

community report 2010



North Vancouver
School District
the natural place to learn®

www.nvsd44.bc.ca

In the upper hallway of the
new Highlands Elementary

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.

Message from the Superintendent



John Lewis

focus on student achievement, particularly at the individual level. This is where our teachers concentrate their assessment energies — in recognizing the diverse learning needs of the students in their classroom, and developing tactics and strategies that achieve meaningful learning.

We are fortunate to live in a country where the standard of both living and learning is very high. In January of 2010, the Conference Board of Canada released its annual **How Canada Performs: Education and Skills** report, comparing Canada with 16 other developed countries. This most recent evaluation gave Canada an “A” grade, affirming Canada as “an exceptional performer in the classroom.”

As an indicator at the provincial level, secondary students in British Columbia writing post-secondary exams in 2009 placed among the very best in North America, exceeding the Canadian and American average results for the fifth year in a row. Students achieved a grade point average score of 3.67 (out of 4.0), considerably above the Canadian average score of 3.44.

At the school and individual level within our School District, results continue to be impressive. Our graduation rates are higher than the provincial average, as are the number of our graduates who go on to post secondary education immediately following high school. In 2007/08, 98 of our students earned provincial graduation program examination scholarships. Nearly 54% of our secondary students and 21% of our Continuing Education and Alternate Program students graduated with Honours Standing in 2008/09. One of them, Ms. Sarah Anne Weicker, a graduate of Windsor Secondary School, achieved perfect examination scores in Chemistry, Math and Physics, placing her as one of the province's five top Grade 12 Graduation Program Examinations Scholarship winners for the 2008/09 school year.

Many of our students excel in programs that provide them with an early introduction to community service, skills and career training. This speaks to the high value we place upon providing diverse learning opportunities for our students and the range of interests and aptitudes we are able

to accommodate in our schools. Much of this work, and the range of accountability measures we attend to every year, is provided in the annual **Superintendent's Report on Achievement**. This is a public document, posted to our website at www.nv44.bc.ca > **About Us** > **Performance Measures**. I encourage you to review this report and learn more about our student achievement results and plans for improvement.

A child's educational experience is not solely an academic journey. In the eight pages of this year's report, you will find several diverse examples of how we follow our Vision “to inspire success for every student and bring communities together to learn, share and grow.”

Sincerely,

John Lewis
SUPERINTENDENT OF SCHOOLS
NORTH VANCOUVER
SCHOOL DISTRICT

It is with pride and pleasure that we present our **2010 Community Report**. We are grateful to have so many accomplished students and staff in the North Vancouver School District. In addition to telling their stories on our website throughout the year, this report gives us an opportunity to shine the light on a series of initiatives and successes that contribute to the character, high standards and positive reputation of our School District.

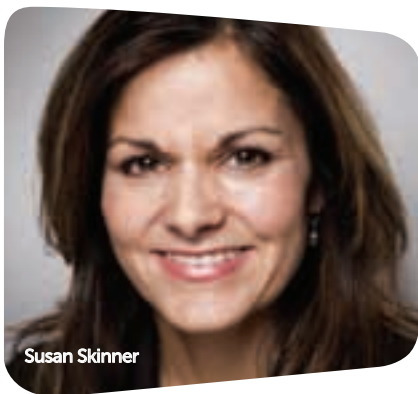
Every year, there are a myriad of assessments that are applied to measure student success and educational effectiveness. Some assessments result in rankings that may be provincial, national or international in scope, while many more

Message from the Chairperson

Over the past year, the North Vancouver Board of Education has provided leadership for many initiatives that have furthered the Vision of the School District. We have seen growth in the diversity of our programming, a new school opened, and valuable new partnerships established. As well, we have continued to facilitate an unwavering commitment to open, transparent collaboration and community consultation processes that bring the voice of the public to the table, and helps to inform our decisions.

I'm pleased to share with you some of the major accomplishments we have overseen since our last Community Report was published in March of 2009:

- phase 1 stewardship of \$70 million in funding from the Provincial government to rebuild Carson Graham Secondary, Ridgeway Elementary and Queen Mary Elementary;
- community consultation and subsequent direction to consolidate Balmoral and Carson Graham into one school;
- active support of program diversity through the expansion of French Immersion with the addition of French Immersion at Windsor Secondary;
- ongoing support for our Artists for Kids Academy, Hockey Academy, Digital Media Academy and Peak Performance Program;
- progress in bringing the International Baccalaureate to all learning stages in the School District—Balmoral and Carson Graham are now officially accredited to offer IB



Susan Skinner

and Capilano Elementary is a candidate school to offer the IB Primary Years Programme;

