

community report

2012



North Vancouver
School District
the natural place to learn®

OUR VISION

We provide world-class instruction and a rich diversity of engaging programs to inspire success for every student and bring communities together to **learn, share and grow.**

PHOTO: DAVID NUNUK

www.nvgsd44.bc.ca

I believe it is our moral imperative, as a society, to ensure that all students receive the support they need to succeed to the best of their abilities.

Message from the Superintendent

Every year, school districts across the Province present to the Ministry of Education their **Superintendent's Report on Student Achievement** for the previous school year. The report is a key document in the process of monitoring student achievement and strategies for improving results. From my report for the 2010-11 school year, I am pleased to share that our students in the North Vancouver School District, when assessed in mathematics, science and reading, continue to achieve results that rank in the top five of the world's nations. I hope you will take the time to review the full report online at nvsd44.bc.ca > About Us > Accountability and Achievement.

I believe it is our moral imperative, as a society, to ensure that all students receive the support they need to succeed to the best of their abilities. Ours is an inclusive mandate and one that we can only fulfill through the combined efforts of our dedicated staff and the partners in the community. School-based programs like Choices, and the new Community Learning Program (in development to open in September of 2012) are two examples of supporting students with an alternate pathway to graduation. We also have many students seeking education that recognizes their interests and ambitions. Through academies and expanding programs of choice, we are able to offer personalized experiences that recognize their talents and abilities and bring students with common interests together to collaborate in their own learning.

This is an incredible time of renewal in our school district. In September of 2011, we reopened the newly rebuilt Ridgeway



JOHN LEWIS

Elementary. This year, the new Carson Graham Secondary will open as the sixth school replacement project in the school district in less than 10 years. We will also open the North Shore Credit Union Environmental Learning Centre on the grounds of Outdoor

School, and the Education Services Centre and Artists for Kids Gallery on Lonsdale. I feel confident in saying that no other school district in British Columbia is experiencing as much revitalization as we are, here in North Vancouver.

Every day I hear of inspired and exemplary teaching practices going on in the District and student achievements that include academic successes, athletic championships, local and global citizenship initiatives and leadership in environmental sustainability. In

September, I launched a blog to be able to share with you some of the many success stories and great initiatives I witness as Superintendent. You'll find the blog at <http://blog44.ca/superintendent/>

Our website, nvsd44.bc.ca, continues to serve as the main source of information for the community on School District services, programs, and initiatives. Whether you're exploring enhanced program offerings for students, or looking for information on an upcoming meeting or public engagement

process, the website is an excellent starting point.

One of the most powerful characteristics of a great teaching and learning community is an openness to learn from others. The International Baccalaureate Organization advocates for understanding "that other people, with their differences, can also be right." By considering the experiences and circumstances of others and continuing to discover and develop innovative ways to improve the learning and life chances of children, we can all help create future citizens who will help change the world for the better. On behalf of the School District's 2128 employees, I thank you for your involvement and support.

Sincerely,

John Lewis
SUPERINTENDENT OF SCHOOLS
NORTH VANCOUVER
SCHOOL DISTRICT



Queen Mary Elementary groundbreaking

NEWS PHOTO: MIKE WAKEFIELD

Message from the Chairperson



FRANCI STRATTON

As chair of the Board of Education, it's my pleasure to welcome you to the North Vancouver School District's **2012 Community Report**. With this year's report, we are embarking upon a new format that is aligned with our **2011-2021 Strategic Plan**.

From opening the newly rebuilt Ridgeway Elementary to approving twenty new courses to begin in the 2012/13 school year, we have, as you'll see, accomplished a great deal over the past year. This report has been designed to provide you with highlights of our progress and accomplishments that are aligned with the goals and objectives in our **Strategic Plan**. To learn more, and stay up-to-date on the activities of our students, schools and school district, I encourage you to visit www.nvsg44.bc.ca.

