



**MINUTES OF A REGULAR MEETING OF THE BOARD OF EDUCATION**  
**Tuesday, February 18, 2020 at 7:00pm**  
**West Vancouver School Board Office**

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

**Absent:** L. Hill, Director of Instruction; I. Kennedy, Director of Instruction; A. Campbell, Director of Instruction; S-L. Shortall, Director of Instruction; F. De Dios, Director of Facilities

**A. CALL TO ORDER & ANNOUNCEMENTS**

The Chair called the meeting to order and recognized that we are gathered together on the traditional territory of the Squamish Nation and thanked our friends and colleagues in the Nation who are working with us to guide our understanding of the history of this land and its people. She said we respect and honour the Elders past, present, and future, as we bring this knowledge to the students in our community.

**B. BOARD HIGHLIGHTS**

**Our Brain House: What you need to know about 'flipping your lid' "** – Cypress Park Primary  
Principal Kim Grimwood, Vice Principal Robyn Evans, and grade 2 students Nayla J and Caden L

Vice Principal Evans introduced grade 2 students Nayla and Caden, who led trustees through their learning about the brain and how it helps us to function. Caden showed everyone how to make a model of the brain with their hands, explaining that the three parts of the mindful brain are the hippocampus, the amygdala, and the prefrontal cortex. Nayla said the prefrontal cortex helps us to make decisions; the hippocampus helps us to learn and remember; and the amygdala alerts us to danger and helps us to respond. Caden used his fist and hand gestures to show how students used them to help remember the locations and functions of each part, along with funny names for characters associated with them. The students explained that by understanding each part of their brain, they can understand their emotions and behaviour, and that helps them to self-regulate and manage their emotions better. They then played a game with trustees and senior staff, where they had to remember what the students had just taught them and then place characters like Bossy Bob in the corresponding part of the house.

Vice Principal Evans concluded by saying that knowledge of their own brains empowers students and gives them tools to self-manage. This work is part of the second year of Cypress Park's FESL and looks different according to the grade, but all students are progressing, because with understanding comes change.

### **Agency through Action – West Bay Elementary**

*Principal Kim Grimwood, Vice Principal Jessica Richardson, IB Coordinator Morikke Espenhain and students Ethan W, Arshia S, and Jack T*

Principal Grimwood began by saying one of the things of which they are most proud at West Bay is student agency through action. She reviewed the Inquiry Cycle and focused on Taking Action, which she said she feels is the most important part, as it demonstrates that students can take their learning and apply it to real world situations – “Now that I know, what will I do about it?” IB Coordinator Mrs Espenhain explained that in IB, action is considered an outcome of student agency and can take five different forms: social justice; social entrepreneurship; lifestyle choices; advocacy, and participation. She noted, too, that action does not need to be a grand gesture, it can be as simple as advocating for a friend, or participating in a climate strike. At West Bay, action is planned, communicated, and celebrated and can take many forms: there is an Action Club that meets every Friday, driven by students with direction and support from teachers; some classes are undertaking initiatives as a whole, such as monitoring to make sure recycling is being sorted properly; or can it be an individual effort, such as the student who decided to sew reusable snack bags. These actions, large and small, have a positive effect and have inspired others to action of their own, both at school and in the larger community.

Grade 5 student Ethan explained he started a Cubing Club, because he wanted to spread the joy he finds in cubing and introduce West Bay to the cubing community. He approached Principal Grimwood, who explained what he needed to do, and within an extremely short period of time, had a teacher sponsor and a plan to get the new club up and running in order to help kids who were bored or alone during recess and lunch and show them how much fun a Rubik's Cube can be and make friends at the same time. The club started small, but has grown and he thinks it has made people happy and inspired them, and now he wants to spread it to other schools. He asked trustees to speak to principals and he will talk to kids and directed people to his website <https://becacube.com/> Ethan said that his teacher Mrs Kelpin was the one who really helped him through all of this and he really needed to say thank you. Principal Grimwood thanked him and said he has built connections, engaged in problem-solving, and helped students to find a place and make friends.