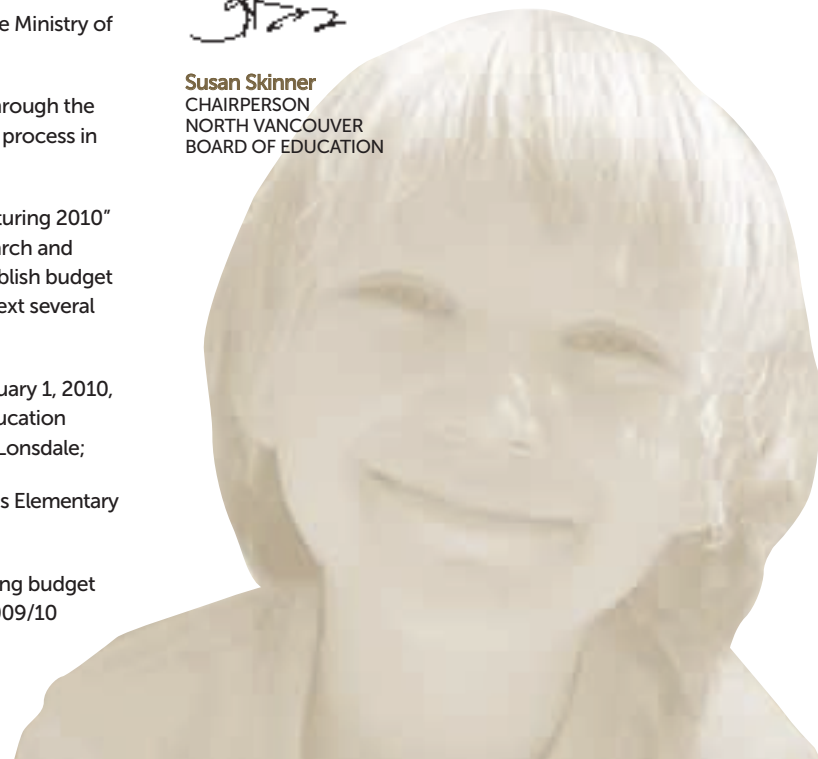
- expansion of StrongStart BC early learning centres to seven locations throughout the School District in collaboration with the Ministry of Education;
- collaboration with the Province, the District of North Vancouver and community partners to develop the track & field at Windsor Secondary; and an agreement signed with the North Shore Girls Soccer Club to lease the lower field for the development and operation of a 30,000 sq. foot air-supported, year-round training facility that our students can use on school days throughout the year;
- submission of a balanced budget to the Ministry of Education in June of 2009;
- incorporation of public involvement through the “Budget Challenge 2010” consultation process in October and November of 2009;
- ongoing public consultation through “Restructuring 2010” process to integrate with several years of research and findings from previous working groups to establish budget priorities and operational efficiencies for the next several years;
- advocacy to secure the final approval, on February 1, 2010, of the City of North Vancouver for the new Education Services Centre and Artists for Kids Gallery on Lonsdale;
- celebration of the opening of the new Highlands Elementary in September, 2009;
- oversight for the 2008/09 \$139 million operating budget and the \$136.3 million operating budget for 2009/10 school year; and

- responsible, Vision-focused governance of the North Vancouver School District and its approximately 16,700 students and 2,300 employees.

The 2009-2011 Board will have some difficult decisions to address in navigating through a challenging financial climate. We have come to a point where some long-standing issues need to be addressed if we are to create a sustainable educational environment for the near and long term. By consulting research, careful thought and open debate, I am confident we will come to sound conclusions that give the public clarity and direction for the future.

Sincerely,

Susan Skinner
CHAIRPERSON
NORTH VANCOUVER
BOARD OF EDUCATION





Kerry Henderson

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.

Resourcing for the 21st Century

As a practice, education is in constant evolution. New resources continue to emerge and some of the best are produced here, in the North Vancouver School District.

Learning in the 21st century requires teaching methods and strategies that are flexible and enable students to acquire enduring understanding of key concepts. With so many resources and directions to choose from, it can be a challenge for teachers to integrate new ideas and best practices into the classroom. Several years ago, the School District established its own Instructional Institute — a framework for teaching and learning that has been applied to subsequent resource development and teacher in-service.

"The Instructional Institute has provided us with coherency to create and build upon change," says Larry Johnson, assistant superintendent, student and program services. "Through the Institute, we link what we've done before to where we're going next. It fosters rich resource development by our own

professionals and a collaborative teaching community in our school district."

That rich resource development features a host of internationally recognized programs including "Reading 44," "Writing 44," and "Math 44," and a collection of early learning resources including "Our Turn to Talk," "Firm Foundations" and "Inspirations 44." These resources, written by teachers for teachers, bring together best practices in classroom instruction and provide lessons designed to meet the needs of all students in the classroom.