On page 7 of this report, we are pleased to introduce the 2012-2014 North Vancouver Board of Education. Every member of the current Board has, or has had, children in our school system. While we bring to the table different professional experiences and perspectives, we all share a common commitment to students and student learning. When we visit our liaison schools, we are in awe of what students are accomplishing – and what they are capable of. The emphasis on collaboration in classrooms is growing every year, and it's exciting to witness this as a trustee.

The Board of Education is dedicated to improving opportunities for student success and achievement, and ensuring that every student is supported in working to the best of their abilities.

Like students, a trustee's work requires a high level of engagement. In any given month, we may attend or host as many as 10 meetings with staff and community members, liaise with our family of schools, and contribute to a steady review of reports, recommendations, procedure and policy discussions that require our input and decision-making. As trustees, we

strive to ensure the community is informed, represented and heard. We deliberate, and at times make difficult decisions, in order to ensure the stability and good stewardship of the School District's resources. We advocate for public education as the foundation of a healthy society.

As a Board, we believe that opening up opportunities in Work Experience, programs of choice, new locally-developed Board Approved Authority courses, and expanded Distributed (online) Learning offerings are some of the initiatives we can approve that broaden opportunities for students. In the year ahead, we will see growth and expansion in all these areas to provide students with more choice and options in our School District than ever before, aligned to the goals and objectives of our Strategic Plan.

The addition of a Soccer Academy at Windsor Secondary in September is just one example of how collaborating with our partners in the community can lead to the development of what we expect will be a popular, high-quality program.

We know that for our students and school district to succeed, the involvement of parents and the community is essential. Everyone has a role in supporting student success, and ensuring we maintain and grow a world-class model of public education in our school district. Coming from a long history of involvement at the PAC and District PAC level, I understand how important parents are, in particular, to student success. For parents, there are two levels of involvement: supporting your own child's education and engaging at the school or school district level. A thriving student, school and school district needs both. I thank all parents who make the effort to extend themselves beyond their own child's learning and support their school and school district. In ways great and small, you make the difference.

Sincerely,

Franci Stratton
CHAIRPERSON
NORTH VANCOUVER
BOARD OF EDUCATION

Features

Bringing education to life

Locally developed courses tap into the next great thing

BY BRENNA BROOKS

Global Trends, Kinesiology, Leadership, Online Journalism, Fashion Sewing, 3D Visual Art Design... you may not have found these in a high school course catalogue 20 years ago, but they are just a few of the examples of Board Authorized Approved (BAA) courses available in the North Vancouver School District today.

BAA courses are outside of the standard curriculum and tap into the interests and abilities of both teacher and student. Developed by local teachers attuned to both a changing world and the interests of today's students, BAA courses show great relevance because of the subject matter that they cover. They are timely and give students the chance to differentiate between school life and the real world.

Since the first BAA course was created, the concept has developed from subjects that were **taught**, to subjects that are **learned**.

Monty Bell, a director of instruction for the North Vancouver School District, fully supports BAA courses and believes that the opinions and voices of students and teachers need to be recognized in order to make the high school experience memorable. "These kinds of courses give highly motivated educators one more way to bring inspiration to their work," says Bell. "Personal interests are a repeated factor in all of this and that will only continue when serving students and their education."

