



MINUTES OF A REGULAR MEETING OF THE BOARD OF EDUCATION
Tuesday, February 26, 2019 at 7:00pm
West Vancouver School Board Office

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

Absent: C. Kennedy, Superintendent of Schools

A. CALL TO ORDER & ANNOUNCEMENTS

The Chair called the meeting to order and recognized that we are gathered on the traditional lands 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. She then highlighted the DPAC Sleep Event on March 12, noting that one of the speakers, Dr Schonert-Reichl, is very highly regarded and has been asked to speak to the US Congress this week.

B. BOARD HIGHLIGHTS

"From Seeds to Forest" – Lions Bay Primary

Principal Aron Campbell, Vice Principal Natalie Mendes, and grade 3 student Harry H.

Vice Principal Mendes introduced herself and grade 3 student, Harry, whose family has been instrumental in implementing the gardening project. She went on to explain that the school has been focusing on the First Peoples' Principles of Learning, particularly that learning takes patience and time. The gardening project has been a great example of that idea.

Last year, the Lions Bay gardening committee met with facilities staff to discuss some ideas and after that meeting, facilities staff built four cedar garden bed boxes. The facilities crew installed the beds next to the school and walked the students through the entire process, including explaining things like how the boxes were made and measuring the slopes and angles before installation. The families then took over, filling the boxes with soil and then students planted seeds. Harry's mum Charlie taught the students about the different seeds. Harry told trustees

that they planted pumpkins, cucumbers, tomatoes, carrots, beetroot, radishes, and lettuce. Summer weather was so good that some vegetables were ready to harvest before school started. Once school was back in session, grade 3 students harvested the vegetables that were ready and set up tables to sell them at the Lions Bay School Market. Harry said they learned not just about vegetables, but also how to count money and weigh the produce with scales. The tomatoes and carrots were always the first to sell. He said they also used the vegetables to cook and made soup, salsa, and hummus, and roasted pumpkin seeds. Onions and a pumpkin were entered into the Pumpkin Fest at the West Vancouver Community Centre and won prizes. Harry said everything about the project was “very, very fun”.

Lions Bay students have also been studying the local flora and fauna in the forest next to the school, with the goal of having students able to recognize and identify indigenous plants. With the support of a district innovation grant, Vice Principal Mendes said students have been creating content for an interpretive forest walk. Working with grade 6 and 7 students from Gleneagles Ch’axáy, 15 wooden structures will be built in the forest that will house information about the local plants, to allow visitors to learn about the local forest. The content will be created by Lions Bay students and will have QR codes that will link to a student-built website. Harry said that he has learned how to identify sword ferns and various kinds of trees and bark. Vice Principal Mendes said that this project has been a great learning experience for staff too.

Harry’s mum, Charlie, concluded the presentation by saying that the kids were so enthusiastic about the garden project last year and can’t wait to start planting again. This year, they will add potatoes to their crop. She said she learned a lot as well, especially about how to adapt information and activities to the different age groups, and she loved the opportunity to pass on her passion to her children and their classmates.

Principal Campbell thanked Vice Principal Mendes and said that the highlighted projects are reflective of Lions Bay and the special community there.

“FESL Focus Year 2: 18-19 Our Design Thinking Journey” – Gleneagles Ch’axáy Elementary

Principal Aron Campbell, Vice Principal Christine Hulme, and students Connor, Blake, Noah, and Sasha

Principal Campbell introduced Vice Principal Hulme and students Connor, Blake, Noah and Sasha. He reported that Gleneagles Ch’axáy is in the second year of their FESL and, building on the arts concentration of the previous FESL, is incorporating the arts into the focus of ADST curriculum and using STEAM (science, technology, engineering, the arts and math) activities to build student confidence and capacity in the areas of creativity, collaboration, and problem solving. To that end, monthly design challenges are held, a 3D Print Club has been created, and a STEAM in-service with Zen Maker Lab and grade 3 – 7 classes has been arranged.