Kerry Henderson, an English and Economics teacher at Seycove Secondary, worked on the development of "Writing 44" for Secondary teachers. "We brought some great teachers together to research and test best practices," says Henderson. "We were looking for engaging, active, dynamic and original teaching activities."

In addition to examining current research in writing instruction, the team challenged each other to bring their top five lessons of the year and pitch them to each other. "We sat around the table like a bunch of sitcom writers throwing ideas at each other," says Henderson of the frank and candid process of identifying the very best of best practices through a year of field testing. "The 'sort of okays' didn't cut it, only the 'screaming excellents' made it through to the final book."

One of those "screaming excellent" writing lessons is called "Story in Song", which draws upon students' love of music and lyrics. "Students often say they have no ideas, but when asked to speak about their favourite songs, they can wax poetic!" says Kerry. "'Story in Song' is an energizing, collaborative way for students to use lyrics from popular music to generate ideas. From there, they often feel comfortable creating their own lyrics, and a story is born. In the end, they usually like their own lyrics better than the radio version."

Not only does a lesson like "Story in Song" meet with the standards of doable, dynamic and meaningful, it's also adaptable for all students. The phrase "differentiated instruction" is used to describe the ways that teachers adapt lessons to meet students' diverse learning styles and abilities.

"For everyone in the class, the goal is the same, but how they get there might be different," says Joanne Robertson, district principal for program services. The concept of "differentiated instruction" respects this reality. Robertson cites Stephen Covey's famous mantra: "Begin with the end in mind" to make her point. "Teaching excellence isn't about marching through the textbook," says Robertson, who works with Larry Johnson in the development and implementation of the school district's best-selling educational resources. "We want to create experiences for students that they can actually transfer to other situations. Everything you plan, from your learning activities to your assessment tasks, has to be geared to the end result."

"For everyone in the class, the goal is the same, but how they get there might be different," says Joanne Robertson

"All students need to demonstrate that they've challenged themselves to achieve deep understanding of the learning outcomes," says Robertson who is leading a team of NVSD educators in facilitating this Spring's five-part "Designing for Deep Learning and Diversity" in-service series. A record number of teachers across the district are enrolled in the "Designs 2010" series, which emphasizes a key process to curriculum design supported by the Instructional Institute: goal setting first, so that assessment and activities can always be aligned "with the end in mind." ■

PROGRAM DIVERSITY

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

Introducing the Artists for Kids Studio Art Academy

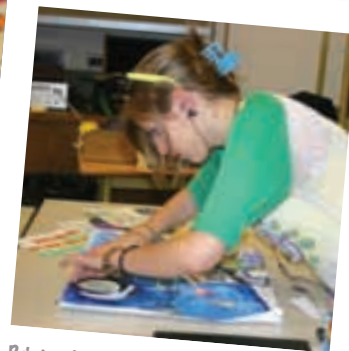
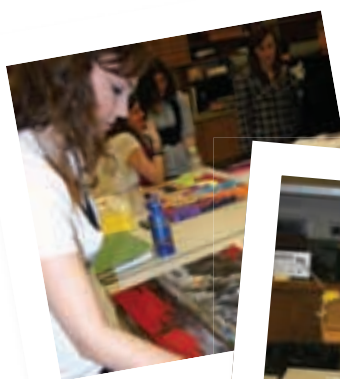
"What's next for you?" is probably the most common question posed to any Grade 12 student. "Art school!" is the answer you'd get from some of Matthew Burnett's senior students in the Artists for Kids Studio Art Academy. And odds are, they'll be right, having compiled a collection of their own work through a year of enriched education in drawing, painting, print-making and sculpture, they will be very appealing candidates at any post secondary art school.

"It's very competitive to get a place in art school," says Burnett. "Only about 25% of students who apply to Emily Carr University make it in. The AfK Academy gives our students a compelling advantage — they're able to concentrate on developing an impressive portfolio of their work by the time they graduate, and that's essential to a successful application."

Not all the students in the Academy are intent on a place in art school. Some are planning careers in architecture, set design, teaching or graphic design. What they have in common, says Burnett, regardless of the direction they take, is an ability to "tell their stories" visually.

"The Studio Art Academy brings the legendary qualities of Artists for Kids to the senior art curriculum," says managing director Bill MacDonald. "The studio culture which permeates learning in this program prepares students for life as an artist. Whether they choose to go on to art school, or another profession, their ability to express themselves visually has been refined by their time in the Academy."

For MacDonald, the emergence of the Academy is an exciting evolution in the



Printmaking in Artists for Kids

20 year success story that is Artist for Kids. Originally founded to provide art enrichment programs to students on the North Shore, Artists for Kids has grown to include a prized teaching collection from Canada's leading artists and a variety of art education programs for students. Now, with the development of the Academy, highly motivated students in Grades 10, 11 and 12 have an opportunity to prepare for post-secondary artistic pursuits.

