancouver Parent Advisory Liaison Trustee; Screening and Selection of Principals and Vice-Principals

School liaison for: Sutherland Secondary; Keith Lynn Alternate Secondary; Brooksbank, Eastview, Queensbury, Ridgeway Annex and Ridgeway Elementary



### Mary Tasi, Trustee

Municipal/Local Committees: City of North Vancouver Advisory Planning Commission; North Vancouver Cultural Plan Management Advisory Team

School District Committees: Green Team; Safe and Caring Schools Committee; Screening and Selection of Principals and Vice-Principals

School liaison for: Balmoral Junior Secondary; Braemar, Carisbrooke, and Larson Elementary; Windsor House Alternate Program; Continuing Education; Youth Learning Centre; Third Step and Cloverley



### Linda Buchanan, Trustee

Municipal/Local Committees: City and District of North Vancouver Joint Police Liaison Committee; North Shore Task Force on Substance Abuse

School District Committees: Capital Planning Committee; Early Learning Initiatives; Education Services Centre and Artists for Kids Gallery; Education Week Planning Committee; Health Advisory Council; Screening and Selection of Principals and Vice-Principals

School liaison for: Argyle Secondary; Boundary, Fromme, Lynn Valley, Ross Road and Upper Lynn Elementary



**BROOKSBANK  
ELEMENTARY**  
family literacy day.



# learn, share and grow



Capilano Elementary angels  
Christmas concert /08



Capilano Elementary  
100th anniversary



Cleveland Elementary students  
"Free the Trees" from  
invasive plants



Westview Elementary  
Picasso face



Roots of Empathy,  
Sherwood Park Elementary



Andrew Saxton, MP meets Windsor Secondary  
football champs



Yoga at Montroyal Elementary



District Work  
Experience Program



Reliving the Fur Trade at  
Upper Lynn Elementary



Toastmaster starts from Windsor Secondary



Handsworth Secondary  
Run for the Cure



Highlands Elementary Christmas market



Queensbury Elementary  
students collect  
"Pennies for Peace"



Learning Together program mums and babies



Youth Learning Centre's  
hamper drive for the  
Harvest Project



Sutherland Secondary  
Christmas hamper drive



Keith Lynn Alternative Secondary "Elements" mural



Larson Elementary/Balmoral  
Secondary Reading Rounds



Westview Elementary  
Remembrance Day



Lieutenant Governor  
Stephen Point at  
Carson Graham Secondary



Queen Mary turtles

NORTH VANCOUVER SCHOOL DISTRICT  
COMMUNITY REPORT SPRING 2009

To request copies, or for more information,  
please contact:

North Vancouver School District  
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