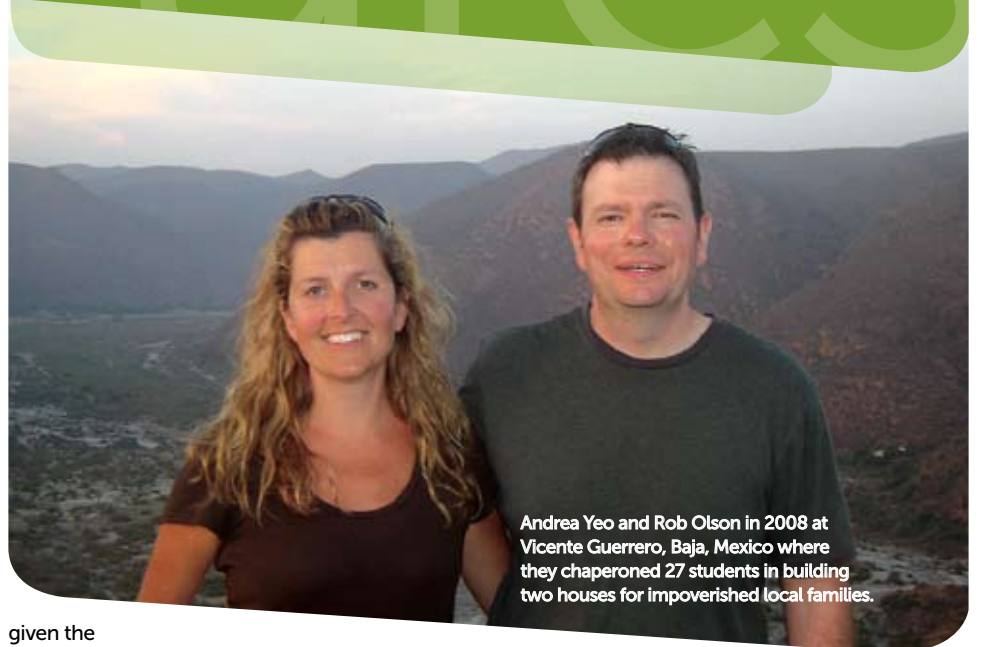
BAA courses originated where standard courses alone didn't fulfill what the community needed and what the students wanted. Since the first BAA course was created, the concept has

developed from subjects that were **taught**, to subjects that are **learned**. Discussion, argumentation and conversation amongst students – all common components in many BAA courses – promote an excellent learning environment for many subjects.

Although there are certain expectations and processes for teachers who want to develop a BAA, they don't face the work alone – support is available from Bell's office. Before a course can be approved, several different areas need to be addressed including course credits, hours of study and learning outcomes. Another important area is ensuring that there are enough students who are interested in taking the course. If the teachers do a good job in promoting their classes and show their commitment to it, students will pick up on it, which can fuel their interest in the subject.

Over 90 BAA courses have been developed in the North Vancouver School District, representing a wide range of subjects. Although teachers spend many hours planning and sketching out units and course outlines, in order to personalize the learning experience, students are given choices to engage in how the course comes to life for them.

One BAA course, Global Initiatives, has come to life at Carson Graham. Created by Andrea Yeo, a teacher at Seycove Secondary School and Rob Olson, a teacher at Carson Graham Secondary School, Global Initiatives represents a successful collaboration that merged their collective concerns for both communal and world issues. "Global Initiatives is a course that allows our students the opportunity to participate in a service learning experience. It's tied to a humanitarian trip where students are



Andrea Yeo and Rob Olson in 2008 at Vicente Guerrero, Baja, Mexico where they chaperoned 27 students in building two houses for impoverished local families.

given the chance to participate in a variety of hands-on learning opportunities," says Olson. "It is amazing to see what our kids accomplish when they feel passionately about something."

In Global Initiatives, students focus on team building, leadership, language culture construction, and social justice – all in connection with their travel destination. Both Yeo and Olson credit consultation with other teachers and schools (as well as being flexible and willing to learn from their mistakes) for a now thriving BAA. Was it worth their time and dedication to develop? "The main hope is that we produce citizens who learn how to give back to society with meaning and purpose for their own lives and their communities," says Olson. "That is very worthwhile."

Although Global Initiatives is not offered at Seycove, a similar option, Social Justice (not a BAA course) is available. Led by Andrea Yeo, Social Justice consists of "leadership, community working together as a community, awareness about local and global issues, impacts on impoverished countries, and being an advocate for change," says Yeo.

Offered to students in Grades 11 and 12, Social Justice coordinates an optional humanitarian trip similar to those of the Global Initiatives program. It is recommended that students take

Social Justice so they can have background information about helping people before they go into a situation. "You have a different lens that you see the world through after taking Social Justice," says Yeo. "It's not the kind of curriculum that you might learn and forget. Instead, you are moved by it, you internalize it and you change the way you act and react in situations based on what you've learned."

Knowing what it takes to develop a BAA, both educators would do it all over again in a heartbeat. "I get inspired after seeing a student who is seemingly 'average' about life, just light up," says Yeo. "It's really exciting to see a reserved student show emotion. As an educator I know I've ignited something in them."