The fees charged by the program allow it to offer additional enrichment opportunities. Students work directly with guest artists

and visit studios, galleries and institutions of higher learning on a regular basis. In its first year alone, renowned artists Gordon Smith, Greg Murdock, George Rammell, Wayne Eastcott and Ross Penhall all worked with students in the Academy.

Just as important is the peer factor: students inspire and learn from each other. "They're all enthusiastic and motivated," says Burnett. "It brings the class up to a whole new level."

Naturally, with a program that is structured to go above and beyond the traditional school day come higher expectations to match the internal motivations of artistic students. "Students who take their art very seriously are at home here," says Burnett. "They are learning about how to be an artist in the wider world."



This year's Artists for Kids Academy student show will be presented at the Seymour Art Gallery from April 27 through May 2, 2010. To learn

more about the Artists for Kids Studio Art Academy please visit nvsv44.bc.ca > Programs > Academies. ■

Handsworth Royals 2009/10 Senior Girls Basketball Team
(FAR RIGHT: Head coach Scott Palmer;
FAR LEFT: Assistant coach Ramin Sadaghiani)



SHARING AND CELEBRATING SUCCESS

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

Raising the game

They are among the most decorated of athletes in the recent history of the North Vancouver School District. Winners of the 2009 HSBC Basketball Classic; champions of the 2010 Centennial Top 10 Shoot-Out; finalists over the past five years (placing fifth, fourth, third, second before place first) and defending champions of the provincial Triple A title, the Handsworth Royals Senior Girls basketball team is made up of some of the most skilled players in the province. They are also some of our most inspiring and valuable citizens.

Just as some people are natural athletes, says the team's head coach, Scott Palmer, "some kids have leadership in their DNA." No matter what gifts they appear to be born with, physical or personal, they can all improve, so long as meaningful challenges and opportunities are put before them.

One such opportunity was the team's trip to Cuba in December of 2009. Allison Patterson, a member of the team recalls Cuba's stray dogs, run-down buildings and friendly people everywhere they went. But it was the conditions of the basketball court that drove home what their coaches are always telling them: how fortunate they are to live and learn in a place like North Vancouver. "There were holes in the ceiling over the court and it leaked when it rained," remembers Patterson. "If you were on the bench, you had to run out every so often to mop up sections of the floor." Both teams played with an unspoken "no diving for the ball" rule, a safety measure to avoid getting stabbed with splinters sticking out of the worn-out wood floor.



Equal opponents: Canadians and Cubans wind up a good game

Despite the conditions, the Royals found themselves up against some formidable opponents. "We were excited to play them," says Patterson. "Basketball is a big sport in Cuba and they had won the Cuban nationals the year before." In the end, the Royals registered one win and two losses. "Playing such a tough team was actually a good experience. It taught us how to handle losing and to realize that we're not always going to win."

In addition to the practices and games, the students visited an orphanage. They delivered toys they'd brought for the children from Canada and prepped a room for a badly-needed coat of paint. Mostly though, they spent time with the kids.

"Many of the kids just wanted to be held," remembers Danielle Roney, a Grade 12 member of the team. The girls quickly realized that their visit was about paying attention to the kids in a way that the orphanage staff, busy with running the practical side of things, could not. "One little boy, who couldn't speak, made a funny noise if you put him down," says Roney. "He just wanted to be carried. Other kids wanted to play. I tossed and caught one boy in the air a few times, and all of a sudden there was this line up of kids wanting to try it. My arms were like jelly at the end of the afternoon!"

Those sore arms quickly recovered, but a newfound realization about social disparities stays with the team. Roney recalls another moment on the trip, when the Royals took

their Cuban counterparts out for lunch after the last day. "I wasn't that hungry, and barely touched my pizza. When we were nearly done, one of the Cuban girls asked if I was finished could she have what I had left. I said sure and she took some napkins and carefully wrapped up the pizza. Not for herself but to take home to her family to share." Leftovers are not something that go to waste in a country like Cuba.

"It's like we live on the same planet, but in different worlds," says Roney. "I look at things differently now, I have a new understanding of life, how much we have here, and what really matters."

"There's a responsibility that comes with being a leader, and the Cuba trip really showed that to be true," says Scott Palmer. "To be a top athlete in a school community means other kids look up to you. You have to be a good role model. In sport that means respecting the referees, the coaches, your teammates and the people who want to talk to you and care about what you do."

