



MINUTES OF A REGULAR MEETING OF THE BOARD OF EDUCATION
Tuesday, November 21, 2017 at 7:00pm
West Vancouver School Board Office

Present: C. Broady, Chair; D. Stevenson, Vice Chair; N. Brown, S. Donahue, Trustees; C. Kennedy, Superintendent of Schools; K. Martin, Acting Associate Superintendent of Schools; J. Leiterman, Secretary Treasurer; S. Nosek, Director of Instruction; L. Tomlinson, Director of Instruction; D. Nelson, Director of Instruction; A. Campbell, Acting Director of Instruction; W. Hickey, Director of Facilities

Absent: P. Dorsman, Trustee

A. CALL TO ORDER & ANNOUNCEMENTS

Chair Broady called the meeting to order and acknowledged that we are on the traditional territory of the Squamish Nation. She said we very much appreciate our relationship with the Nation and look forward to continuing to work together to move education forward in our district. She then passed on Trustee Dorsman's regrets, as he is away on business and unable to attend the meeting.

B. BOARD HIGHLIGHTS

"The Sound of Music at Chartwell" – Chartwell Elementary

Principal Chantal Trudeau, Vice Principal Alysha Karsan, music teacher Marie McLauchlan, and students

Principal Trudeau introduced Vice Principal Karsan and music teacher Ms McLauchlan and said that they and the students were very excited to be at the meeting to share their new talents. Principal Trudeau reported that there has been tremendous growth at Chartwell recently and enrollment has increased to the point where another division was added this year. Learning spaces have been revamped and a new portable added on-site, which is now the home of the music programs. She said the Chartwell community highly values music education and students appreciate the learning opportunities provided by a dedicated teacher who is always exploring new ways to provide different musical options for students. Ms McLauchlan then introduced the grade 6/7 ukulele group and violin soloist. She said the majority of the students were not in the Chartwell band or choir programs, and that there were at least a dozen more students who were unable to attend this evening. The size and make-up of the ukulele program shows the value of providing different opportunities for students to get involved in music. The students

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then played and sang “Where Have All the Flowers Gone,” which they recently performed at the Remembrance Day assembly. Ms McLaughlan concluded by saying she has the best job in the world, working at a very musical school, and that she has had lots of support from Principal Trudeau since she arrived at Chartwell.

“The Magic of TPRS – Teaching Proficiency through Reading and Storytelling”

– West Vancouver Secondary

Principal Steve Rauh, teacher Michelle Metcalfe, and students

Principal Rauh introduced teacher Michelle Metcalfe and students, and gave trustees some background on the Teaching Proficiency through Reading and Storytelling (TPRS) methodology. He said he was introduced to it by Ms Metcalfe and noted that it was a departure from rote learning and memorization methods typically used when teaching language. When he walks past her class, he can see and hear that the students and teacher are fully engaged in learning, and the proficiency of writing by students new to Spanish in TPRS classes exceeded that in any other class. Principal Rauh said that WVSS is very lucky to have Ms Metcalfe as a teacher, and that her enthusiasm and methods have inspired others teaching second languages such as French and Mandarin to adopt the same strategies. As well, she fields requests from educators worldwide to share her practices.

Ms Metcalfe thanked her students for attending the meeting with her, and thanked Principal Rauh and the school district for “indulging” TPRS since 2010/11. She said the support has allowed the practice to become transformational for both her and her students. This year, an innovation grant is supporting the mentorship/training of 10 language teachers in the district, including some from Rockridge and Sentinel, as well as two Late French Immersion teachers at Ecole Pauline Johnson. The method supports the idea that language is acquired through personalized, compelling, contextualized, and comprehensible input, and emphasizes that input, rather than output. She reviewed language exposure, noting that babies have a long period of silence before they begin to speak and compared their length of language exposure (an average of 20,000+ hours), to that of secondary students (an average of 600 hours). The key is to maximize proficiency for students in the relatively limited time they have. TPRS is based on the idea that input leads to output: i.e. listening leads to speaking, and reading leads to writing. It was noted that there is growing evidence to support the efficacy of this strategy/method.

Ms Metcalfe then involved her students, and eventually trustees and senior staff, in a mock lesson based around a story, complete with actions, props, and costumes. The collaborative, co-creative nature of the lesson had everyone engaged, and she explained that it was very natural, allowing the narrative to carry the learning. She concluded the presentation by explaining that she now loves coaching other teachers in this method and can adapt it for students from Kindergarten to adult education.

