



MINUTES OF A REGULAR MEETING OF THE BOARD OF EDUCATION
Tuesday, January 16, 2018 at 7:00pm
West Vancouver School Board Office

Present: C. Broady, Chair; N. Brown, Vice Chair; S. Donahue, P. Dorsman, D. Stevenson, Trustees; C. Kennedy, Superintendent of Schools; K. Martin, Associate Superintendent; S. Nosek, Associate Superintendent; J. Leiterman, Secretary Treasurer; D. Nelson, Director of Instruction; L. Hill, District Coordinating Principal

Absent: L. Tomlinson, Director of Instruction; W. Hickey, Director of Facilities

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 look forward to continuing our work with the Nation to move education forward in our district. She then congratulated Kim Martin and Sean Nosek on their new positions as associate superintendents, and welcomed Liz Hill, the new district coordinating principal.

B. BOARD HIGHLIGHTS

"TPRS: Storytelling in Late French Immersion" – Ecole Pauline Johnson

Principal Tara Zielinski, LFI teachers Ilona Barran & Jessica Hall, and LFI students Aria, Olivia, and Sam

Principal Zielinski introduced the PJ team and then passed the floor to grade 6 Late French Immersion (LFI) teacher Ilona Barran, who explained the Teaching Proficiency through Reading and Storytelling (TPRS) teaching method and its adoption by the LFI program at PJ.

Supported by a district innovation grant, teachers explored language acquisition for intermediate second language learners. Working with WVSS teacher Michelle Metcalfe, they observed and trained in the TPRS method, eventually implementing the practice in the grade 6 LFI class in the spring of 2017. At the beginning of the 2017-2018 school year, it was fully implemented in both the grade 6 and 7 LFI classes.

Grade 7 LFI teacher Jessica Hall explained that they began the innovation grant process by looking for something to engage learners, and when they learned about TPRS, they thought not only would it appeal to students, but that it also fulfilled the requirements of a Balanced Literacy

Regular Minutes January 16, 2018

program – work being done at the district level by District Principal Sandra-Lynn Shortall and others. TPRS encompasses the five elements of balanced literacy: phonemic awareness; phonics; fluency; vocabulary; and comprehension. Implementation has been successful, and teachers continue to reflect, collaborate, and train as the year progresses. The teaching strategies of circling and comprehensible input were briefly explained, and it was noted that this holistic approach is accessible to teachers and students in Early French Immersion as well. They hope to continue to collaborate not just with PJ staff, but teachers across the district in multiple contexts. Ms Barran explained that they are passionate about the success they have seen in less than a year and that students are having positive experiences accessing a different language in a more natural way. Though the LFI program is unique, in that all curriculum is delivered in French, the TPRS method is applicable to all elementary second language contexts.

Parents are reportedly pleased with the holistic TPRS method, saying that it reduces pressure and allows students to enjoy and learn language at their own pace. Students Aria, Olivia, and Sam told trustees about their experiences in LFI using TPRS and said how much fun classes were when storytelling was used. The actions and stories helped them to remember words and meanings and improved understanding. The collaborative nature of the lessons was mentioned as well, as students work together to progress the stories. By repeating the words during the course of the storytelling, comprehension and pronunciation were improved, and many of the stories were re-told at home to families in the evenings.

“Oh, the Places We Will Go! – Virtual Field Trips and Google Expedition”
– Hollyburn Elementary

Principal Jody Billingsley, Vice Principal Nathan Blackburn, teachers Emily Miller & Erin Rochfort, and students Connie & Oliver

Associate Superintendent Nosek introduced the team from Hollyburn, explaining that their highlight relates directly to the digital update presentation he will be giving later in the meeting. He said he was excited to introduce Google Expeditions, a virtual reality (VR) field trip program being piloted at Hollyburn Elementary. West Vancouver Schools is one of the first districts in Canada to access the opportunity, and though virtual reality is a new trend in technology, it is not overly present in education.