Connor and Blake explained that the monthly design challenges are 30 – 40 minute activities that are completed school-wide and focus on collaboration, problem-solving, and creative thinking. Assessment is involved in each activity and cross-grade groupings allow for mentorship and social skills development. Challenges have included an index card tower, a marble roll, and a paper chain challenge. For the paper chain challenge, groups were only allowed to use one 8.5 x 11 piece of paper, one pair of scissors, and a one metre strip of masking tape to create the longest possible chain in 25 minutes. They had eight minutes to plan, 12 minutes to build, and

five minutes to refine and improve. A brief video was shown and Principal Campbell noted that this was a great exercise to help kids understand that there is value in failure.

The creation of the 3D Print Club was inspired by the acquisition of a 3D printer in 2017, which Principal Campbell said gave birth to a lot of creativity and learning. After a visit from Zen Maker Lab, a small group of dedicated students took the initiative to create the club. The club meets every Wednesday at lunch and is made up of students in grades 2 – 7, with more girls than boys involved. The focus is more on design, using the web-based application Tinkercad, rather than actually printing. Grade 4 student Sasha explained how she created a 3D design for a house using basic shapes, and then made it more complex as she became comfortable with the program. She showed her design and those of other students, but said they didn't print them all, because it would take 26 hours just to produce one. Grade 5 student Noah, who Principal Campbell called one of his most creative learners, explained to trustees that he wasn't interested in just designing a house – he thought it was important to design a whole landscape in which to situate his house. Details such as mountains, roads, and a tunnel were all incorporated. This was possible with the use of Scratch coding and the VR beta program c3d.io, which other grade 5- 7 students are also using. The combination of Tinkercad and c3d.io has allowed students to blend coding and programming concepts with artistic creativity and Principal Campbell called it a true example of STEAM in action. Trustees and those present then toured Noah's landscape on their phones, accessing it through a QR code displayed on screen.

Principal Campbell thanked the school district and his PAC for giving his students these opportunities and said that in year 3 of their FESL, they will look to extend these activities further and create community connections as well.

"Captivated by Coding" – Chartwell Elementary

Principal Chantal Trudeau, Vice Principal Alysha Karsan, Grade 4/5 teacher Mary Fry, and students Rehet, Bahar, and Aaron

Principal Trudeau began by introducing her team and students and said that the Chartwell PAC has been great in supporting the school's efforts to expand ADST opportunities for students. Vice Principal Karsan and teacher Ms Fry both said that the kids love coding and just take things like Micro:bits and run with them, often helping the teachers as they learn.

Student Aaron explained to trustees that coding is the creation of a set of instructions that a computer needs in order to function and is what makes it possible to have software and websites. He highlighted three different types of code: Drag & Drop; Python; and JavaScript. Bahar said that coding is fairly simple, but the hard part is going through the process of breaking down a problem to try to solve it. She said it teaches students to think in different ways, helps them to be more creative and think outside the box, teaches collaborative problem solving, and exposes them to computer science and engineering. It's like learning a new language. Ms Fry said that from a teacher perspective, coding is a skill that helps build curricular competencies in multiple disciplines beyond ADST, including language arts, math, science, and career education. It is an empowering skill that teaches resiliency, communication, and critical thinking.

Rehet explained that Micro:bits are pocket-sized computers that run a line of code to tell a computer what to do. They can only write one program at a time, so a computer will have multiple Micro:bits to run multiple programs at once. Using different code types such as Drag & Drop and JavaScript, the 25 LED lights and two buttons on the Micro:bits can be programmed to perform different functions. Aaron told trustees that students have written code to use

Micro:bits to play games such as rock, paper, scissors, create personalized messages, use them as a stop watch, or create a Love Meter. Students said that coding is not always easy, but by working together, they have mastered it and really believe that anyone can code. They concluded by saying that this is a skill that engages and empowers them and increases their confidence. They not only learn coding, but develop critical and creative thinking skills, as well as improve their collaboration and communication skills.

C. ADOPTION OF AGENDA

The Chair welcomed Associate Superintendent Nosek to the Superintendent's chair for the evening, and sent regrets on behalf of Superintendent Kennedy, who was absent because of an important engagement that could not be changed.