Grade 7 students Jack and Arshia explained that they teamed up with the Abor Day Foundation to create Team Trees. The foundation plants one tree for every dollar donated, so the students decided to try to get the whole school involved to raise money to plant as many trees as they could. They worked through several ideas and challenges and ultimately landed on the idea of selling popcorn in sustainable paper bags, saying they learned that they needed to keep ideas simple in order to make them a reality. In the end, they sold enough popcorn to allow 450 trees to be planted.

Vice Principal Richardson concluded by saying that witnessing this student agency through action has been a unique experience for her, as this is her first year at West Bay. She is proud of their students who are becoming globally competent and looking beyond their immediate circles. They have learned and demonstrated that every choice can make a positive change, and that students with agency really feel that their actions will make a difference.

***Let's Get Physical! Building a Physical Literacy-Aware School Culture – Irwin Park Elementary***  
*Principal Brad Daudlin, Vice Principal Laine Anderson, teacher Laura Fee, and Student Movement Mentors*

Principal Daudlin explained that this year was the first year of a new FESL goal at Irwin Park, one which sought to improve education for students. Teachers kept coming back to the idea that improved focus and self-regulation would improve student learning, and they decided to explore the idea that physical literacy (PL) would assist with self-regulation skills. Based on the work being done with Director of Instruction Nelson and the district Physical Literacy Mentors, they decided to undertake a three-year exploration of the connections between student achievement and growth, self-regulation and mindfulness, and physical literacy. Physical literacy skills were reviewed and it was explained that it is more than just movement – it is activity with purpose, and develops basic skills that will allow for more fulfilling participation in society, by improving both physical and mental health. He explained that in many ways, the new FESL goal gives teachers permission to explore in a more formal manner some of the things around physical literacy and movement in which they have expressed an interest. He said they are not looking for a 'big wow moment', but for a more subtle but significant culture change that incorporates movement into the school day in meaningful ways.

Vice Principal Anderson reviewed some of the school-wide initiatives that are already underway, including: the support of a school-based PL Teacher twice a week; grade 6/7 Movement Mentors; visuals, reference materials, manipulatives, and tools to promote PL; "Don't Walk in the Hallways"; and staff meetings and pro-d time to share, learn, and reflect on the work and its effects. She explained that during the next three years, there would be data collection and tracking in order to discover correlations between PL and learning outcomes/results. All the activities are designed to build confidence and promote mindfulness and self-regulation. Numerous examples of teachers embedding basic movement into literacy and numeracy lessons were given.

Kindergarten teacher Laura Fee and some of her students demonstrated how, instead of raising their hands to answer questions, they respond yes or no to questions by jumping or squatting. Students explained how they jumped or squatted properly and then got everyone to join them. Maxwell explained that if he is in the yellow zone, he can't listen properly, but that he now knows he can jump back into the green zone. Ms Fee said these simple things are having a huge impact and bringing joy to the classroom. She said is looking forward to tracking how these activities help with retention and memory.

Grade 7 Movement Mentor Sidney explained that she and other mentors were taught basic movement skills that they in turn can teach other students. She said she enjoys being able to explain and practice the proper way to do things like underhand throwing skills. She then led trustees and DLT in a bean bag toss, which turned out to be quite competitive. Sidney said this mentoring initiative is a great opportunity for her and she has a lot of fun teaching her 'little buddies' in younger grades.

Principal Daudlin concluded by saying he and his staff appreciate the support from the district and PL Mentors Amber Pascual and Erin Crawford, and that they hope that the physical benefits of movement will translate to academic growth as well.