The school's commitment to their whole athletics program is a major part of what supports the students and allows them to focus on their sport and their citizenship. And it's not just basketball that benefits, Handsworth senior girls are also the current defending provincial champions in volleyball and soccer. The boys' teams also perform in the upper echelons of some of the most competitive sports in the province, and won the provincial title in soccer in 2009. "Yes, we have very talented athletes, but there are a whole lot of people in the Handsworth community who support all our teams," says Handsworth athletics coordinator Mark Barrett. "For example, we have a 'B-PAC' that coordinates fundraisers, runs concessions and deals with all the administrative details. Their contribution is tremendous. We have such strong athletic teams on the North Shore, not just at Handsworth, and they all help to raise everyone's game." ■

COMMUNICATIONS

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

Restructuring 2010: direction through dialogue

If you're in search of inspiration, chances are the best direction to look is up. In the car on a recent trip with her family to California, trustee Franci Stratton's gaze was skyward, when she began to notice a succession of billboards along the highway. One in particular stuck in her mind:

"Recession 101: Bill Gates started Microsoft in a recession."

Now there's a thought.

A few weeks later, Stratton, as chair of the NVSD Finance and Facilities committee, welcomed over 250 people to the gym at Sutherland Secondary for the first in a series of three "Budget Challenge 2010" public information and consultation meetings. She opened her remarks by quoting the

Recession 101 billboard. "I wanted to bring a sense of optimism to the room," says Franci. "Budget restraint in a school district is not a positive subject, but there are times when it has to be done. Recession has a way of hurting hope, and if we're going to find the opportunities that arise whenever there is change, then we need to hang on to our optimism."

Participants in the three "Budget 2010" meetings reviewed and discussed potential restructuring options in the areas of instructional practice, program diversity, corporate services and facilities planning. Committed to an open, transparent process, the Budget 2010 series became a prelude to the Spring "Restructuring 2010" consultation process. "As a Board, part of our job is to create opportunities for the public to be heard, to listen with open minds, and ensure we are moving forward," says Susan Skinner, chairperson of the North Vancouver Board of Education. "These community meetings are opportunities to take a broad look at the services we provide to students and ensure the best possible learning and teaching environments we can offer."

For Gilian Dusting, a parent in the School District, open consultation is an essential part of providing public education. Dusting attended a Budget 2010 meeting, and will follow the Restructuring 2010 process with interest. "I do think it's important to voice opinions in a forum where diverse points of view, suggestions and solutions can be shared," says Dusting. "Even more importantly though, I think these meetings help people understand the financial constraints the School District is facing.

Building awareness helps us to shift our thinking from fixed and oppositional to ask: 'What can I do to help?' 'How can I get involved to protect our public school system and support its revitalization?'"

When you're dealing with a projected budget shortfall of \$10-12 million over the next three years, it's inevitable that difficult decisions will have to be made. There will be sleepless nights. Periods of uncertainty. Impacts. Change. "At the end of the day," says Skinner, "we need to be ready to meet the future. Meeting the challenges that come with difficult times expands our ability to be flexible and serve the needs of our diverse community of learners."

Back in California, the Recession 101 billboards have come down, making way for new messages. Time marches on, and with it, comes change. What's important during the downturn is to strengthen the organization at its core for a more sustainable, revitalized, future. After all, as one billboard memorably proclaimed: "Interesting fact about recessions: they end."

Updates on the budget and Restructuring 2010 process can be found at nvsd44.bc.ca ■





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.

Stories first: culture, identity and the craft of storytelling

"Stories are who we are," acclaimed author Sylvia Olsen told more than 20 First Nations students at the onset of a six-month project at Carson Graham Secondary to help develop young writers and storytellers. The "Wakway7nmintumuh — Hear our Voices" project, which began in January of 2010, will guide First Nations students in an exploration of their culture and identity, and help them craft the personal stories they discover along the way.



Sylvia Olsen

Language Arts, First Nations Studies, Social Studies and Social Responsibility. "The skills they develop this term will always be with

them," says Olsen. "They can draw upon their abilities to listen, to watch, to write, to tell, at any point in their lives." Over the course of the series, Olsen, supported by literacy facilitators and First Nations support workers at Carson Graham, will encourage the students to examine their own lives, their heritage and the place they hold in their family, school community and the wider world.

"It's an opportunity for these students to develop a deeper understanding of the connections between the written word and other means of communicating ideas," says Jennifer Tieche, the teacher-librarian at Carson Graham who coordinated, in collaboration with NVSD literacy facilitator Lisa Ottenbreit, the workshop series. "Sylvia Olsen's book, "The Yellow Line," speaks to these students as First Nations people and helps them gain awareness of themselves beyond their own reservation. Her work is very relevant, she's touched their imaginations and tapped into their cultural

traditions to give them the confidence to tell their stories."

The series is also a reflection of the School District's commitment to the principles of Aboriginal Education Agreement, signed in 2006, to "develop meaningful programs for the benefit of all Aboriginal learners."