C. ADOPTION OF AGENDA

The Chair suggested that in light of West Bay students being part of the Framework for Enhanced Student Learning presentation, that item be moved from G.3 to G.1 under Board Business.

#1322

MOTION THAT the Agenda of the Regular Meeting November 21, 2017 be adopted as amended.

Carried.

D. QUESTION & COMMENT PERIOD (10 minutes)

No questions or comments from the gallery.

E. APPROVAL OF MINUTES

- Regular Meeting October 17, 2017

#1323	MOTION THAT the Minutes of the Regular Meeting October 17, 2017 be approved.	Carried.
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F. BUSINESS ARISING FROM THE MINUTES

The Chair asked the Acting Associate Superintendent for an update on classes over 30.

Ms Martin replied that whereas previously, there were two classes at WVSS over 30 (one at 31 and one at 35), as of today, there is only one class of 31 remaining, as expected.

G. BOARD BUSINESS

1. Framework for Enhanced Student Learning

Lynne Tomlinson, Director of Instruction

Director of Instruction Tomlinson reminded trustees that the Framework for Enhanced Student Learning (FESL) replaces the old school plans and that the focus is clear: to enhance student learning. She noted that the new accountability framework is more fluid than the old plans which used to be full of dry data, and is a much better representation of the real-life way it is possible to report on student learning. The Ministry of Education goals for the FESL were reviewed and include the creation of a system-side focus on student learning and continuous improvement, better alignment of accountability, and the creation of a cross-partner ownership of student learning. The multi-year plan allows for change or adaptation as the process progresses. The FESL was developed by key partners in education including the Ministry, BCTF, FNEESC, BCPVPA, BCSTA, BCSSA, BCCPAC, and the Representative for Children and Youth. The holistic, more impactful and realistic framework is grounded in the belief that all education partners are responsible for student learning, with each having unique responsibilities. It addresses differences in performance among certain groups of students, including children in care and those with special needs. As well, there are links with existing local agreements to ensure consistent and meaningful support of Aboriginal students. Ultimately, we want students to become educated citizens who are principled, respectful, creative, self-motivated and skilled individuals, who are able to contribute to society. They should be able to communicate, think critically and draw from a broad knowledge base in order to make informed, independent decisions.

The Director then reviewed the West Vancouver model for the FESL, which begins with the development, using the spiral of inquiry plan, of one or two inquiry questions focused around student learning at the school. Those questions become the basis for the creation of

a three-year plan with data, goals, and strategies. The focus on learning and improving student achievement in articulated areas for several years is supported by the provision of ongoing evidence to monitor progress and adjust methods/approaches as needed. The second year is often the most powerful part of the process, as that is when the bulk of the work is being done and the community most engaged. At the end of the three-year cycle, a capstone activity is presented to stakeholders and an external team in order to celebrate student learning and to discuss next steps. These capstones will be housed electronically on both the district and school websites and this accessibility covers the Ministry requirement for community reporting. The process is entirely collaborative and by using an inquiry-minded approach, requires both students and adults to become learners. The types of evidence that can be used to support planning and general timelines were reviewed.

Examples of two significantly different types of capstones were then highlighted.

Judy Duncan, principal at West Bay Elementary, explained that their goal was to develop students' communication competency. She briefly reviewed the various facets of their approach and then introduced several students in grades 4-7 who spoke about their experiences using four different strategies to improve their communication skills. It was explained that the evidence of improved communication was ultimately compiled into a book. Looking at that evidence and what it was telling them, the next FESL cycle will focus on critical thinking.

Director Tomlinson spoke on behalf of Gleneagles Ch'axáy and commended Principal Aron Campbell for taking on the FESL previously started under the former principal and continuing the work for its final year of the cycle. She played a video created as part of the final capstone and noted that administration, students, and parents were involved. Sources of evidence will be housed digitally as well. She thanked Jody Billingsley, acting principal, and Natalie Mendes, former vice principal of Gleneagles Ch'axáy, for attending the meeting.

The presentation concluded with the Director noting that the district must participate in the FESL process as well, and she and the Superintendent are working together through that process. There are seven schools due to present capstones this school year, including one secondary school.

