



MINUTES OF A REGULAR MEETING OF THE BOARD OF EDUCATION
Tuesday, February 20, 2018 at 7:00pm
West Vancouver School Board Office

Present: C. Broady, Chair; N. Brown, Vice Chair; S. Donahue, Trustee; C. Kennedy, Superintendent of Schools; K. Martin, Associate Superintendent; S. Nosek, Associate Superintendent; J. Leiterman, Secretary Treasurer; L. Tomlinson, Director of Instruction; D. Nelson, Director of Instruction; W. Hickey, Director of Facilities; L. Hill, District Coordinating Principal

Absent: D. Stevenson and P. Dorsman, Trustees

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. The Chair then passed on apologies on behalf of Trustees Stevenson and Dorsman, who were out of town and unable to attend.

B. BOARD HIGHLIGHTS

"An Inquiry into IB at Cypress Park" – Cypress Park Primary

Principal Kim Grimwood, Vice Principal Robyn Evans, IB Coordinator Morikke Espenhain, and students Reyah and Sara

Principal Kim Grimwood introduced the staff and students from Cypress Park. Vice Principal Robyn Evans and IB Coordinator Morikke Espenhain explained what the Primary Years Program and IB learners look like at Cypress Park. Students are taught using key concepts, cross-disciplinary inquiry, and develop the ability to share and accept different perspectives.

Grade 3 student Reyah told trustees that she is new to Cypress Park this year and likes being an IB learner because she says asking questions helps her to learn. She likes taking action and making connections between what she is learning and real life. Grade 1 student Sara said she and the other kids like the way the teachers teach because they make it fun. She said she has time to think and learn. Both girls said they are better communicators and think they are lucky to be IB students. A recording of students explaining the 10 attributes of an IB learner was then shown.

Ms Espenhain explained that part of her role as teacher is to listen to students without judgement, learn their perspectives, and facilitate engagement. She said that reflection is at the heart of the process, for both students and teachers, and that documenting and assessing the learning process is how they grow. Ms Evans noted that parents like the interconnectedness and global approach of IB inquiry cycle, even for the youngest students.

“ADST and the Design Cycle” – West Bay Elementary

Principal Kim Grimwood, Vice Principal Laine Anderson, IB Coordinator Janet Hicks, teacher Caitlin Scheske, and students Jada and Jessica

Principal Kim Grimwood next introduced the West Bay staff and students. Vice Principal Laine Anderson told trustees that applied design, skills, and technology (ADST) is an exciting addition to the new curriculum and connects with students’ natural curiosity. Students design, play, and learn, using tools and developing problem-solving skills. IB Coordinator Janet Hicks noted that process is emphasized over product, using the consistent Design Cycle: Investigate, Design, Plan, Create, and Evaluate. Students must document the process and reflect upon it. Each of the five components of the cycle was then reviewed and examples given.

Jessica, a grade 2 student, began with the question “what kind of learner are you?” She then decided to design a self-regulation tool, and ultimately entered her design for an anti-distraction doughnut into a contest. She said the part of the process she really enjoyed was listening to people share their ideas, as none of them were the same. Grade 4 student Jada reported that during their exercise to build a structure that would survive an earthquake, she learned that the design cycle was extremely important. Footage was shown of students testing their structures on a jello base to demonstrate the students’ learning and engagement. Teacher Caitlin Scheske reported that her students took on a different energy during the creation phase, raising expectations of themselves and others, and said that the design cycle pushes teachers forward, too. Luke, a student in grade 6 who was unable to attend the meeting in person, concluded the presentation by speaking to trustees as a hologram. He explained (virtually) that he wanted to find a different way to present his project on Ethiopia. Luke explained his process and his experiences with trial and error during the design cycle. He said that the experience helped him develop his evaluation, problem-solving, and critical thinking skills.

West Bay’s next steps will be supported by a district innovation grant, and will include the creation of a dedicated ADST space and the development of a critical thinking goal.

C. ADOPTION OF AGENDA

#1335	<u>MOTION</u> THAT the Agenda of the Regular Meeting February 20, 2018 be adopted.	<u>Carried.</u>
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D. QUESTION & COMMENT PERIOD (10 minutes)

Rob Millard – President, WVTA

- thanked the board for their recent liaison meeting and said the executive was very appreciative
- said the executive thinks they are very important, and the ideas and solutions discussed can continue in conversations moving forward

The Chair thanked him for his comments and said she thought the meeting was very productive and an important part of the process, to ensure progress.