## C. ADOPTION OF AGENDA

#1471	<u>MOTION</u> THAT the Agenda of the Regular Meeting February 18, 2020 be adopted.	<u>Carried.</u>
-------	--	-----------------

## D. QUESTION & COMMENT PERIOD (10 minutes)

No questions from the gallery.

## E. APPROVAL OF MINUTES

- Regular Meeting January 14, 2020

#1472	<u>MOTION</u> THAT the Minutes of the Regular Meeting January 14, 2020 be approved.	<u>Carried.</u>
-------	---	-----------------

- General Record February 18, 2020

#1473	<u>MOTION</u> THAT the General Record February 18, 2020 be approved.	<u>Carried.</u>
-------	--	-----------------

## F. BUSINESS ARISING FROM THE MINUTES

Trustee Block asked if, further to Sentinel's highlight about Antarctica last month, a date has been set for their extended presentation about the experience.

Superintendent Kennedy replied that he does not have a confirmed date, but expects it to be announced soon and will make sure that it is forwarded to trustees.

## G. BOARD BUSINESS

### 1. Physical Literacy Report

*Diane Nelson, Director of Instruction; Amber Pascual & Erin Crawford, Physical Literacy Mentors*

Director of Instruction Nelson began by noting that the Physical Literacy initiative has been running for three and a half years in the school district and now everyone truly understands what physical literacy (PL) is and how it can be measured. This year has been an important one, from presentations at the Administrators' Leadership Conference in August; to the Opening Day keynote event with Doctors Kriellaars, Cairney, and Lysyshyn; to monthly reports and activities at Principals' Meetings; to the whole-school pilot project at Irwin Park. The goal remains the same, however: to help students to learn basic movement skills that will allow them to be confident in their abilities, enjoy physical exercise, and foster a life-long love of physical activity.

The PL team exists to educate, support, encourage, and role model activity vs intentional teaching. They are also going beyond the boundaries of the school district to share province-wide the special work we are doing in West Vancouver Schools. In order to effect system-wide change, they would ideally like to see the Irwin Park model in every school. Director Nelson said that she believes there is a willingness to do that in our schools, for although Irwin Park has received extra support this year because of their pilot, administrators at other schools are bringing things forward and the district PL staff are trying to keep up with requests for support. PL has really taken off, not just among administrators, but also teachers and support staff as well.

Director Nelson said the key to this system-wide change is having adequate structures and supports in place. This includes everything from district and school administration support, to teachers and support staff, to facilities and classroom redesign, to student support services, to child care and other community partners. She said by tracking the data and clearly demonstrating the positive results both quantifiably and anecdotally, PL has been embraced and is truly becoming embedded in the classroom and beyond.

Physical Literacy Mentors Amber Pascual and Erin Crawford reviewed highlights of their plan for this school year. In the fall, they introduced Weekly Workouts (WOW) website lessons with videos and ideas for staff, completed 2700 physical assessments of elementary students, developed and painted or installed 12 outdoor and almost 20 indoor movement circuits in schools, and delivered 'Physical Literacy in a Bag' workshops to all elementary schools. Throughout the winter they will continue to help teachers embed physical literacy in the classroom through intentional, direct teaching, and provide workshops specifically for EAs. There will also be presentations to DPAC and school PACs, and ongoing support to meet individual teacher and school needs around circuits and strategies. In third term, they will complete the post-assessments for elementary students, then analyze the data and provide it to schools. Where requested, they will implement a Daily Mile activity, contribute to sports days, and be involved with Ready, Set, Learn and Welcome to Kindergarten events. They said they were also excited about the creation of a strength and mobility program for intermediate students, with the long-term goal being to extend that to secondary classrooms. Slides of students participating in the various activity circuits at elementary schools across the district was shown, as well as another recap by school of the various things being done this year.

Ms Pascual and Ms Crawford concluded by saying that it is "all good." The first group of students assessed in grade 2 are now in grade 6, and data shows the gender gap is closing and student competence and confidence are building. They said they have learned things over these three and a half years as well, and have tailored their approach to one that delivers PL in convenient ways, in order for teachers to more easily embrace it and continue to use tools and strategies.