Olson agrees. "I feel fortunate to call myself a teacher... we want to teach our students to leave this world a little better than when they came into it and I feel that teaching allows us to do that on a daily basis."

Given the energy and commitment behind them, it's no wonder that BAA courses are drawing more attention. Good things come from enthusiasm – including new courses where teachers and students collaborate on the next great thing.

Progress and Accomplishment Highlights



In the **North Vancouver School District 2011-2021 Strategic Plan**, we have six high-level strategic goals to address our intentions for growth, innovation and development over the next ten years. With this report, we are pleased to provide highlights of our progress in the first year of implementing the Plan.

GOAL

Expand the availability of best instructional practices and enriched curriculum

Progress and Accomplishments

- 86% secondary student graduation rate achieved in 2011
- Expanded professional development to support District-wide implementation of Full Day Kindergarten beginning in September 2011
- Authorization from the International Baccalaureate Organization for Capilano Elementary to teach the IB Primary Years Program
- First students in the IB Diploma Program graduated from Carson Graham in June 2011
- Board approval for Soccer Academy to open at Windsor Secondary in September 2012

GOAL

Encourage the growth of collaborative, adaptive and personalized learning environments

Progress and Accomplishments

- Established location and began implementation planning for future District Learning Centre and Community Learning Program
- Established goals and approaches to increase completion rates for students enrolled in alternate programs
- Established goals and approaches to increase student engagement

Pace yourself

Online learning offers courses, without the classroom

BY AUTRA SALARVAND

Back in the day, paper-based correspondence courses were the traditional way of extending the outreach of education. When the delivery mode came online, the term "Distributed Learning" (DL) emerged, since learning opportunities could be distributed or spread out around the province in many different schools and in different ways.

With DL, students use online tools to complete self-paced, interactive courses. A computer with internet access or even an iPad or iPhone can connect students to the North Vancouver Distributed Learning School.

As vice principal Maureen Stanger of the North Vancouver Distributed Learning School explains: "Distributed Learning, DL for short, follows Ministry guidelines and Ministry curriculum outcomes and provides students with an alternate way to complete graduation requirements.

"DL courses are very straightforward and you can always ask your teacher if you need help. I would definitely consider taking another one."

"DL is really a blend of opportunities," says Stanger. "Students can meet face-to-face with teachers at the Lucas Centre for tutorials and to take tests, and can also connect to their teachers online." Online visuals, videos, and interactive whiteboards create a virtual classroom. Students are able to connect with their teachers and peers through a messaging center, and course forums allow for quick answers and reliable help.

DL is still a relatively new channel, so what should students (and their parents) consider before signing up to take a course online? "Their schedule and needs are the most



PHOTO: RYAN MOLAG

important," advises Stanger. "The student needs to be motivated. DL gives them an opportunity to free up their daytime schedule to take more classes – should they want or need an extra elective or core course. But will it work with their daily routines, extra-curricular activities and work/volunteer schedules? They need to consider all of this before signing up."

Students have up to 18 months to complete a course. That doesn't mean they are supposed to procrastinate, but they aren't pressed for time either. Even students with social anxiety can take comfort with these courses because they can work privately and independently if they find a traditional classroom environment too stressful.

"We have many Special Education students who take DL courses with us," says Stanger. "PE 10 DL has been very successful with students with both anxiety and physical challenges. One student with attention deficit disorder finds it very difficult to stay focused in the regular classroom. DL courses are self-paced, so he is able to concentrate on his courses when he needs to and is not distracted by the energy and activity in a busy classroom."

Despite the success stories, Stanger cautions against describing DL as a better channel for



Vice Principal Maureen Stanger

learning. "Not better, but different," she says. "With web tools, videos, webpages for students, and interactive media, it's another option that recognizes how students learn."