#1403	<u>MOTION</u> THAT the Agenda of the Regular Meeting February 26, 2019 be adopted.	Carried.
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D. QUESTION & COMMENT PERIOD (10 minutes)

Rob Inman – West Vancouver resident and coach

- said he was very impressed with the Lions Bay Primary garden presentation and said that the Sentinel Gardening Club has competition

The Chair agreed that Lions Bay's highlight was enjoyable and said she loved that students were involved in the complete process, from planting, to harvesting, to selling, cooking and eating.

- referred to the announcement today by the Health Minister regarding the possible implementation of a mandatory registration system to track vaccinations and asked what vaccinations or proof of vaccination is required of international students before admission to West Vancouver Schools

The Chair replied that she believes that students applying to our international program have medicals, but she will clarify with District Administrator Michael Frankowski. She said that as the announcement was only made today, she does not yet have many details, but believes that international students would be held to the same requirements as domestic students. She also reported that as soon as the recent measles outbreak became known, she and Superintendent Kennedy were in touch with Medical Health Officer Dr Mark Lysyshyn from Vancouver Coastal Health to discuss the reportedly low immunization rates in our school district.

E. APPROVAL OF MINUTES

- Regular Meeting January 15, 2019

#1404	<u>MOTION THAT the Minutes of the Regular Meeting January 15, 2019 be approved.</u>	<u>Carried.</u>
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- General Record February 26, 2019

#1405	<u>MOTION THAT the Minutes of the General Record February 26, 2019 be approved.</u>	<u>Carried.</u>
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F. BUSINESS ARISING FROM THE MINUTES

No business arising.

G. BOARD BUSINESS

1. Funding Model Review

Carolyn Broady, Board Chair and Julia Leiterman, Secretary Treasurer

The Chair reported that the results of the funding model review were released just before the Christmas break and that the Ministry is now looking for feedback from school districts. Specifically, they would like Boards of Education to work with district senior staff to identify areas in the review that are optimal and with which districts are pleased, as well as areas of concern that require more information or that boards are reluctant to have implemented. She asked that trustees have a general discussion this evening and suggested that a motion be put forward regarding submission of a formal response to the funding model review panel and copied to the BC School Trustees' Association, so that the information is shared with other boards across the province. She reported that the guiding principles for the review are that funding is responsive, equitable, stable and predictable, flexible, transparent, and accountable.

The Chair began the discussion by saying that one of her main concerns is the proposed move from per-course to per-student funding at the secondary level, and that she has discussed this at length with the Superintendent and Secretary Treasurer. In West Vancouver Schools, we have many students that take nine or more courses and the proposed funding change could affect not only staffing, but also reduce the ability for students to choose from a depth and breadth of courses. This could not only limit students to a narrow path moving towards post-secondary, rather than being able to take courses in a range of subject areas, but also seems counterintuitive to the idea of individualized education that has been championed in the province over recent years. The Chair said that she has flagged this potential change as her biggest concern and so has asked the Secretary

Treasurer to gather some numbers to assess the possible impact, not only financially, but on our students as well. She cited the frequent reference in the review to students taking 8.1 courses and said that our data shows that is not our experience here. The Secretary Treasurer said that historically in our district, there is a three percent difference between our student head count and student FTE, which means that on average, we have more students taking more than the regular course load. That would mean a significant change in our funding and would shrink the number of options available to students, as we wouldn't be able to afford to offer the same range and variety of courses. She agreed that it seems counterproductive to the ministry's drive towards what is best for kids.

A general discussion was held and trustees were keen to acknowledge that it is important to support improvements and those suggestions that are viable, rather than just complaining, but that there must be strong advocacy not only for our district, but for provincial issues as well. It was also pointed out that when raising concerns, suggestions to alleviate those concerns be made at the same time, rather than just objections. Positives included the requirement for districts to submit financial plans; the introduction of compliance audits; a recognition of shifting demographics, the cost of living and its effect on recruitment and retention; increased flexibility; and the ability for districts to hold on to locally-generated revenue.