Director Nelson noted that the PL initiatives have taken off at secondary, too, particularly with teachers and EAs in learning support programs. She said high school girls will require deliberate, targeted support as they often feel disconnected from physical activity and are self-conscious. She said there is a need to change culture and increase acceptance of body types, promoting activity and health over appearance. As well, she reported that she, Ms Pascual, and Ms Crawford are part of the Provincial Physical Literacy Development Team and have been asked to write content for them. There will be a Ministry of Health announcement to follow.

## **2. Superintendent's Report**

*Chris Kennedy, Superintendent*

Superintendent Kennedy spoke in general terms about 10 big trends he has seen in education in our district and beyond, since he became superintendent in October 2009. He has recently given similar presentations to some staff and to DPAC.

### A Changing World

There is ongoing need for our students to be globally competitive. A decade ago, we strove to help students excel compared to their regional counterparts, but we are now preparing our children to be competitive with others around the world.

With an aging demographic, there are also financial pressures around resources, particularly health care and education. As the population gets older globally, there could be an impact upon education budgets.

Given the volume of information that is available, we are now living in a “post-fact” world, one in which we need to help students gain the skills to identify those sources that they can read and trust.

As movement and migration increase, we are seeing growing ELL numbers, as well as an increasingly fluid and multicultural learning community.

### Technology

Our district has never developed an online learning program, which the Superintendent believes is a smart move, as he feels online learning is restrictive. Instead, we embed technology in everything we do. We are now extending learning using new technologies as well, including esports, Virtual Reality (VR), and Augmented Reality (AR). Extensive work around security and privacy is ongoing as we expand the technology we use.

### Learning Outside and Being Active

There has been a huge shift in thinking around movement and learning. Even though we use more digital tools, there is far more intentional physical activity during the school day. Physical literacy has improved and is now integrated in elementary classes. There have been numerous outdoor learning spaces created, with outdoor classrooms and learning spaces becoming more commonplace. School gardens and urban agriculture have been embraced at our schools, and programs like the Environmental Science program in conjunction with the Department of Fisheries and Oceans are allowing high school students to extend their learning.

### Content and Competencies

In the 1988 document, The Educated Citizen, the goal of students being collaborative, creative problem solvers was a priority, but that wasn't reflected in practice. Students were still only tested in literacy and numeracy. During the last several years, educational thinking has shifted and modernized. The Educated Citizen document itself didn't require modernizing, but the application of the ideas within it did. The core competencies of students needed to be elevated. This is now happening in meaningful ways in our schools, but is still a work in progress. It is not easy as giving a math test, but it is interesting work, and increasingly, universities and employers are looking beyond math scores to skills around critical thinking and the like.

### Climate Crisis

This is very much a student-driven area and has been formalized within the Board Strategic Plan for the first time. The Superintendent says he receives emails from students weekly, asking him about issues they see in the district around climate change and pushing for initiatives and solutions that we as a district can undertake. Electric vehicles, charging stations, and green products are often mentioned. Students are encouraging us to think about uncomfortable challenges, and while it may be easy to give answers around affordability and logistics, it is important that we listen and consider their concerns. Over the next 10 years, we will need to continue to think about these issues and we will have to come up with workable recommendations as we change our business practices. Students will increasingly push us to look at this topic in both curriculum and in practice.

### Wellness

There is no more popular topic for parent education evenings than student wellness, including mental health. As a district, a Student Mental Health Framework is being developed and curriculum is much more inclusive of student health and wellness in a number of areas. As well, the wellness and mental health of staff is a priority, with various resources and supports available. Even the recent childcare facility application is, at its core, about staff wellness. There is still work to be done, and it is a growing challenge. Ten years ago, there was far less willingness to acknowledge or support student and staff wellness, and it is a positive thing to see how much more comfortable we are talking about these issues.