Renee Willock – Vice President, WVTA

- mentioned that elementary report cards, as mentioned at the liaison meeting, continue to be a topic of discussion
- a recent survey of teachers indicates that 90% of respondents indicated that the amount of work related to report cards has increased since the district moved to the new platform
- would like to discuss in labour management meetings, the possibility of different models to allow teachers more time to prepare report cards

The Chair replied that the topic will continue to be discussed at labour management and asked if it was possible to have the survey results shared with the board, in order to be able to have a more informed conversation.

Ms Willock replied that it was possible to share the survey results.

E. APPROVAL OF MINUTES

- Regular Meeting January 16, 2018

#1336	<u>MOTION</u> THAT the Minutes of the Regular Meeting January 16, 2018 be approved.	<u>Carried.</u>
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F. BUSINESS ARISING FROM THE MINUTES

Vice Chair Brown followed up on last month's item regarding the BCPSEA AGM, reporting that a new board was elected. She that is good news and noted that the next meeting will be in March.

G. BOARD BUSINESS

The Superintendent noted that the meeting was unexpectedly running early and suggested that Board Business items G. 1 and 2 be switched, as not all the presenters from the International Office had arrived. All trustees were in agreement and no motion was required.

1. Aboriginal Education Update

Lynne Tomlinson, Director of Instruction; Jada Harry and Carol Langley, Aboriginal Success Teachers; Jackie Wong, WVSS teacher; Bob Baker and Faye Halls, Cultural Advisors; and students

Director of Instruction Tomlinson introduced Sahplek (Bob Baker) and Yeltsiliwet (Faye Halls), our district cultural advisors, and acknowledged and thanked the Coast Salish Nations of Musqueam, Tseil-Waututh, and Skwxwú7mesh on whose traditional territory we reside, learn, and work. Sahplek then performed a medicine song.

Director Tomlinson told trustees that she is excited to be able to share the directions in which Indigenous Education is heading, noting that the current protocol is to move away from the term 'Aboriginal Education', though that is the term still used by the ministry. She listed the number of partnerships we have and noted that we work particularly closely with the Squamish Nation, as we are located on their traditional territory. Building relationships is the most important piece of our work, and the ability to make connections with families is in the best interests of the students and learning. Spiritual, mental, emotional, and physical learning overlap and are never looked at strictly individually, but the work being done in each area was briefly reviewed.

Emotional learning is best supported by building authentic relationships and through the work done with Sahplek and Yeltsiliwet, which allows us to tap into the knowledge of the elders. The Director thanked the board for ensuring that we have a budget to continue this important work. The Aboriginal Success Teachers Jada Harry and Carol Langley also play a vital role in connecting with students and families and their work has contributed to an environment where people feel welcomed and comfortable. She said that in West Vancouver, we recognize the importance of bringing everyone together and though there is uncertainty in our work sometimes, we recognize that we are still learning as well, and making these connections will help the process.

Physical learning involves increasing knowledge of place (Skwxwú7mesh territory), school scans, district support, networking with other districts such as North Vancouver and Nanaimo, the creation and review of student files and school Ab Ed plans, and art lessons and experiential learning based on a sense of place and connection to the land. The How Are We Doing (HAWD) report from the Ministry of Education documents demographic and assessment data for Indigenous students

and tracks things such as FSA and exam results, satisfaction survey results, grade 7/8 transitions, school completion, and post-secondary transitions. In West Vancouver, 2016/17 HAWD results show our indigenous students are meeting or exceeding in literacy, but continue to show gaps in numeracy. That trend in numeracy is evident province-wide. As well, 100% of our students transitioned from elementary to secondary school and 91% achieved school completion. It was also noted that the issues identified four years ago with confusion/misinformation about the differences between the Evergreen and Dogwood Certificates have been resolved, due to the work done by Carol Langley. Her role has proven to be key in the success of secondary students. The Director noted how moving the graduation ceremonies are during the family feast held each April. Post-secondary transition data was masked, as there were fewer than 10 students, as was data regarding the experiences of children in care for the same reason. Satisfaction surveys revealed the need to focus on relationships and on the 15% of senior students who were struggling to stay in school. The Director noted that in all of our work, we are mindful of traditional protocols, policies, and procedures. The creation of the First Nations Learning Centre in the Cedar Room at WVSS South Campus was the vision of teacher Jackie Wong. She holds her First Nations Studies 12 class in that room and “teaches in a circle.” The room contains traditional items donated by Yeltsiliwet and Sahplek, including a mask shown to trustees, given to Sahplek by his uncle up the coast. Sahplek is unable to use it when he dances because it is not in the Squamish style, so he chose to donate it to West Vancouver School District. The Director raised her hands to both Yeltsiliwet and Sahplek and thanked them for their generosity.