Additional concerns included seemingly increased provincial control with little facility for districts to grow their budgets; equity and the level of rigour of online courses; what will happen to a new funding model with a future change of government; changes in salary differential and compensation; accountability; and particularly, the adoption of a prevalence model for special needs funding. It was felt that there is not yet enough information about what impact this last change will have on our most vulnerable population. There is a working group around this issue, but the details have been very vague thus far. As well, recommendation #1 indicates that targeted funding will be allotted first to various vulnerable groups of students, but does not offer any assurances that adequate funding for remaining students will be ensured, should funding become tight again in the future. A number of districts have raised this concern, including how much will be left and how much flexibility districts will have to determine how it is spent.

Trustees agreed that the government is trying to improve things and has indicated that they have been listening, but at this point there are more questions than answers. When asked, the Secretary Treasurer said that her colleagues in BCASBO have asked about whether there will be any modelling done regarding what any change in the funding formula will look like to determine if there are any unintended consequences. She said that the prevalence model is particularly concerning, as many of our special needs students come from outside the district, and prevalence data is based upon local demographics.

Feedback is due at the end of March, so the Chair said that she would like to receive any written or verbal feedback from trustees within the next two weeks. Trustee Block asked if a round-table discussion could be arranged and the Chair agreed that was a good idea, starting with notes and then working together to flesh out ideas. The Chair said implementation has been delayed by 12 months, which is a good first step. There are a number of working groups looking at various issues and she is part of the online learning group.

The Chair said boards of education have been asking for changes to the funding model for about a decade because the old model created a lot of "haves and have-nots" and that this

is a great first step, but districts would like to be able to model it properly before implementation. The ministry has not yet agreed to modelling, and it is believed that every board will ask for that in their feedback.

#1406

MOTION THAT the Board write a letter to the Ministry of Education and copied to BCSTA providing feedback on the Funding Model Review Panel report, identifying both the changes that are of concern to West Vancouver Schools, and changes that will provide improvement to the current system.

Carried.

2. Early Learning Update

Sandra-Lynn Shortall, District Principal

District Principal of Early Learning, Sandra-Lynn Shortall, began by thanking the board for the opportunity to share some of the work being done and then introduced Deanna DeVita and Neelke Kruger-Logan, two people she said are critical to early learning in the district. She said that early learning work lives in the student support services house, built on solid foundations of literacy, numeracy, physical development, and self-regulation/social-emotional learning and executive function. Those core foundations can be built upon by making connections with children and families early in life, which allows the possibility of early intervention and early supports, so that any needs are identified as quickly as possible. They do not wait for Kindergarten, as it is crucial to establish rich connections and work with families early in a child's life.

The intention is to build capacity in the community and develop the critical understandings required as they support families and meet them wherever they may be. In the early years, the school district partners with Vancouver Coastal Health (VCH) and other community partners in the use of assessment practices. One important tool that has had a significant impact during the last 36 months is the Ages and Stages questionnaire. It is a short survey, completed by parents, asking them about the age of their child and the stages of growth and development. It is not a diagnostic tool, but does allow for measurement of development in the community and helps parents to start to think about their child's development. When families engage there is a team of people from VCH who are available to provide whatever supports are needed. Early learning work is strategic and multiple lenses, which transcend into a school context, are used. Response to intervention and inclusive practices continue to build capacity, while looking through a broad lens. Growth and development is considered in the context of family, the school system, culture, and peer groups. Municipal partners, such as the community centre, VCH, and the North Shore Multicultural Society, work closely with the school district to build capacity and connections. These connections allow human development to be considered through a broad lens and enrich relationships between families and community partners. One event that helps to build relationships is Ready, Set, Learn, an initiative of the Ministry of Education. Last night, one was held on Bowen Island and had a great turnout. There was a full gathering of community supports from Bowen Island and the school district, and more than 50 families with toddlers and preschoolers came to a family play night.