### Entrepreneurialism

Each school district is unique and needs to reflect the values of its community. We are located in a very entrepreneurial community and while this does not mean that our goal is to turn every student into a business owner, parents are looking for the development of certain skills and competencies. Curriculum and teaching can support a mindset that looks for creative ideas, solutions, and products, and can help students to gain business skills to network and market those ideas. The development of such skills is regularly demonstrated by our students during presentations, and many of our staff also have side businesses, based on a personal passion. The YELL program is the most obvious example of giving high school students the opportunity to explore entrepreneurialism, but all our students are supported in the development of those core competencies that are so valuable in the workplace and the world at large.

### Indigenization of Curriculum

Ten years, there was no relationship between the school district and the Squamish Nation. Gradually, a strong cultural relationship was built, and now we are in the process of formalizing a governance to governance relationship. At the same time we were building our cultural relationship, the BC curriculum was also being Indigenized. This was world-leading, forward-looking work, predating the Truth and Reconciliation Report, and is often looked to as a model by other educational authorities worldwide. Indigenous professional development sessions continue to be the most in-demand among our staff.

### Flexibility

The last decade has seen a huge shift in flexibility around options for student learning. There are numerous opportunities for students to complete core requirements while pursuing a passion or exploring other areas of interest in a meaningful way. Our timetables and facilities allow students the flexibility of choice and we have shifted to meet those student

interests and needs. Our academy offerings have increased from two to 20, driven by demand in areas such as robotics and badminton, among others.

Work experience and co-op programs are growth areas, as well as additional shifts to morning, evening, and weekend learning opportunities. As well, many of our students complement the courses they take with us by enrolling in online learning elsewhere.

Our learning spaces have also undergone change, and while the outsides of our buildings may look basically the same as they did 50 years ago, classrooms are radically different than they were even five years ago. Not all changes have been expensive, and the increased flexibility of learning spaces within classrooms has allowed students to learn in a manner that adapts to their individual needs or to the needs of a particular lesson or activity. Students can be sitting or standing, working in a group or individually, moving tables together or clearing them aside to create open space. Smaller learning spaces can be created within larger ones. We are well past the days of sitting quietly in rows of desks – we know better and we are doing better.

#### Inclusion

Inclusion of social topics includes Indigenous education, as mentioned, but another driving topic of the last decade has been around sexual orientation and gender identity. Ten years ago, there were no books in our libraries that reflected non-traditional families. There was much discussion about whether such books should be purchased for schools, and debate about how and when to do so. Now, it is not even a topic of conversation anymore and inclusion, including the SOGI curriculum, is just a given. There will be other social topics and issues that emerge in the future, and what we learn from surveys like the McCreary Report is that students dealing with such issues are our most vulnerable students around dropping out, suicide, and mental health issues. We need to pay attention and support those students who have been somehow marginalized by our system. It is a work in progress, but we continue to strive to improve the experiences of those students.

Full inclusion of special education students is another work in progress and an example of recent success is the story of WVSS student Ges, who was championed by teachers Colin Dignum and Leslie Buchanan for inclusion when BC Track and Field decided to eliminate events for para athletes. That has prompted discussions within the school district to look at opportunities for para events in elementary and secondary athletics. We need to ensure that all the things we do are fully reflective of our stated beliefs and values around inclusion, and some really interesting conversations are taking place. Courts and legal decisions help to push school districts forward in some cases, but we need to make sure that we push ourselves forward because we know better than we used to, the importance of inclusion of all students.