He passed the floor to Principal Jody Billingsley, who explained that this opportunity began with support from a district innovation grant, applied for when Kim Grimwood was principal. The aim was to find a way to use VR to leverage learning and increase engagement, and reach things that would be potentially unavailable things for students. Next, teacher Emily Miller facilitated a field trip for the trustees and senior staff, who were wearing VR headsets. Using a tablet, Ms Miller toured the group around the House of Commons in Ottawa, and read information from scripts provided. Next, they went to space. Vice Principal Nathan Blackburn explained that the teacher can see on the tablet screen where each headset is looking, and then can direct students, give information, and point the group in a certain direction. Students Connie and Oliver told trustees that they had visited various different places: parliament; space; a sewer system; France; and the digestive system. They said the experiences made them think of various questions that they hadn't considered before, made things easier to remember, were more fun,

and a better way to learn than reading textbooks or websites. They said it was cool to get to experience things they wouldn't be able to any other way, like visiting space.

Teacher Erin Rochfort made it clear that VR is more than a toy and the experiences with the technology need to be rooted in meaning. The hundreds of available field trips can link to curriculum, and students can have the experience and then document it afterwards. That in turn can facilitate inquiry, as many have new questions as a result of the exposure to the topic at hand. The level of engagement has also proven to be beneficial for ELL students, who are able to share rich experiences with their fellow students and communication is improved as a result. Vice Principal Blackburn said they are making sure that every student at Hollyburn has a chance to experience Google Expeditions, and is doing work with teachers individually to connect field trips to curricular content. They are finding that extending the experience of a topic beyond textbooks heightens both the reality and the experience. Both student and teacher engagement has reportedly increased significantly since the initiative was introduced in November. Ms Rochfort said that although the VR lessons may be less structured than a traditional lesson using a textbook, they are just as valuable, as they peak curiosity and generate new passions and interests. Importantly, they are accessible for all students, regardless of language, IEPs, or physical ability. Principal Billingsley concluded by saying that the tools have made learning tangible in a different way, and resulted in further questioning and inquiry.

C. ADOPTION OF AGENDA

It was agreed that BCPSEA AGM be added as Board Business item G. 4.

#1332	<u>MOTION</u> THAT the Agenda of the Regular Meeting January 16, 2018 be adopted as amended.
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Carried.

D. QUESTION & COMMENT PERIOD (10 minutes)

Rob Inman – West Vancouver resident and coach

- asked if the virtual reality set was a trial, if we rent the equipment, and whether it will remain at Hollyburn

The Chair passed the floor to Associate Superintendent Nosek, who explained that the school district owns the set and while we are calling it a trial, it really is off to a good start as an expansion of our learning resources. There is a smaller VR pilot happening at Rockridge Secondary, where students may ultimately be able to create their own content. The plan is for the Google Expeditions set to remain at Hollyburn for the remainder of the school year. If the experience continues to go well, he will look at redistributing the equipment to another school and/or perhaps adding more.

Rob Millard – President, WVTA

- said he wanted to follow up on his comments at the last meeting, when he voiced strong reactions to the snow policy
- wanted to publically apologize to Superintendent Kennedy and said it was not his intention to put people on the spot
- any concerns have been rectified and he's glad to be able to move forward

The Chair thanked him for his apology, saying she appreciated it and was glad that the issue has been resolved.

E. APPROVAL OF MINUTES

- Regular Meeting December 19, 2017

#1333	<u>MOTION THAT the Minutes of the Regular Meeting December 19, 2017 be approved.</u>	<u>Carried.</u>
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F. BUSINESS ARISING FROM THE MINUTES

No business arising.

G. BOARD BUSINESS

1. Digital Updates

Sean Nosek, Associate Superintendent

Associate Superintendent Nosek began by explaining that a restaurant, with its concept of 'front and back of house', is a good analogy for the digital landscape in West Vancouver Schools. The public 'front of house' relies on what happens in the back, just as the many software and program options available to staff and students in our school district depend upon a robust infrastructure behind the scenes. Tools such as the one the board just experienced with Google Expeditions may have the wow factor, but beyond that, have many important practical applications for learning. These opportunities lie not just in the classroom, but in fields such as medicine, mechanics, and job training in remote locations etc. as well. As a new and expanding tool, the implementation of this at Hollyburn relied on both our innovation support teachers and our IT staff. He then introduced Cari Wilson, district innovation support leader, and Helen Setsikas, manager of information technology services.