Spiritual learning in the district is guided by the metaphor of the canoe, as we are all pulling together on this healing journey. Social/emotional learning is supported by elders’ lunches, blessing ceremonies, longhouse visits and team canoe journeys.

Mental learning is supported by storytelling, increased resources, professional development opportunities like Chenchenstway, and success teacher support, among other things. The nature of success teacher Jada Harry’s work has shifted from an academic focus to relationship-building. She is fostering connections between students, families, the larger community, and presenting opportunities for learning and sharing together. The work is authentic, collaborative, and flexible and, when possible, student-led. Most recently, a weaving workshop at Ridgeview was arranged for Indigenous students from across the district and many families and parents attended as well. This was hugely important, as building foundations and connections at elementary will help when facing any challenges at secondary. Jackie Wong told trustees that as a teacher, she needs to constantly refresh her knowledge. In First Nations Studies 12, there are a number of curricular themes that prompt examination of such things as the role of media in perpetuating stereotypes, even unconsciously. Students Megan and Taylor spoke about the value of learning by inquiry and how having conversations and sharing their learning, they have been able to go deeper and make connections. The site unseen project last year with students from Hartley Bay continues to have an impact and will soon be on display in Ottawa. Taylor said that she has taken her learning beyond the classroom and has

challenged the racism she sees and tries to educate others. The Chair thanked the students, saying how important it is to combat bias and racism with education.

The Director concluded by highlighting the role of innovation grants in supporting indigenous education and resources in the district and noted that this work reaches all learners and is important for new immigrant students as well. Next steps include the creation of a new Enhancement Agreement, career grants, exploring post-secondary connections, language workshops, and a three-part dinner series for teachers, many of whom are new to the district this school year. On behalf of the district team, she raised her hands to trustees and thanked them for supporting Indigenous Education in West Vancouver.

The Chair in turn raised her hands to Yeltsiliwet and Sahplek and thanked them for their endless dedication and time. Trustee Donahue said she was happy to see the care and concern for the 15% of senior students who are struggling and said she believes our biggest accomplishment is helping them and thanked the team for everything they are doing.

2. International Education Update

Michael Frankowski, District Administrator; Crystal Tanfara, District Vice Principal; and students Jenny L., Jay H., and Areeya T.

District Administrator Frankowski introduced District Vice Principal Tanfara, and then asked three grade 12 international students to share their experiences with trustees.

Jenny is currently in grade 12 at Rockridge and came to Canada from China in grade 10. She said she loves West Van because it is safe and beautiful, but struggled to adapt at first. Her teachers were very supportive and joining various clubs helped her to integrate and make friends. While she initially found giving oral presentations for marks very stressful, she is proud of her growth and accomplishments. Jenny said that she really likes the flexible approach to course selection, where students can choose based on their abilities and preferences. She plans to stay in Canada to attend university and major in math. She said she is grateful that female students are encouraged to participate in STEM courses here, whereas at home, it is very male-dominated.

Jay has been part of the international student program for eight years and will graduate from Sentinel in June. As a little boy, he remembers being surprised by all the extra-curricular options he had and over the years has explored a variety of sports, including basketball and football. He said that in Korea, the focus was strictly academic and he wouldn't have had those opportunities. He said the system here is academically rigorous, but less stressful and students under less pressure. Jay also likes the number of career choices presented to him as a result of taking courses such as computer programming and robotics, and has already had two university offers to study engineering.

When Areeya met Mr Frankowski at an education fair in Thailand, she learned about West Vancouver School District and joined the international program as a grade 10 student at WVSS. At first, she said she was very nervous being alone, but after three or four months, she made friends and felt accepted and more adapted to life here. Last year, in grade 11,

she joined the robotics academy and said Mr Ablett's passion was infectious. He encouraged her interest in technology, science, and math, and she showed trustees her robotics notebook, full of ideas and equations. Areeya said that working with other students in the robotics academy has taught her perseverance, team work, and critical thinking. She is graduating in June and is currently waiting for university offers in engineering and computer science.

The Chair thanked the students for sharing their stories and was thrilled to hear that, despite some ups and downs, their experiences have been so positive.

Mr Frankowski reported that diversity is up in our international program and we are less reliant on 'mega-markets'. Recruiting efforts have been increased in developing markets and Thailand in particular has been a success story for us. He displayed graphs showing a five-year trend of increasing numbers from Europe, Latin American, and Asia, with a drop in numbers from China, though it is still our largest market. He noted that compared to other districts in Canada, we demonstrate robust diversity. Ms Tanfara noted that we are also seeing steady growth in numbers from Mexico, with many students coming by referral. Italy is also a growing market and Japan, despite low demographic numbers, is holding steady. She reiterated the value of West Van's cultural variety, saying the diversity piece is what everybody wants.