The Superintendent concluded by saying that the last 10 years have seen huge changes to the inside of our schools and that our community wouldn't accept any less. A walk around the outside of our buildings would not give a sense of the shift that has taken place within. School is not the same and we are forced to be nimble in order to respond to high community expectations. We operate in a competitive environment that services a well-educated parent community, one that expects their children to have opportunities to participate in a range of relevant experiences and be well-prepared for the changing world that awaits after graduation. The 10 areas he touched upon have taken a lot of hard work, but have also fostered excitement and anticipation about what comes next. The shifts of the last 10 years, he believes, are far more dramatic than those of the 20 years previous to that. We are in the midst of real change and while it might not always feel like it, as we take



incremental steps, when we look back, we will realize we were part of some significant and ground-breaking shifts in the education system. Our size makes it possible for us to be nimble and responsive to new ideas – the work is in the doing. We don't just talk about it. As Trustee Stevenson pointed out, we have long been seen as breaking the mold, even as far back as the 1950s. The Superintendent noted that the school is still the gathering place, however, despite the changes that have taken place and despite lack of trust in governments and in various institutions. He said we live in two worlds – there is an appreciation that school needs to look enough like your parents' experience in order to reassure them, while also doing it differently on the inside. It is a delicate balance and one that is necessary to keep the community onside. Lessons have been learned by this government and their curriculum and policy are reflective of changes already taking place. Grade 12 students were given as an example of embodying some of the conflict felt at times: they recognize that there is likely a better way to do things, but they don't want those changes to happen now, because they have already figured out how to work within the current system and are comfortable with it.

The Chair thanked the Superintendent for his presentation and in relation to the inclusion of the climate crisis in the new Board Strategic Plan, asked if it would be possible to get some recent data about the efficiency of the solar panels installed several years ago at BICS. She wondered if, even given our climate, the data would support widespread adoption of such installations at other district facilities. If not, she would like to know that, too, in order to force a conversation and movement to tackle these issues, saying that we cannot depend only on students to take action and need to take a leadership role. The Chair also said she sees a huge opportunity for us to take a leadership around outdoor education, saying that she recently heard that the average child only spend 10 minutes a day in nature – not PE class outside, but outside and engaged in nature. She feels that if we can find ways to connect students with nature as an integral part of learning, they will appreciate the natural world more and have a greater willingness to protect it.

### **3. BCSTA AGM**

*Carolyn Broady, Board Chair*

The Chair reminded trustees that that BCSTA Annual General Meeting begins on April 16<sup>th</sup> and noted that if anyone has a motion to bring forward, they will have to do so in a private meeting, as there is no regular meeting before the deadline. A general conversation took place and Metro districts have come together for the first time to put forward four motions. The most interesting of those is one put forward by Surrey School District, regarding a second funding head count later in the year, to deal with increased enrolment since the September 30<sup>th</sup> 1701 report. Particularly this year, school districts have experienced an influx of students early in the new calendar year, none of whom receive regular FTE funding.

## **H. COMMITTEE REPORTS**

### **1. Human Resources Committee Meeting – February 4, 2020**

Committee Chair Brown reviewed the minutes and highlighted the fact that recruitment efforts are now taking place on a national level, not just a local one, and on behalf of the board, she thanked the HR department for their efforts in this area. It was also noted that two new dates in February have been set with the mediator for provincial teacher bargaining.

**#1474**

**MOTION THAT the minutes of the Human Resources Committee meeting held February 4, 2020 be received.**

**Carried.**

## **2. Finance & Facilities Committee Meeting – February 11, 2020**

Committee Chair Stevenson briefly reviewed the minutes and congratulated Irwin Park Elementary for being awarded the 2019/20 WVS District Playground Grant (\$5000 in cash and \$5000 in facilities labour), which will help with the creation of new outdoor learning spaces and a more natural playground.

The 2019/20 Amended Budget was reviewed and it was noted that student FTE and associated funding was higher than initially projected. There are associated costs, but the committee chair said that he is pleased to report that our overhead costs represent only 15% of our operating budget – well below the MOE guideline of 24%. We run a very lean district, as we have done for a number of years, but have still managed to maintain a status quo budget. Our reserves at July 1, 2020 should stand at \$1,790,190, or 2.3% of our total operating expenses. That is within the Ernst & Young guideline of 2-3%.