Ms Wilson briefly highlighted a few features from the 'front of house', noting that these are only a few of the many tools available in the district. The use of Google Suite has had massive growth in the district. This expansion was organic, rather than prescribed, and teachers quickly embraced the capabilities of the tools available and are now pushing them further. The Fresh Grade e-portfolio allows for improved and more immediate interaction between the teacher, student, and parents. Primarily used in Kindergarten to grade 7, there

Regular Minutes January 16, 2018

are also a few teachers at secondary using it with their special education students. As well, a pilot group of teachers are exploring the report card functionality. Fresh Grade provided analytics from December 2017 showing 2520 active portfolios in West Vancouver Schools, with 12,177 artifacts added per week. With 2184 comments submitted by parents and 73812 comments from students, a district our size is showing great engagement. Ms Wilson said it was a clear demonstration of powerful learning and of students taking ownership of, and reflecting upon, their learning.

Math IXL and Discovery Education are both programs that align directly with the BC curriculum. Math IXL has had huge uptake at elementary and can be used by students at school and at home. Practice and repetition are more engaging and teachers can monitor progress of students individually and as a class. Discovery Education is a science-based tool used to facilitate inquiry. There are instructions for numerous experiments, some of which can be done virtually. This is being used by a smaller group, but there will be more professional development opportunities in the spring. Ms Wilson called coding and computational thinking the language of the future, and initiatives such as Hour of Code and Let's Code promote logical sequential thinking in a fun and engaging way. The exercises also pull in the core competencies.

Google Read & Write is new functionality within Google Suite and is new to our district this school year. Ms Wilson gave a brief demonstration of the predictive text and talk & type functions, noting that they are useful for a range of students, from ELL, to those who struggle with written output, to those with physical limitations.

Ms Setsikas then spoke to trustees about the 'back of house' and noted that a solid infrastructure leads to good user experience. She noted that the term means more than just hardware, and briefly reviewed the various aspects of our infrastructure, from servers and databases, to networks, the cloud and virtualization, and end user services. Security is a constant concern and she explained that security measures are critical at every level, from individual users, to the back end. It is better to handle security in a pro-active, rather than re-active manner. We have implemented and utilized some of the best systems available to us and aim to try to be one to two years ahead. As well, we have recently updated our spam filter service and pointed out that many attacks start with links or phishing requests in emails. In the last 24 hours, our new service has blocked 88,000 suspicious emails. All district mobile devices have encryption software and our firewalls are constantly updated. In recent months, switches and host servers have been replaced, storage has been replaced and improved, and wireless has been updated. Devices are being provided to 60 new staff, and others are being refreshed. Moving forward, all devices will have Windows 10.

In response to a request from Trustee Stevenson to publicize what he called a good news story, Associate Superintendent Nosek said he would work with the communications department to craft some messaging.

2. ELL Update

Maria Yioldassis, ELL Coordinator

District ELL Coordinator Maria Yioldassis reported that this is now her third year in the ELL Coordinator role and in that time, the elementary ELL team has grown to 18 teachers. Our ELL population continues to grow, with the continuing trend of elementary schools in the eastern part of the district having larger numbers. The district had 1166 funded ELL students

Regular Minutes January 16, 2018

in October 2017, up from 1104 in October 2016 – a 5.6% increase. Total ELL numbers (including international students) indicate that 23.5% of our student population receives ELL support: 27.9% at elementary and 18.78% at secondary. Despite the continued growth, we are in a very comfortable position and are capable of managing the students we have. Good ELL teachers are in demand, but Ms Yioldassis is pleased with the nine new teachers we have hired this year.