Another way connections are made is through the StrongStart programs for children from 0 – 5 years and their parents or caregivers. Deanna DeVita, the StrongStart facilitator at Chartwell and Hollyburn, told trustees that often it is grandparents that attend the program with their grandchildren and not only does that build inter-generational relationships, but connections between grandparents have been created as well. These community connections are hugely valuable, particularly to families new to the area or to Canada.

District Principal Shortall explained that West Vancouver Schools has been working closely with the ministry as one of the lead districts looking at the revision of the BC Early Learning Framework. She and Ms DeVita have been working for the last 18 months with provincial representatives on a rich process of rewriting the framework and moving it from a 0 – 5 year old focus, to a 0 – 8 year old focus. She said that will enhance the early learning work being done in our community and bridge the transitions from the early years to the primary classrooms. Primary teachers in the district have been engaged and are excited about the next steps. It is expected to be finalized by next fall.

Research guides early learning in the district and includes multiple considerations, including not only experiential knowledge of local demographics, but we also make sure that decisions around programs and initiatives are grounded in rich data. Our decade-long association with the Human Early Learning Partnership at UBC, using the Early Development Instrument (EDI), has provided a wealth of data regarding the development and school-readiness of children aged five in our community. It measures five different scales: physical health and well-being; language and cognitive development; communication skills and general knowledge; emotional maturity; and social competence. The EDI has guided much of the work being done in our school district and municipality, as it allows us to follow trends and plan accordingly. The preliminary results of this year's EDI (Wave 7) should be available in June, with full results in September. District Principal Shortall shared results from EDI Wave 6, which shows that there are increasing vulnerability trends province-wide. She said that it is not necessarily a cause for alarm, as chronological age rarely corresponds with developmental stage. Instead, the EDI is used to guide what we think about and see within communities and initiate conversations. As mentioned, there is a decade of rich data in West Vancouver and we too have some increasing vulnerabilities. Our community and school district early learning programs are strategically targeting those areas of vulnerability. One example is the physical literacy program that is expected to show results, particularly in Wave 8. Vulnerabilities associated with socialization are also being targeted through StrongStart and community centre programs. Young children across the province and country are not necessarily getting the formative rich social experiences of outdoor and free play – those socialization opportunities that allow them to develop skills to articulate base needs and navigate social situations. She said there is a rich conversation around whether or not those opportunities are being created in communities across the world, to allow our children to have those experiences.

Trustee Stevenson said he believes in the importance of socialization in creating a balanced lifestyle and targeting vulnerabilities. The Chair agreed and said that she feels that this socialization and school-readiness piece should be included in the board's new strategic plan. She asked if we have data about how many of our incoming Kindergarten students have attended StrongStart or some other kind of early learning program and/or some way to track that information. She said she has asked during school visits and has received anecdotal information, but was surprised at how low the numbers were for children who had regularly had social experiences outside the home. The Chair is concerned about how that lack of socialization affects interactions in primary classrooms and beyond. District

Principal Shortall said that this is a complex, multi-factorial conversation at both the community and societal levels, but she knows that when the community comes together and targets emerging needs, there is tremendous success. Our data shows that targeted and intentional programming has an impact and improves results. The EDI allows us to identify trends and align resources accordingly.

Changing Results for Young Children (CR4YC) and StrongStart are both provincial initiatives that promote social emotional well-being. West Vancouver is one of eight school districts in the province with a CR4YC program. There are ongoing inquiry cycles and teachers work with early childhood educators and community partners during provided release time. They work with a specific child and their family to focus supports in order to change trajectory for that child's growth and development. As well, we have three StrongStart locations in the district at Chartwell, Eagle Harbour, and Hollyburn and they are full every day they are in operation. There are many families new to Canada for whom StrongStart is their first introduction to the local community. Families have access to various community resources, including visits by the community health nurse and a North Shore Family Services counsellor. As well, Ms DeVita said that programming is adaptable and is easily responsive to group needs. There are also two family hubs in the community – the West Vancouver Child and Family Hub, and the Properties Family Hub. The school district works with community partners to discuss and initiate programs based on need. District Principal Shortall asked Neelke Kruger-Logan, board member for the Properties Family Hub, to tell trustees about her experience. Ms Kruger-Logan explained that she and her family moved to West Vancouver from Hong Kong about four years ago and she said that moving to the British Properties was a challenging adjustment and she felt isolated at times, as it was difficult for her and her toddler son to meet people in the community. The Properties Hub was very helpful for both of them and some of their best friends now are people they met at the hub. When she was asked to join the board, she was thankful to be able to give other families the opportunities to connect that she found so helpful. She said it really does help foster community-building. District Principal Shortall thanked trustees for their support of the Properties Hub and said the provision of space in the portable on Chartwell school grounds. The intergenerational, responsive programming and play-based pedagogy has created a “place of magic” and allowed families to connect, feel supported, and feel truly part of a community as they move towards entry in our schools.