Committee Chair Stevenson expressed his appreciation for finance staff who regularly deep-dive into the details of budget items in order to allow us to continue to offer all the things that make our district special. He then read aloud the bylaw for the amended budget:

**#1475**

**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 2019/2020 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 2019/2020.
3. The attached Statement 2 showing the estimated revenue and expense for the 2019/2020 fiscal year and the total budget bylaw amount of \$87,592,065 for the 2019/2020 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 2019/2020.

READ A FIRST TIME THE 18<sup>th</sup> DAY OF FEBRUARY, 2020;

READ A SECOND TIME THE 18<sup>th</sup> DAY OF FEBRUARY, 2020;

READ A THIRD TIME, PASSED AND ADOPTED THE 18<sup>th</sup> DAY OF FEBRUARY, 2020.

**Carried.**

Chair Broady thanked the Secretary Treasurer and her staff for their thorough work on the amended budget and said she was very pleased to see our reserves within the 2-3% guideline.

**#1476**      **MOTION THAT the minutes of the Finance & Facilities Committee meeting held February 11, 2020 be received.**

**Carried.**

## **I. FOR INFORMATION**

The Chair noted that as per the new board Strategic Plan, work is being done to modernize language throughout our administrative procedures, as well as to remove duplicate or redundant information.

Most recently, housekeeping changes have been made to the following administrative procedures:

- AP 312 – Emergency Preparedness
- AP 400 – Human Resources Practices
- AP 401 – Employee Code of Conduct
- AP 402 – Criminal Record Search
- AP 404 – Working Alone or in Isolation
- AP 408 – Long Service Leave
- AP 413 – Impairing Substances in the Workplace
- AP 512 – Travel Expenses

The updated procedures have been posted on the public district website.

## **J. CORRESPONDENCE**

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

## **K. TRUSTEE MEETINGS & EVENTS**

The Chair thanked trustees for their continued hard work in our schools and in the community.

Annual Crepe Luncheon at École Pauline Johnson BCPSEA AGM BCSTA Leadership Series Bingo Night at Irwin Park Childcare Services Working Group Finance and Facilities Committee meeting Human Resources Committee meeting <i>Jazz Cafe</i> at Sentinel Secondary NSIIP Meet & Greet Presidents' Committee meeting	Retirement Celebration for Corinna Jones at Gleneagles Ch'axá'y Elementary Rockridge International Luncheon Rockridge's musical comedy production Sentinel's drama production Various schools' Lunar New Year celebrations Visit to Cheakamus Centre with North Vancouver Board Chair WV Streamkeepers' meeting WV DPAC meeting
--	--

## **L. QUESTION & COMMENT PERIOD (10 Minutes)**

*Rob Inman – West Vancouver resident and coach*

- asked if there was a way to build new programs based on the interests of the new young teachers coming into the district or those of parents at DPAC meetings, perhaps by creating a committee

The Chair said that parents and students are always encouraged to voice new ideas and pointed out that many of the newer academies are the result of student interest and demand, citing the badminton academy as an example. She added that Mr Inman's point is well taken and said that we are lucky to have a strong and collaborative DPAC, one that is comfortable bringing ideas forward and with whom a strong relationship has been built. She said there are lots of avenues through PACs for parents to voice ideas, and teachers are encouraged to do the same. Many of our specialty programs have evolved from teacher innovation grants, which allow staff to delve deeper into an area of passion and develop knowledge and learning, to the benefit of students. The Chair said a committee could perhaps be considered in the future.

The Chair concluded the meeting with a reminder that there is no public meeting in March because of Spring Break, and said she was looking forward to seeing everyone again in April.

## **M. ADJOURNMENT**

**9:18 pm**

---

BOARD CHAIR

---

SECRETARY TREASURER