Five years ago, the School District offered five DL courses. A year later, that number had jumped to 26. Next year the School District will offer 32 DL courses, including Communications 11 and 12, Sciences Humaines 10 (for French Immersion students), Physical Education 10, and French 12. *

DL is growing in popularity, in large part because of the dedicated team of teachers working hard to make its courses interactive and engaging. "We have come a long way and have a strong vision to provide students with flexible pathways to graduation that meet their individual needs," says Stanger.

In the future, the School District hopes to expand its Grade 10-12 course offerings in DL, and explore DL programs for earlier grades. Right now, all students in Grades 10, 11 and 12 can access DL courses through the North Vancouver Distributed Learning School. The School District is working towards creating DL Centres in every mainstream high school so that students who are attending a regular secondary school and want to take a DL course will have a place to meet DL teachers and get support in their coursework.

Currently there are over 900 students taking courses through the School District's DL program. "Some of these students are also attending mainstream high schools in North Vancouver," says Stanger. "Some are students from other school districts, some are youth and adults who are upgrading courses

and some are adults who have never graduated and are working toward their Adult Dogwood diploma. One student is a freestyle skier and is involved in intensive training. She needed the flexibility of 'anytime, anywhere' learning that can be offered through DL in order to complement her training schedule. She recently completed English 12 through DL."

It all sounds very 21st century, but what do students think of DL? Ciara Fabian, a student at Carson Graham, speaks from her experience of taking English with DL. "I really enjoyed the online course because you were given the assignments and then were able to email your teacher if you needed any clarification or guidance. It meant I could finish a course at home without having to be in a classroom." Fabian says.

"Success in an online course depends on the type of person you are and how you learn best," says Ciara. "If I learn by reading and visuals then an online course might be more beneficial for me. However, if I am more of a listener and visual person it might be easier to be in a classroom. The DL courses are very straightforward and you can always ask your teacher if you need help. I would definitely consider taking another one."

Through DL, students (both youth and adult) have the "whenever wherever" option to study and earn credits towards graduation. When it comes to online learning, it may be a different delivery system than the classroom, but by providing flexible, personalized pathways it's well designed to help students succeed.

 **The complete list of DL courses is available online at nvds44.bc.ca > Distributed Learning.**



PHOTO: RYAN MOLAG

GOAL

Nurture an inspiring and healthy work environment

Progress and Accomplishments

- 2011 Summer Institute for educators focussed on teaching strategies for 21st Century Learning
- Established goal to increase, by 15%, participation in Action Research and Collegial Conferencing initiatives by 2014
- On-track with construction of the Education Services Centre and Artists for Kids Gallery for 2012 completion

GOAL

Develop and promote innovative and sustainable programs

Progress and Accomplishments

- Offered 29 different Distributed Learning (online learning) courses in 2011
- Offered 74 different Board Authority Authorized course offerings in 2011
- Approved 20 new Board Authority Authorized course offerings for the 2012/13 school year
- Published District Enhanced Program Opportunities catalogue for secondary schools
- Published the Inclusive Education 44 Learning Services Handbook for parents, educators and support staff

Progress and Accomplishment Highlights

Features

Not just the next cool thing Tablets as learning tools

BY SOPHIE MARIANO

One only has to set foot in Mary Anne Mackay's grade 4/5 classroom to find some serious learning in progress. Student projects cover the walls and pencils and paper are present on every desk. But something new can be found lined neatly on a back table. A dozen or so iPad tablets, smudged by eager fingers, are on hand for student use.

For Mackay, a teacher at Canyon Heights Elementary School, the iPad represents an exciting addition to her collection of teaching tools.

Apart from the funding, though, "The first question the District asks is if the school has a plan for the device – if they've thought through how this little, portable computer will become assimilated into the teaching experience," says David Jennings, director of ICT services. "We want to make sure that the iPads will be put to good use and won't be purchased just because they're the next cool thing." On this front, there hasn't been cause for worry. Teachers have been consistently coming up with new, creative ideas on how to incorporate the iPads into their lessons. And there has been no end to the flow of different ways to use the tablets.



Canyon Heights Principal Dean Irvine with teacher Mary Anne Mackay.

PHOTO: RYAN MOLAG

"It's interactive and simple to use. It's a good way of engaging many different types of learners."