2. Superintendent's Report

Chris Kennedy, Superintendent

The Superintendent gave updates on several ongoing items:

Teacher Recruitment / Retention

Teacher recruitment has been a different experience for West Vancouver Schools than for other districts, and although we had a few challenges, we were in good shape at the beginning of the year. The HR department is already working towards next year, actively trying to get out in front of any potential vacancies. To that end, HR staff attended a career fair in Toronto last week to promote the benefits of working in our school district. Since the beginning of the year, we have had 11 resignations or retirements. The majority of those who left did so to take positions closer to their homes and we had some postings as a result. We also continue to have routine postings prompted by medical and maternity leaves, and these are expected every year. We have had fewer candidates applying for those openings, however. As far as TTOCs are concerned, we have only had one morning where a TTOC

position was unfilled and have been able to have workshops, meetings, and FSA marking sessions without coverage problems. This is unique in metro districts to date, many of which regularly scramble for cover, and our strong TTOC numbers are a credit to our HR department.

K Enrollment requests – 2018/19

Our numbers indicate an upward trend over this time last year, with 353 Kindergarten applications submitted so far. Approximately 100 of those are from out-of-district (OOD). The Early French Immersion lotteries for placement at Ecole Cedardale and Ecole Pauline Johnson will be held on December 5, and everything flows from there. Some of the OOD applicants may return to their own districts, while others may accept places in other West Van schools. Some schools have regular registration patterns, with applications submitted later than others, but overall numbers look good. Schools can have a maximum of two Kindergarten classes and many first choice schools will reach capacity early, so applications will flow to other schools. The next check on enrollment numbers will be in February 2018.

Sexual Orientation and Gender Identity (SOGI)

West Vancouver Schools continues to work with the ARC Foundation and the Lower Mainland SOGI network, with Todd Lund and Maureen Lee the key district contacts. All SOGI leads at each school have been fully trained and are familiar with the SOGI education website and resources. Some school PACs have asked for presentations, most recently Irwin Park. Last week, the IP PAC learned about the goals of SOGI education: Visibility, Protection, and Inclusion. The district's goals include increasing the number of parent education opportunities; develop a district Gay Straight Alliance (GSA); expand participation by West Vancouver Schools in the Pride Parade; and continue with staff professional development.

Grad program

Full implementation will now happen provincially in the 2019-2020 school year, though locally we will be implementing the grade 10 curriculum in the 2018-2019 school year, with grade 11 and 12 extended until the following year. Post-secondary is apparently thankful for the extra time, as some are beginning to make shifts in their entrance requirements and are looking at a wider range of courses. UBC will reportedly be looking at both grade 11 and 12 courses, not just the current four grade 12. A new numeracy assessment will be launched this year for grade 10 and 11, and it is mandatory that students complete it, unless they have previously written a Math 10 provincial exam. The assessments will be written in June. A literacy assessment will also be introduced, but will be a standalone on a student's transcript and at this time will not be considered for post-secondary entrance. Planning 10 will be replaced by Career Education, and there will be an expansion of offerings in Social Studies and Language Arts. Language Arts will also change from one year-long four credit course, to two potentially half-year two credit courses. Details are still being finalized.

Various other key updates

The name of the new District Coordinating Principal will be announced before the end of November.

FSAs have been completed and local marking concluded today, thanks to the coordination of Director of Instruction Tomlinson and several elementary principals.

Students in grades 4 and 7 will be completing the Middle Years Development Index (MDI) before the end of December. We are participating in this UBC initiative with the support of a grant from Vancouver Coastal Health.

The Early Physical Literacy Team has now compiled data on 1700 students, and that will be compared to follow-up data collected in the spring. The team will be presenting at the December DPAC meeting.

Todd Ablett is continuing to tour schools to promote ADST curriculum and robotics. Our robotics academy team recently ranked #1 worldwide.

3. Literacy and Early Learning: Frameworks for Supporting Student Learning

David Platt, District Administrator, and Maureen Lee and Sandra-Lynn Shortall, District Principals

District Administrator Platt told trustees that the team has made substantive changes to how Student Support Services works. They are trying to be proactive and predictive, so that formative assessments happen early to make sure students are on track as soon as possible. They are no longer working with a discrepancy-based model; rather they want to be there with students at the beginning in order to prevent failure and discrepancy. District Principal Lee said that special education needs to have less emphasis on “special” and should just be “education.” It is about a full-inclusion model with prevention and classroom support the keys.

District Principal Shortall said that in public education, all students are welcomed and we need to be prepared to meet each one of them where they are individually, recognizing that not everyone learns in the same way or at the same pace. The district needs to build capacity appropriately and strategically, recognizing that development is a complex process and we should promote prevention over intervention wherever possible. The district has a collective responsibility to provide concentrated instruction and convergent assessment, along with access to supports that allow every student to be successful.