3. BCSTA AGM

Carolyn Broady, Chair

The Chair noted that although the deadline for substantive motions was last Sunday, late motions will be taken up until the last business day of the AGM in April. It was reported that current president Gordon Swan will not be running again, and Chair Broady announced that she has put her name forward to run as vice president of the BCSTA Board of Directors.

4. Bargaining Update

Kim Martin, Associate Superintendent

The Associate Superintendent gave a brief general update on the bargaining process for both teachers and support staff.

The framework agreement for the provincial parties for support staff groups was signed in July 2018 and remains live. It complies with all the Public Sector Employers' Council (PSEC) mandates and that piece now needs to be brought into the local table. PSEC gave approval for our local bargaining plan on January 15, 2019. The WVMEA indicated it was unable to start bargaining at that time, but has now put forward dates in April and bargaining will commence then. Twenty other districts also have approval from PSEC to start support staff bargaining, but only about five have actually started at this time.

The provincial protocol agreement for teacher bargaining has been signed and parties have met a number of times. Originally, 65 days of bargaining between January and late June were set in an attempt to conclude the process before the existing collective agreement expires on June 30. Associate Superintendent Martin is still optimistic that a deal is possible, and indications are that all parties still feel the same way, though there are a lot of big issues on the table. Any challenges will be better understood once full proposals have been exchanged. Locally, the bargaining teams have met once and been introduced. They are hoping to sign a protocol agreement tomorrow, which will then enable the parties to meet and exchange proposals, likely on March 5. She thanked the WVTA for providing lots of early dates to meet and noted that West Vancouver Schools has received PSEC approval for our teacher bargaining plan – one of only seven districts in the province to do so. One day a week has been set for bargaining from now through to the end of April. While there is not a lot on the local table at the moment, there will be more as the months progress.

H. COMMITTEE REPORTS

1. Human Resources Committee Meeting – February 5, 2019

Committee Chair Brown reviewed the minutes and then highlighted the recent retirements of Alysoun McKay-Lee and Marina McMaster, and the departure of Student Support Services District Administrator Dave Platt. She said that Mr Platt has had a remarkable impact upon the district and will be sorely missed, and congratulated him on his move to the Vancouver School Board.

#1407	<u>MOTION</u> THAT the minutes of the Human Resources Committee meeting held February 5, 2019 be received.
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Carried.

2. Finance & Facilities Committee Meeting – February 19, 2019

Acting Committee Chair Block briefly reviewed the minutes and recommended that the Board certify the resolution regarding the grant funding application and commitment to the West Vancouver Place for Sport track project.

#1408

MOTION THAT the Board certify the Resolution regarding grant funding; and THAT staff submit an application for grant funding for the West Vancouver Place for Sport through the ICIP – Community, Culture, and Recreation program; and THAT the Board support the project and commits to its share (\$250,000) of the project.

Carried.

A new funding stream from the Ministry of Family and Housing was discussed, to support the modelling of school-district administered early child care for staff. The district will apply for funding, with the view to a portable being installed near the south campus of West Vancouver Secondary.