Well over half of a school year has gone by with iPads in Canyon Heights, and staff and students alike are pleased with their pilot project thus far. Hopes were high in the first place, since students today love new technology, but the tablets have surpassed all expectations. Students who are familiar with the iPad learn valuable leadership skills by teaching their peers how to operate it. During training sessions the students become the teachers, by helping the staff of Canyon Heights learn to use the devices. Mackay has found that her students jump into research and group projects enthusiastically, and the devices can be "integrated into all topics." "Apps", the downloadable programs for the iPad, are popping up constantly in subject areas ranging from math to art and from science to writing.

With apps, the possibilities are endless for a creative teacher. Mackay, for instance, found great success in the app Photocard. Photocard is used to send virtual postcards with a picture taken with the iPad on the

front and a message on the back. Using Photocard, Mackay's class corresponded with a pen pal class in Washington, DC. One student was so taken with the app that he used it to record his experiences while on vacation in Europe. "He would take a picture of himself in a place that he was visiting and write all about it," Mackay says with a smile. "The amazing thing is, he has been a reluctant writer. The issues he had while holding a pencil and paper seem to disappear while using the iPad."

Since its launch in 2010, the iPad has become everyone's new favourite toy. It is well known for its photo-capturing ability, its e-reader function, and, perhaps most famously, the game Angry Birds. But parents can rest easy knowing that, while using the devices in school, their children aren't spending valuable instruction time flinging fowl. "We haven't had one request from a student for games," says Irvine. In Canyon Heights, the iPad is no toy. It's a tool, just as textbooks and pencils are and students recognize and respect this. And to make sure the

iPads are only used for educational purposes, they are regulated by the school so that only educationally sound apps are available.

The initial success of the iPads has spurred creativity to new heights. "It's just a different way of doing what is already done in the classroom," says Irvine. Aside from academics, the devices have proven useful in multiple areas such as sports, art, and even break times. Mackay, who coaches high jump during the track and field season, says, "I can film a student jumping, then play back the video to show their form. Easy." Jennings sees promise for a diversity of students, including students with special needs. "It's interactive and simple to use. It's a good way of engaging many different types of learners."

So what's next? "Schools show great interest in acquiring units of their own," says Jennings. "We're certainly doing all we can to help them make informed decisions and plan for a positive, productive experience. We have units that schools can borrow for, say, three months, just so teachers and students can take a test drive."

As for the path to enlightenment a tablet might unlock, the best remains to be seen. According to Mary Anne Mackay, when it comes to this new educational tool, "the learning journey is just beginning."



respect this. And to make sure the

GOAL Provide leadership in environmental education and sustainability practices

Progress and Accomplishments

- Proceeded with construction on the North Shore Credit Union Environmental Learning Centre, built to a LEED Platinum standard, for completion in 2012
- Second annual District-wide Green fair brought together student and local leaders in sustainability (April 2011)
- Opened restored Ridgeway Elementary rebuilt to meet current seismic standards and LEED Gold sustainability standards
- Began Phase 1 of the Queen Mary rebuilding and restoration, built to a LEED Gold standard, for completion in 2013

GOAL Strengthen and expand reciprocal community relations

Progress and Accomplishments

- North Vancouver Bi-Municipally Funded Youth Outreach Program protocol agreement signed by the North Vancouver Board of Education, the City of North Vancouver and the District of North Vancouver
- Signed the 2011-2016 Aboriginal Education Enhancement Agreement between the NVSD, Squamish Nation, Tsleil-Waututh Nation and BC Ministry of Education to work together in a mutually respectful manner to develop appropriate and meaningful programs for the benefit of all students of Aboriginal ancestry
- Continued operation of 10 Early Learning Foundation programs and 13 before-and-after school care programs