"What could be more meaningful — more real — than having an accomplished author guide the process?" says Mark Lefroy, district principal for school and program services. "We're fortunate to have staff who take this kind of initiative, and community members like Sylvia who respond when we reach out."

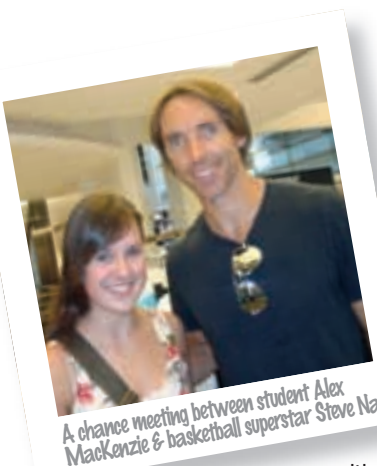
Thanks to the growing affordability of print-on-demand publishing, organizers hope to ultimately collect and compile the entire collection of student stories from the project into a book. A copy will be given to each student author, and will also make a proud addition to the permanent collection of the Carson Graham school library. ■

The project provides several direct links to the curriculum, including BC English

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.

Two becoming one: Carson Graham Secondary and Balmoral Jr. Secondary



A chance meeting between student Alex MacKenzie & basketball superstar Steve Nash

With his younger son set to graduate this year, Don Maunders is in a prime vantage point to reflect on his years as a parent, the public education system, and the ability we all have to thrive in changing circumstances. A past Balmoral and Carson Graham PAC co-chair, Maunders also co-chaired

with Cam Watt the Carson

Graham Response Team that reviewed the community position on the proposed closure of Balmoral in the spring of 2009.

By September of 2012, construction will be complete on the new, larger Carson Graham Secondary (the school will be able to accommodate 1,100 students) and the transition to one school will be official. But the integration process of the two school communities actually precedes even the final Balmoral closure decision of June 2009.

"The notion of being one community was already there for us," says Maunders. "There's a continuity of siblings from Balmoral to Carson, so it's not uncommon for families to have kids in both schools." In the past few years, the two PACs have capitalized on this to collaborate on joint fundraisers, and this year, cross-communication between the two PACs has stepped up. "There's a lot of talking back and forth, we go to each other's meetings and we're able to see a shared picture of where we're going."

Still, with change comes worry, especially for parents. Maunders has some practical advice for those who may be dealing with anxiety about a school community: join the PAC. "Being involved in the PAC helped me understand things firsthand, rather than worry from afar about what might be. PAC meetings also provided many opportunities to listen to students' perspectives and witness their capabilities". Parents who serve on PACs also have an environment where they can practice, "the art of being engaged," says Maunders, "seeking solutions even when we don't all agree, because we're still at the table."

"Carson represents extraordinary diversity," says Maunders, whose two sons both progressed through school at Carisbrooke, Balmoral and Carson Graham. "It's a school where every student can find their place. In a smaller school, it can often be harder for some to find a like-minded niche. At Carson, everyone can find their 'kin' in interests and spirit."

Alex MacKenzie knows what it means to find those 'kin'. Now a Grade 12 at Carson Graham, MacKenzie attended Balmoral for junior high. She got a head start on transitioning to Carson Graham in Grade 10, when she began playing senior basketball for the Carson Graham Eagles.

Today, MacKenzie still plays on the senior girls basketball team, has been an Honour Roll student since Grade 8, performed the role of "Rumpleteaser" in Carson's 2010 production of "Cats" and plans to begin science studies at university in September. She represents well-rounded students found throughout the North Vancouver School District, and she believes the transition to a bigger school offered her more opportunities. "When I came here, I had no idea how much we offer, all the students winning awards, all the things you can join."

MacKenzie remembers the anxiety and resistance in the community when it was first proposed that Balmoral and Carson Graham consolidate. "A few years ago, I took part in the campaign to keep the schools separate," she says. "I remember thinking there is a huge difference between a Grade 8 and a Grade 12 that can be pretty intimidating for a 13-year-old." The flip side, she's since learned, is that in an 8-12 school, "there are people in the older grades you can look up to."

"Now," she says, "I kind of wish we'd all been together the full five years." ■



Alex MacKenzie and her younger sister, Lauren.



Windsor Secondary's Digital Media Mentors in action

INFORMATION AND COMMUNICATION TECHNOLOGY

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

In their words: Windsor Digital Media students talk tech



Windsor Secondary's Applied Digital Communications 11-12 class

True or false? "It is okay to post a friend's personal information on the Internet without their permission."

"False! False! False!" the Grade 7s at Sherwood Park Elementary call out. The presenters in front of them, a group of senior students from Windsor Secondary, all nod. "That's right," says Will ____, picking up his part of the presentation. "You may just think it's teasing, or joking around, but actually, this is something a cyber-bully would do."