District Administrator Platt reviewed the Universal Skills of Learning (reading, writing, number sense, English language, social and academic behaviours) and how they can be used to target expertise to ensure optimal support. If a student is behind in a certain area, district staff will ensure optimal support/instruction is in place to allow them to gain skills as best they can. Formative assessment and systematic instruction will ensure effective delivery of support and a .5 FTE teacher has been hired to help support that instruction at elementary schools. The shape of that help will look different at every site, based on needs and instructional practice.

Balanced Literacy is not the same as early literacy, District Principal Shortall explained. Literacy is a life-long skill set, with a continuous, systematic focus. Wrap-around support is provided for students, regardless of where they are.

A new district early numeracy/literacy position will also support the key numeracy skills of decoding and comprehending.

District Principal Lee explained that social and academic behaviours don't always come naturally and skills may need to be taught. She said it is difficult to try to

master the other skills of learning without knowing how to behave or work together in a classroom. A youth worker has been added to the elementary support team and with the half-time learning support teacher, will go into classrooms to observe and, if necessary, suggest changes to classroom management based on evidence-based practices. A flow chart was displayed, showing the multiple possible pathways for a collaborative approach to understanding and responding to behaviours. The possibilities are not seen through the classic special education lens, because a designation is not necessarily needed in order to provide support to students and teachers. Inclusion is the key.

The presentation concluded with District Principal Shortall describing early learning student support services as a house, with core values serving as the foundation, and key pieces holding up the roof.

H. COMMITTEE REPORTS

1. Finance & Facilities Committee Meeting

- November meeting cancelled

I. CORRESPONDENCE

A list of the correspondence from the past month is posted online at <http://westvancouver.schools.ca/board-correspondence>

J. TRUSTEE MEETINGS & EVENTS

Trustee Brown noted that she was once again a judge for the Legion's annual Remembrance Contest, something she greatly enjoys and finds a lot of fun. She thanked Gleneagles Ch'axáy for their many entries and also commented on the continued excellence of the entries submitted by Barb Sunday's students from Sentinel. All schools were encouraged to participate next year.

BCSTA Provincial Council BCSSA Fall Conference BCSTA Board Chairs' Meeting BCSTA Metro Meeting Child Care Working Group Meeting with Mayor Smith Digital Literacy Campaign meeting Liaison Meeting with MLAs Ministry of Education Liaison Meeting Presidents' Committee Meeting Reading for DEAR Week	Remembrance Day Assemblies at various schools Remembrance Day Ceremony at Lions Bay Village Sara Ward's Executive Function Presentation Sentinel Music Program's Jazz Café Sentinel PAC Meeting WV Memorial Library Foundation fundraising event Wreath Laying at the WV Cenotaph WV Municipality Civic Reception WV DPAC Meeting WVSS Food Studies 11
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K. QUESTION & COMMENT PERIOD (10 Minutes)

Rob Inman – West Vancouver resident and coach

- said how fortunate we are with the public school system we have in West Van and that not many people truly know how much goes on behind the scenes with teachers and staff
- believes our teachers prepare our students so well for high school and beyond, something he has experienced personally with his own son and international students living in homestay with his sister
- through the Chair, asked the Director of Facilities for an update on the bubble at Sentinel

Director Hickey replied that unforeseen geotechnical issues with the soil had delayed the project, but that he had received new drawings for the structure last night and anticipated that it should be complete by September 2018.

The Chair thanked Mr Inman for his high praise for our educators and said everyone agrees that we are very lucky in this district.

Renee Willock – Rockridge teacher and Vice President, WVTA

- thanked the Superintendent for the invitation to the recent BCSSA Fall Conference and said she was proud to be a part of the West Vancouver group
- mentioned how impressed she was with the Chartwell/Sentinel presentation at the conference
- reported that the WVTA mentorship program has 22 experienced teachers working with 43 new teachers
- thanked Director Tomlinson for helping to grow the mentorship program and make it sustainable

The Chair thanked Ms Willock for letting trustees know about growing mentorship program and asked that perhaps later in the school year she consider a presentation to the board on the subject.

Rob Millard – President, WVTA

- said he was looking forward to the next liaison meeting in January

The Chair replied that she was looking forward to the meeting as well.

L. ADJOURNMENT

8:59 pm

BOARD CHAIR

SECRETARY TREASURER