Progress and Accomplishment Highlights



PHOTO: RYAN MOLAG

Snapshot

2011/2012 North Vancouver School District Snapshot

A quick overview of the School District

- 16,016 students enrolled in Kindergarten to Grade 12
- 8,949 Elementary and 7,067 Secondary students
- \$139 million operating budget for 2011/12
- \$116 million capital budget for new construction, renovation and improvements
- 2,128 employees (full-time and part-time) – 958 teachers, 218 ToCs, 715 non-teaching staff, 154 casual staff, 83 Administrative 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, enrolling 2,392 students
- 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 for Elementary and Secondary remediation, full credit senior Secondary school courses and courses for English Language Learners (ELL) and French language learners
- A variety of specialized support services and programs for students with exceptional learning needs
- An International Education Program, attracting over 600 learners from around the world
- Continuing and adult education programs, providing a full complement of high school completion courses and academic upgrading classes
- The Artists for Kids Trust includes a collection of contemporary Canadian art and award-winning fine arts enrichment programs and scholarships
- 25 Elementary schools
- 6 Secondary schools
- An environmental outdoor education centre – the North Vancouver Outdoor School, located near Squamish, BC
- The North Vancouver Distributed Learning School, working in partnership with our mainstream high schools, currently provides 27 academic and elective courses for both youth and adults requiring credits in Grades 10, 11 and 12



PHOTO: DAVID NUNUK



About the cover...

This year's annual community report offers a visual tribute to North Vancouver Outdoor School. The cover image, this page, and back-page Photo Album honour the opening of the North Shore Credit Union Environment Learning Centre this spring. Situated on the grounds of Outdoor School, the new NSCU ELC will serve as both a model of sustainable building and a world-class centre of environmental education.

About the features...

Every year as a school district, we facilitate work experience opportunities for over 650 secondary students interested in exploring a wide range of career pathways. Business, fitness, tourism, trades, health and science are just a few of the areas where work experiences are created. Employers on the North Shore are essential partners in offering these opportunities and we greatly appreciate their support of our students.

As the largest employer on the North Shore, the School District also provides direct work experience opportunities for students, particularly in our facilities and maintenance department. This year, we have offered, for the first time, a work experience opportunity for Grade 12 students interested in pursuing careers in journalism or communications. Four students: Autra Salarvand, Brenna Brooks, Ryan Molag and Sophie Mariano were chosen to join our editorial team to create content for this report. We're very proud of their contributions and the professional approach they took to their writing and photography assignments. We thank the work experience facilitators, career program teachers and district administrator Marcia Garries, who manages the Work Experience Program (www.nvdsd44.bc.ca > Programs), for their assistance in creating a win-win for students and readers alike. It's an experience we highly recommend!

Board

learn
share
grow

Introducing the 2012-2014 North Vancouver Board of Education

In November of 2011, the 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 experiences and a shared commitment to students and public education.

Trustees responsibilities are described in the School Act and include: approving operating budgets and capital plans; setting local policy for the effective and efficient operation of schools; and approving annual school plans. Trustees serve on many of the School District's representational committees, as well as numerous municipal and provincial associations, in positions that are assigned or elected on an annual basis. Below are listed their school, committee and representational assignments for 2012.



Barry Forward VICE CHAIR

- Board of Education Vice-Chair (Elected)
- BC School Trustees' Association Provincial Council (Elected position) (Alternate)
- District of North Vancouver Collaboration Committee
- Education Week Planning Committee
- Finance and Facilities Standing Committee, Chair
- North Vancouver School District Policy Review Committee
- North Vancouver Recreation Commission
- Screening and Selection of Principals (Secondary)

SCHOOL LIAISON FOR:
Canyon Heights Elementary
Cleveland Elementary
Handsworth Secondary
Highlands Elementary
Montroyal Elementary



Cyndi Gerlach TRUSTEE

- Community Advisory Working Group (Community Learning Program)
- District Aboriginal Advisory Committee
- Finance and Facilities Standing Committee (Alternate Chair)
- Inclusion Committee
- North Vancouver School District Policy Review Committee
- Screening and Selection of Principals (Elementary)

SCHOOL LIAISON FOR:
Brooksbank Elementary
Eastview Elementary
Queensbury Elementary
Ridgeway Elementary
Sutherland Secondary