Will and his classmates are all students in Windsor's Applied Digital Communications 11-12 class. In addition to visiting elementary schools to build awareness of online safety, the students show teachers how to incorporate technology in

the classroom, and produce a year-end video for Windsor's graduating class and for the school as a whole. For Windsor Secondary's next Pro-D day, the students will host a workshop for teachers to learn how to use Wikis and iMovie to enrich classroom learning

"One of our objectives for the students is learning how to work in the real world," says Chan Kish, who teaches Applied Digital Communications at Windsor and accompanies the students on their road shows. "The presentation emphasizes teamwork and collaboration, they review what they want to say together, and everybody has a role to play. They have to meet deadlines and coordinate their presentations to fit into the time available, they even learn a few things about classroom management," says Kish with a smile, as the noise level in the Sherwood Park classroom begins to rise.

Observing the presentation from the back of the room, teacher Amanda Fritzlan recognizes a powerful dynamic in play. "It's one thing if it's an adult telling them what not to do online," says Fritzlan. "It's more effective if they hear it from other students." Heather McTaggart, Sherwood Park's principal, agrees. "Their content, their jokes, even their body language helps them connect with each other."

The philosophy of students teaching students is key to what makes the presentation work. "Many of the students are personally motivated to talk about these tools. It's what they know, they've grown up with it. It's their normal," says Audrey Van Alstyne, vice principal of ICT programs for the School

District. "It's also a way for senior students to give back to elementary school communities and strengthen connections between schools."

In organizing their presentation, the students talk first about how to recognize cyber-bullying tactics from "flaming" (online fights) to "outing and trickery" (deceiving someone into telling their secrets and sharing them online). They follow this with a video that illustrates just how far, and how quickly, personal information can spread when you share it online.

Once they've got everyone on the same page, the students offer some advice on how to stay safe online: "Be careful what you post of yourself. Even if you delete it, someone else has probably saved it somewhere." "Bullies want a reaction. If someone sends you a really mean message, ignore it and don't reply."

"This is good for all of them," says Fritzlan, looking at her students as they raise their hands to offer their own solutions. "From now on, what they've learned will interrupt the 'I'll just type anything I want' process. Now they have to think about it first."

A moment later, from the front of the room, Windsor student Kyla ____ echoes this thought in her own words: "Think first, before you send."

The website digizen.org features a short film resource to help schools and families address the issue of cyber-bullying.

FACILITIES

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

Finishing work: a whole, new Highlands

They don't build them like they used to. In the North Vancouver School District, new school construction emphasizes sustainability, a long life span, seismic resilience, ease of maintenance, durability, and multi-purpose design features. As a result, a new school doesn't go up over night. Years of planning and consultation precede what is often a two year, or more, process of demolition, building and grounds work.

As a result, the patience of parents is extended, then extended again. "It feels like such a long time since the ground-breaking ceremony," says Molly O'Callaghan, Highland's PAC president. She remembers that parents had concerns at many points in the process, particularly in the finishing stages, which began shortly after the new building opened in September of 2009 and will continue through the spring of 2010. This year's work includes demolishing the old school, landscaping the grounds, creating new curbs and sidewalks and constructing a bio-swale for stormwater

management. PAC meetings provided an opportunity for concerns to be aired, questions to be addressed, and different opinions to be shared.

All that patience was well placed in a new school that's transformed the Highlands Elementary learning and teaching environment. Recently, O'Callaghan asked her three children what they liked best about the new school. "The gym!" they said, "It's so much bigger!" Ask Highlands principal Arlie Thompson to name her favourite features, and she'll tell you about the gym as well, but she'll also describe the school's high ceilings and the windows, especially the windows.

"When you walk in the building, you have a sense of space and light that comes from the careful placement of windows. Natural light illuminates the upstairs halls, and that light flows into the classrooms. The windows, and the metal roof, allow us to be aware of our surroundings, and feel protected from the weather at the same



Kids in the Highlands hall



Arlie Thompson (left) & Molly O'Callaghan

time. It creates a very comfortable place for learning."

Thompson and O'Callaghan note that the change, from an old school to a new one, is always bittersweet. The familiar touchstones are gone. "Over time, students put their stamp on the old school, especially with their artwork, murals on the walls..." says Thompson. "But now we have a new, blank canvas for everyone and the possibilities with that are exciting." The same is true outdoors, where Highland's "Green Team" parents are planning a new teaching garden with raised garden beds built from wood salvaged from the old school.

"Orienting yourself to a completely new building takes time," says O'Callaghan. "Entering from different doors, meeting in different places... it takes getting used to for everyone."