Our total student enrollment has stabilized after a planned reduction from a high of 671 in 2014, to 576 in 2018. Our elementary numbers are growing and easier to add, as homestay families are not required. We have also emphasized quality over quantity, with small changes to our English proficiency testing making big differences in the classroom. Previously, low English skills were adversely affecting the goals of international students in grades 11 and 12, as without a good English 12 mark, they could not get into university. Required testing for English as part of the acceptance into the international program has helped to alleviate the issue and led to greater success for our students.

In recent years, we have experienced a structural reduction in revenue because of the lack of appropriate homestay placements. Revenues are now projected to increase next year as a result of changes in regulatory requirements around homestay. The Criminal Record Check (CRC) process is now less of an impediment to potential homestay families with the introduction of myBackCheck.com, and homestay guidelines have been updated to allow more flexibility around the number of students in homes. As a result, we are now able to convert more families from prospective to active homestay status. That means placement season is moved forward, which allows better service for clients, and the ability to focus on quality families for our homestay students.

West Van continues to compete with North Van and downtown for students, but we are oversubscribed every year and lack of interest is not an issue. Our program continues to be highly successful.

3. Calendar Committee

Sean Nosek, Associate Superintendent

Associate Superintendent Nosek announced that the Calendar Committee, comprised of representatives of all stakeholder groups, recently met and came to a consensus decision

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that a status quo district calendar for the 2019-2020 school year be presented to the Board for consideration.

Additionally, he reported that two provincial-level decisions have resulted in housekeeping changes to the previously-approved district calendar for the 2018-2019 school year. The decision by the provincial government to align BC's Family Day holiday with the rest of the country has meant that we will adjust our winter reading break by one week as well. For the coming school year, the reading break will be Friday, February 15 and Family Day on Monday, February 18, 2019. As well, a curriculum-based non-instructional day (NID) has been added for Monday, October 22, 2018. The ministry recently announced a required reduction in instructional time of five hours next year to allow districts to facilitate this curriculum-based professional development.

The Chair thanked the Associate Superintendent and asked if he anticipated that this would be the last curriculum day. He and the Superintendent replied and agreed that the possibility of another one can't be ruled out, as we move towards the grad program implementation.

#1337	<u>MOTION</u> THAT the Board approve the amended annual school calendar for 2018-2019 and the new school calendar for 2019-2020 as presented.	<u>Carried.</u>
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4. **BCSTA AGM**

Carolyn Broady, Chair

The Chair reminded everyone that the BCSTA AGM is at the end of April and encouraged all to attend. Motions can be reviewed at the April board meeting. Deadline for motions is February 25. On behalf of Trustee Dorsman, she asked that the board consider the following motion to be taken forward:

Be it resolved:

That the Ministry of Education work with its educational partners to continue to update and keep relevant the ADST curriculum with particular attention to: (1) the potentially addictive nature of mobile electronic devices; (2) the best use of mobile electronic devices during school hours while providing student awareness of appropriate use outside school hours.

The Chair noted that the rationale references a number of studies, and she has asked that those be included in the submission.

During a general discussion among the trustees, it was acknowledged that while Trustee Dorsman is passionate about the subject, it is also a topic of interest in a number of districts across the province.

#1338	<u>MOTION</u> THAT the Board approve submission to the BCSTA of the substantive AGM motion regarding the update and relevance of the ADST curriculum with regard to mobile electronic devices.	<u>Carried.</u>
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H. COMMITTEE REPORTS

1. Human Resources Committee Meeting - February 6, 2018

- Conversions and recruitment
- Education Assistant information session
- Professional development
- Wellness

Committee Chair Brown briefly reviewed the minutes and noted that she was pleased to hear about the breakfast meeting with new teachers, saying she feels it is important for teachers to make connections with leadership. It was also reported that the BC Principals' and Vice Principals' Association has launched an Early Intervention Program to support administrators with health-related issues. West Vancouver is one of six districts chosen by BCPVPA to participate in the pilot phase.

#1339	<u>MOTION</u> THAT the minutes of the Human Resources Committee meeting held February 6, 2018 be received.
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Carried.