The floor was then passed to the Secretary Treasurer, who briefly reviewed the 2018-2019 Amended Budget. She focussed on the operating fund, where revenue increased by \$1.6 million, driven mainly by increased FTE, ELL numbers, and increased academy programs. It was emphasized that there are matching costs, including increases salaries for teachers and non-funded increases for exempt staff. Education assistant costs, though also higher, are helpful to students and teachers, and are an indication that support is being delivered. Ultimately, our reserves were up to \$1.2 million, much better than the preliminary figure, and although very good news, at 1.7% of operating budget, is lower than the Ernst & Young recommendation of 2-3%. Moving forward, ways to cut costs while maintaining services will continue to be sought and less operating grant money will be used for capital projects.

Acting Committee Chair Block thanked the Secretary Treasurer for her hard work and ease of explanation. The bylaw for the amended budget was then read:

#1409

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 2018/2019 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 2018/2019.
3. The attached Statement 2 showing the estimated revenue and expense for the 2018/2019 fiscal year and the total budget bylaw amount of \$84,953,151 for the 2018/2019 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 2018/2019.

READ A FIRST TIME THE 26th DAY OF FEBRUARY, 2019;
READ A SECOND TIME THE 26th DAY OF FEBRUARY, 2019;
READ A THIRD TIME, PASSED AND ADOPTED THE 26th DAY OF FEBRUARY, 2019.

Carried.

Chair Broady thanked the Secretary Treasurer and her staff for their continued good work on the budget.

#1410 **MOTION THAT the minutes of the Finance & Facilities Committee meeting held February 19, 2019 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 Chair said it had been a very busy six weeks and asked trustees if there was anything they would like to highlight. Trustee Donahue said that the Lunar New Year celebrations held across the district were amazing and she thinks it is wonderful to see it incorporated into our annual traditions. The Chair agreed and said she was also looking forward to the many Persian New Year celebrations planned before spring break. Trustee Block said as a first term trustee, she is really enjoying the variety of all the events she is attending and recommended the film ‘In the Name of Your Daughter’.

Academy Information Night Annual Joint Meeting with Education Minister BCPSEA AGM BCSTA Board Chairs Meeting BCSTA Leadership Series BCSTA Metro Branch Meeting BCSTA New Trustee Academy BCSTA Provincial Council Board Chair Coffee Meeting with WVTA President Board Chair Visits to Pauline Johnson, Westcot, Sentinel, Chartwell, Rockridge, Gleneagles, Lions Bay, Caulfeild, Hollyburn, Fencing Academy and ACE It Carpentry École Pauline Johnson Crepe Lunch Film – In the Name of Your Daughter Finance and Facilities Committee meeting Future Cities Celebration	Human Resources Committee Meeting Joint Liaison Meeting with WVPAC/Trustees/Administrators/DLT Literacy Week Guest Speaker Meeting with Mayor and Council regarding the B-Line North Shore Immigrant Inclusion Partnership Presidents’ Committee Meeting SD45 Career Education Info Session Secondary Course Change Open House Sentinel Jazz Café Trustee Visits to Cypress Park, Cedardale, Inglewood Secondary and Irwin Park Trustees’ Orientation Sessions Various Schools’ Lunar New Year Events WVPAC Meeting WV Streamkeepers’ Meeting
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K. QUESTION & COMMENT PERIOD (10 Minutes)

Renee Willock – President, WVTA

- Said that it was very good news to hear about the potential child care spaces coming to the district and that teachers are very excited about the proposal
- feels that this will go a long when trying to recruit staff for our district, but said that the maternity leave top up is terrible
- teachers receive only 50% of their salary in weeks 6 – 17 and there is no parity in maternity leave at the provincial level
- said that many teachers who live outside the district are keen to be able to bring their children to school here and asked if the district would consider some form of priority registration for the children of teachers and support staff

The Chair thanked Mrs Willock for her comments and said that priority registration is something she has been discussing with the Superintendent. Details about the outcome of those discussions will be forthcoming. She also asked that the WVTA write a letter of support for the Childcare BC New Spaces funding application. Mrs Willock replied that they would be happy to do so.

The Chair wished everyone a safe and happy Spring Break, noting that there will be no meeting in March.

L. ADJOURNMENT

9:17 pm

BOARD CHAIR

SECRETARY TREASURER