"As the old school came down, our perspective has changed. More space opened up, and we could see and consider the landscape differently," says Thompson. "It's allowed us to look forward to what comes next. The involvement of parents, students and community members has been very important, particularly this year. I feel it was the community that opened the school."

The new Highlands is the fourth school replacement in the North Vancouver School District in the last five years. It follows the replacement of Lynn Valley Elementary in 2005, Westview Elementary in 2007 and Sutherland Secondary in 2008. Currently, the School District is rebuilding Carson Graham Secondary and Ridgeway Elementary, and will begin the rebuilding of Queen Mary Elementary in 2011.

Snapshot

learn
share
grow

FACTS AND FIGURES FOR THE SCHOOL DISTRICT #44

North Vancouver School District

- Over 16,600 students enrolled in Kindergarten to Grade 12 – 9080 elementary and 7550 secondary students
- \$136.9 million operating budget for 2009/10
- \$107 million capital budget for new construction, renovation and improvements
- 2300 employees (full-time and part-time) – 1200 teachers and 900 school support staff
- 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
- Early French Immersion, Late French Immersion and Secondary Bilingual Programs
- Nationally recognized local programs, including **Band and Strings**, **Reading 44**, **Firm Foundations**, **Inspirations 44**, **Math 44**, and **Early Learning Foundations**
- Summer School providing comprehensive programming in remediation, enrichment, fine arts, full credit senior secondary school courses, and integrated ESL and International Programs



Argyle students in their Olympic red

- A variety of specialized support services for students with exceptional learning needs
- An International Education Program, attracting over 625 learners from around the world – 250 elementary and 375 secondary students
- Continuing and adult education programs, providing a full complement of high school completion courses and academic upgrading classes
- The Artists for Kids Trust** housing a collection of contemporary Canadian art and providing award winning fine arts enrichment programming and scholarships
- 28 elementary schools
- 3 alternate schools/programs (Keith Lynn Alternate Secondary School (KLASS), Youth Learning Centre (YLC) and Windsor House Alternate Program)
- 7 secondary schools
- An environmental outdoor education centre – the North Vancouver Outdoor School, located near Squamish, BC.



Cleveland Elementary Grade 5s meet Prime Minister Harper and Senator Nancy Greene Raine



Artists for Kids Gallery Program at Lucas Centre

NEWS PHOTO: CINDY GOODMAN



Climate Change Showdown at Cleveland Elementary

NEWS PHOTO: CINDY GOODMAN



After school at Canyon Heights Elementary

NEWS PHOTO: CINDY GOODMAN



Quatchi visits Larson Elementary

NEWS PHOTO: MIKE WAKEFIELD



Album

A FEW HIGHLIGHTS OF THE PAST YEAR FROM SOME OF OUR SCHOOLS



Seycove Secondary students celebrate being declared British Columbia's "Spirit School" by Premier Gordon Campbell



Adult ESL students at the Lucas Centre



2010 Olympic mascots visit Braemar Elementary



Canyon Heights Elementary Grade 7s take a Vow of Silence for Free the Children



Chess Club at Cleveland Elementary



Norgate Elementary students paint their "Stream of Dreams"



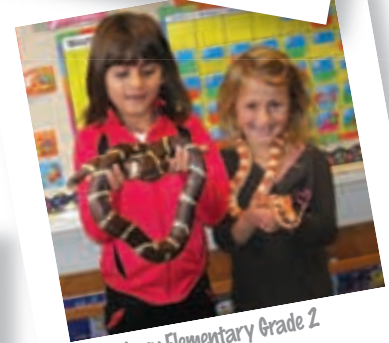
Carson Graham and Handsworth Senior Girls meet on the basketball court



Fans at Sutherland Secondary's Senior Boys Basketball Tournament



Fromme Elementary Dance Week



Queensbury Elementary Grade 2 "snakes on learning"



Queensbury Elementary student authors share their stories



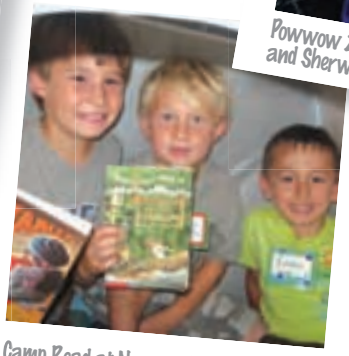
Powwow 2009: Tseil Wautoth Nation and Sherwood Park



Students at Capilano Elementary



Plymouth Elementary collects for the Harvest Project



Camp Read at Norgate Elementary



Brooksbank Elementary students "Throw in the Towel" drive for the Lookout Shelter



Sherwood Park playground at recess



KLASS field trip to Edevo outdoor education centre



Artists for Kids contributing artist Ross Penhall visits Carisbrooke Elementary

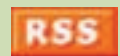


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