2. Finance & Facilities Committee Meeting - February 13, 2018

- Scholarship funds
- Facilities staffing
- Accounting staffing
- Amended budget

In the absence of the committee members, the Secretary Treasurer briefly reviewed the minutes. The amended budget for 2017/18 was reviewed and it was reported that while revenues had increased by \$1 million over the preliminary budget, expenses went up by \$2 million. All those expenditures went into instruction, and we dipped into our reserves to support students by adding additional education assistant support equal to 16.23 FTE.

While putting extra money where it was needed locally was a good use of funding, to continue at the same levels next year is not sustainable. To that end, additional EA placement decisions for 2018/19 school year will be delayed until October, after the first full payroll has been run and accurate budget estimates can be made.

Our reserves are now \$1.3 million moving forward. The Secretary Treasurer noted that she forecasts every cost very conservatively. She said hopefully at year end we will land in a better position than forecast, but that at this time, she doesn't want to overestimate anything.

The bylaw for the amended budget was then read:

#1340 **MOTION THAT the Board approve A BYLAW of the BOARD OF EDUCATION OF SCHOOL DISTRICT NO.45 (WEST VANCOUVER) (hereinafter called the “Board”) to adopt the Amended Annual Budget of the Board for the fiscal year 2017/2018 pursuant to section 113 of the *School Act*, R.S.B.C. 1996, c. 412 as amended from time to time (called the “Act”).**

1. Board has complied with the provisions of the Act respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 45 (West Vancouver) Amended Annual Budget Bylaw for fiscal year 2017/2018.
3. The attached Statement 2 showing the estimated revenue and expense for the 2017/2018 fiscal year and the total budget bylaw amount of \$83,246,336 for the 2017/2018 fiscal year was prepared in accordance with the Act.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2017/2018.

READ A FIRST TIME THE 20th DAY OF FEBRUARY, 2018;
READ A SECOND TIME THE 20th DAY OF FEBRUARY, 2018;
READ A THIRD TIME, PASSED AND ADOPTED THE 20th DAY OF FEBRUARY, 2018.

Carried.

The Chair thanked the Secretary Treasurer for her hard work and fiscal responsibility.

#1341 **MOTION THAT the minutes of the Finance & Facilities Committee meeting held February 13, 2018 be received.**

Carried.

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

The Vice Chair reminded everyone that Pink Shirt Day is February 2018 and encouraged them to attend an event if possible, saying it is a great day.

The Chair highlighted the Lunar New Year celebrations held in schools across our district. In addition to a presentation by Irwin Park parents at the recent DPAC meeting, there were many parent-organized celebrations in schools. She said she learned so much and thought it was a great way to engage new families in our district. The Chair wanted to publically acknowledge and thank our incredible parents who worked so hard on these events.

BCPSEA AGM BCSTA Board of Directors' Meeting BCSTA Provincial Council Cooking with WVSS Students Digital Literacy Funding Announcement with MP Goldsmith Jones Finance and Facilities Committee Meeting Human Resources Committee Meeting Liaison Meeting with WVTA Metro Trustees' Board Meeting North Shore Immigrant Inclusion Committee	PAC Meeting – Ecole Pauline Johnson Pauline Johnson – “Voyageur” Crepe Luncheon Pre-Asian New Year Celebration Reception Presidents' Committee Meeting Read to Irwin Park and Hollyburn Students Rockridge Theatre Production Sentinel's AP Information Meeting Various Schools' Lunar New Year Celebrations WV DPAC Meeting WVSS YELL Session
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K. QUESTION & COMMENT PERIOD (10 Minutes)

Rob Millard – President, WVTA

- said the WVTA was the outlier regarding coming to consensus on the 2019-2020 school calendar
- reported that their only concern is that West Vancouver Schools syncs with our metro neighbours

The Superintendent replied that he chairs the metro calendar committee and that metro districts are lined up. He assured Mr Millard that if that changes, he will immediately let him know.

Rob Inman – West Vancouver resident and coach

- through the Chair, asked Director Tomlinson if the students in indigenous education classes study traditional languages

Director Tomlinson replied that we are far from being able to offer purely language classes. She understands that there are only three fluent speakers of the traditional Squamish language left alive. Rebecca Campbell, Chief Ian Campbell's sister, is reasonably fluent and does visit elementary schools to give some exposure to the language. There are efforts to train Squamish youth and there is a course offering at SFU, but language remains the most important thing that has been lost. She said it is the hardest piece of the culture to regain, and is more difficult in somewhere like the Lower Mainland, with 16 local Nations, than it would be in somewhere like the Okanagan, with one Nation.

L. ADJOURNMENT

9:16 pm

BOARD CHAIR

SECRETARY TREASURER