The model of support at elementary continues to be a move toward support within the classroom setting. Level one and two students are still pulled out for individual work, but the emphasis is on increasing proficiency and building connections with classroom teachers in order to provide meaningful support within the context of the classroom. Once those connections are made, the relationship grows naturally and the circular flow of teaching provides the best support for students. At secondary, in addition to language adapted courses and in-class supports, Sheltered Instruction Observation Protocol (SIOP) remains best practice to target language and content objectives, and SIOP leads can connect with teachers across disciplines to provide consistency.

Resources and collaboration time are still essential considerations for ELL support. Teachers, particularly new ones, need to be aware not only of the new ELL standards, but of the new curriculum as well. Parent education is increasingly important and orientation meetings are now held earlier in the school year, in order to help parents better understand the realistic progression of language acquisition and what supports are in place to aid in that progression.

West Vancouver takes part in the ELL Trustees Consortium, the ELL Metro Consortium, and the ELL Assessment Consortium on an ongoing basis. We also work with the ministry on the ELL Annual Instructional Plan (AIP), which is central in terms of funding. Consistency is important and all these groups work to bring districts together, as well as partner with SFU and UBC to identify and develop best assessment practices for ELL students.

3. BCSTA AGM

Carolyn Broady, Board Chair

The Chair reminded trustees that although the AGM is not until the end of April, any motions they wish to put forward must be approved at the next board meeting in February.

4. BCPSEA AGM

Nicole Brown, Vice Chair

The Vice Chair noted that the BCPSEA AGM will take place at the end of next week, with a new format. There will be an election to choose board members, rather than the appointed public administrator of recent years. The Chair, Vice Chair, and Associate Superintendent Martin will be attending on behalf of West Vancouver Schools. She noted that there are several motions on the table, and made particular mention of one put forward by the Maple Ridge and Pitt Meadows School District regarding benefit plans, which she feels is worth debate.

The Chair said that it will be nice to have an elected board after four and a half years, and that this is an important step, one for which trustees need to advocate moving forward.

H. COMMITTEE REPORTS

1. Finance & Facilities Committee Meeting - January 16, 2018

- Payroll Management over Christmas break
- 2017/18 Playground Grant
- Mileage reimbursement amount
- Amended budget - Funding

Committee Chair Stevenson briefly reviewed the minutes. He noted that the budget is in good shape and encouraged people to read the minutes online for more details.

#1334	MOTION THAT the minutes of the Finance and Facilities Committee meeting held January 16, 2018 be received.	<u>Carried.</u>
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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

Chair Broady thanked trustees for their efforts to attend many events in December, which she appreciated was a busy time of year. She made special note of the robotics competition she recently watched, saying she was “blown away” by the experience and encouraged everyone to attend one if they have the chance.

Child Care Working Group Finance + Facilities Committee Meeting Joint NVSD / WVSD – BCPSEA Bargaining 2019 North Shore Immigrant Inclusion Working Group Robotics Competition	WV Joint Traffic and Safety Committee Various Holiday Concerts and Events WV DPAC Meeting YELL / Economic Forum
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K. QUESTION & COMMENT PERIOD (10 Minutes)

Rob Inman – West Vancouver resident and coach

- said that after listening to presentations this evening, including the one about ELL, wanted to compliment the Superintendent, staff, and board for the efforts they make to ensure that all

supports are in place for our students, even with the budget we have, and that he is aware that not all districts are as lucky
- asked if the information regarding the digital updates could be repackaged for parents and perhaps given at PAC meetings?

The Chair thanked him for his comments and suggestion and said perhaps the Curve publications would be an appropriate method of distribution.

Rob Millard – President, WVTA

- said that he was looking forward to the liaison meeting and that teachers thought the format worked well last time
- noted that there would be elementary and secondary teachers in attendance this time
- apologized on behalf of Vice President Renee Willock, who was unable to attend as she is at the Canadian Labour Congress
- reported that Ms Willock had connected with District Coordinating Principal Liz Hill about the mentorship program and was excited about the possibilities

L. ADJOURNMENT

8:56 pm

BOARD CHAIR

SECRETARY TREASURER