Christi Sacré TRUSTEE

- City of North Vancouver Advisory Planning Commission
- District School Planning Council Advisory Planning Committee
- North Vancouver Parent Advisory Committee Liaison Trustee
- Screening and Selection of Vice-Principals (Elementary)
- Sustainability Leadership Team
- Towards the Future for Schools Standing Committee (Alternate Chair)

SCHOOL LIAISON FOR:
Blueridge Elementary
Lynnmore Elementary
Seymour Heights Elementary
Windsor Secondary



Franci Stratton CHAIR

- Board Chair (Elected)
- Capital Planning Committee
- District of North Vancouver Collaboration Committee
- Early Learning Initiatives (UEY, EDI, ELF, etc.)
- Education Services Centre/ Artists for Kids Gallery Planning Committee
- Joint Use Planning Committee
- North Vancouver School District Communications Committee (Alternate)
- Presidents' Council, Chair
- Screening and Selection of Assistant Superintendents and Directors
- Screening and Selection of Principals (Alternate Education)

SCHOOL LIAISON FOR:
Braemar Elementary
Carisbrooke Elementary
Carson Graham Secondary (Balmoral Campus)
Larson Elementary
Continuing Ed/Youth Learning (YLC)
KEY Alternate
KLASS Alternate Program



Lisa Bayne TRUSTEE

- Education and Programs Standing Committee (Alternate Chair)
- North Shore Family Court and Youth Justice Committee
- North Vancouver School District Communications Committee
- Safe and Caring Schools Committee

SCHOOL LIAISON FOR:
Capilano Elementary
Carson Graham Secondary
Norgate Elementary
Queen Mary Elementary (Cloverley)
Westview Elementary



Mike McGraw TRUSTEE

- Education Week Planning Committee
- District Student Leadership Council Liaison Trustee
- North Vancouver Outdoor School Advisory Committee
- Towards the Future for Schools Standing Committee, Chair

SCHOOL LIAISON FOR:
Argyle Secondary
Boundary Elementary
Ross Road Elementary
Upper Lynn Elementary
Lynn Valley Elementary



Susan Skinner TRUSTEE

- BC Public School Employers' Association
- BC School Trustees' Association Provincial Council (Elected)
- City of North Vancouver Parks and Environment Advisory Committee
- Community Advisory Working Group (Community Learning Program)
- Education and Programs Standing Committee, Chair
- Screening and Selection of Vice-Principals (Secondary)

SCHOOL LIAISON FOR:
Cove Cliff Elementary
Dorothy Lynas Elementary
Seycove Secondary
Sherwood Park Elementary

Learn more about the Board and read each trustee's profile at nvsd44.bc.ca > Governance > Board Liaison Assignments

Album



Photo by Jason Nadeau



Photo by Carol Mitchell



Photo by Carmen Yuen



Photo by Alyssa Murdoch

Picture this!

A FEW HIGHLIGHTS FROM OUR OUTDOOR SCHOOL PHOTO CONTEST

We're pleased to be able to share here a number of the photographs we received in our 2012 "Picture This: Outdoor School" contest. Our Outdoor School is a field school for experiential environmental studies situated on 420 acres of ecological reserve in the Cheakamus River Valley near Squamish, British Columbia. Outdoor School and Big House participants are inspired to make more informed environmentally sustainable decisions through an experience that instills a sense of respect and appreciation of the natural world.



Photo by Colleen Elderton




Photo by Cheryl Toms





Photo by Carolyn Bergstrand

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 NOTE: From June 2012 onwards, the School Board will be located at 2121 Lonsdale Avenue.

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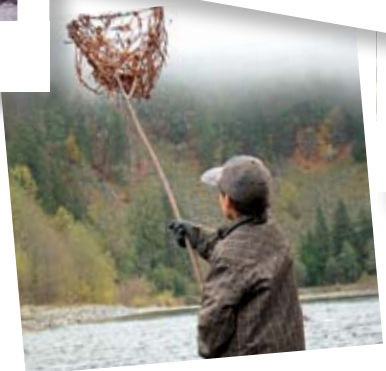


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