



MINUTES OF A REGULAR MEETING OF THE BOARD OF EDUCATION

Tuesday, April 16, 2019 at 7:00pm

West Vancouver School Board Office

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

Absent: S. Donahue, Trustee; S-L. Shortall, Director of Instruction; A. Campbell, Director of Instruction; D. Nelson, Director of Instruction

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 upcoming Lighthouse Festival of the fine and performing arts, and encouraged parents and community members to attend performances at the WVCC and view the student art at WVCC and GCC.

B. BOARD HIGHLIGHTS

"Operation: Kindness" – Cypress Park Primary

Vice Principal Robyn Evans, teacher and IB Coordinator Morikke Espenhain, and grade 3 students Kendall and Aiden

Vice Principal Robyn Evans offered regrets on behalf of Principal Grimwood who was unable to attend this evening due to illness, and then introduced the Cypress Park team. She began by explaining that student agency is at the heart of the IB PYP and then passed the floor to CP IB Coordinator Morikke Espenhain who highlighted the roles of student voice, choice, and ownership when planning for student agency. Vice Principal Evans continued by noting that playful learning helps students develop self-management skills.

Students Aiden and Kendall explained that after thinking about kindness and caring, students began to write down observations based around two questions: What do you see? And what do you notice at Cypress Park? Reflecting on their answers made the students take notice of how they were treating each other. Aiden said that even though some of the answers weren't very good, he thought the process was fun, and once they realized that they were not treating each other very well, students took the lead and Operation Kindness was born. The students noticed that kindness is a boomerang and worked hard on things that made them think about how to treat people kindly. From pink shirts, to a flash-mob, to reading Enemy Pie, and challenging ideas about what boys and girls can or should do, students were on a mission to promote kindness.

It was explained that by asking five simple questions, it is possible to have very in-depth discussions. By answering: What do you think? Why do you think that? How do you know this? Can you tell me more? And what questions do you still have?, students can help guide their learning and develop student agency. Moving forward, students will work on becoming power communicators, asking what that actually means, and developing 'I' statements, power talk, and power statements.

"West Bay Language Inquiry" – West Bay Elementary

Vice Principal Laine Anderson, teacher Farah Babul and students Areej, Camille, and Jason

Vice Principal Laine Anderson also sent regrets on behalf of Principal Grimwood and took the lead, introducing her co-presenters and explaining that since the start of the school year, five of West Bay's intermediate classes have been working with ELL teacher Ms Babul on an inquiry into cultural identity and language. The central idea is that language lets us better understand our own identities and those of others. A school-wide survey revealed that West Bay students can speak, write, and read 28 different languages in addition to English and French. In order to celebrate this diversity in the school community, staff realized that it is important to recognize languages, particularly those spoken by fewer numbers of students, in order that they are able to take pride in their cultural identity and share it with their peers.

Grade 4 student Areej told trustees that her grade celebrated World Mother Tongue Day and did presentations for other classes about the importance of learning languages. She said she speaks Arabic, French, and English and then quizzed trustees on their general knowledge of language. She told them that there are 6500 languages in the world, the most commonly spoken is Mandarin, and then taught them to count to 10 in Arabic.

Vice Principal Anderson reported that teachers felt that World Mother Tongue Day presented a meaningful opportunity for students to learn more about their own identities and those of their peers and, in turn, strengthened mutual respect within their community of learners. Teachers also noticed an increased interest in culture and diversity and said their students' time with Ms Babul was powerful and meaningful. The cross-grade work and deeper student thinking led to a debate about the importance of language, which extended student learning even further, as they thought about and challenged stereotypes regarding language.

Grade 5 student Camille said that she speaks English, beginner French, and Spanish, and is learning Hebrew, as her family is Jewish. She said that her class used the 3R framework (rituals, relationships, and restrictions) to examine their own cultures and better understand those of their classmates. She shared some of her own 3Rs and said even when they were talking about cultural restrictions, she and her classmates found common ground. Camille said she believes

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thinking about and sharing the 3Rs is a much better way to learn about people and understand them.

Jason told trustees that last month, his grade 6 classmates and grade 7 students held an Oxford-style debate about a resolution to have West Bay adopt an English-only language policy. He reviewed the various debate arguments that students thought about as they took their positions for and against the resolution. Among the topics was the instruction of an additional language in Kindergarten, the amount of instructional time compared to the necessary time required for language acquisition, the current languages taught at West Bay, and the benefits of being able to speak your home language at school. Using what was discussed during this debate, grade 6 students will revise and rewrite the school's language policy this term.

Ms Babul explained the next stage of West Bay's language inquiry – Translanguaging. This is a process where speakers use words from different languages as they communicate, and she said it can be a powerful learning tool. By encouraging and embracing the practice, students will improve their non-native language by applying their current knowledge, confidence will grow as students share their home language, and others will no longer feel embarrassed by not knowing a certain word or phrase, as it becomes common to express oneself using more than one language. Learning will happen naturally and with less pressure. She hopes that students and teachers at all grade levels will embrace the project and will be supported by books and signs in multiple languages throughout the school.

"Story Workshop – The Power of Stories" – Irwin Park Elementary

Principal Brad Daudlin, Vice Principal Jessica Richardson, teachers Alisha Burke, and Doni Gratton, and students

Principal Brad Daudlin thanked trustees for the opportunity to share the work his school has been doing with storytelling and introduced his team. Vice Principal Jessica Richardson explained that are powerful tools for learning and connect us to the places we live, to each other, and to our culture. By transforming learning into stories, we can share our learning with others. Using storytelling to connect to place and the First Peoples' Principles of Learning allows children of varying language fluency and academic needs to better relate to each other and build relationships.

The goal was to include all students in the inspiration and sharing of their stories, while building literacy skills. Process was emphasized over product, and various materials were made available for students to create and model their stories and share them verbally, before some wrote them down. Using materials as varied as moss, sticks, bottle caps, paint, blocks, fabric, or clay, students' imaginations were stimulated. This creative process reduces the cognitive load associated with simply writing down a story using pencil and paper. By sharing their stories with peers and teachers, students learned about receiving and acting upon feedback, improved their confidence and communication skills, and learned about each other. Ultimately, all these facets of the process improve cognitive ability. Story workshop links literacy, the arts, and purposeful play, but also incorporates the curricular competencies of every subject in the Kindergarten curriculum.

ELL teacher Alisha Burke showed trustees the progression of one ELL student's storytelling ability during the course of the year, beginning with very simple use of materials and limited English ability, to a more thoughtful use of available materials and a better understanding of story elements such as setting, characters, and finally to working independently and

thoughtfully and purposefully placing materials to represent story elements. When relating his final story, plot was developed, characters had problems, and the student's own sense of humour was evident.

Teacher-librarian Doni Gratton explained that with the grade 2 classes, they wanted to embed Indigenous Education into their story workshop using the FPPL and working with Squamish Elders Sahplek (Bob Baker), who is well known for his engaging storytelling and humour, and Squamish artist Xwalacktun, who tells stories in each piece he carves. Students looked to Indigenous books, artifacts, and the outdoors for inspiration and recognized Xwalacktun's work and Sahplek's stories of place throughout the community. This helped reinforce the notion that stories are all around us and helped connect students to our Squamish Nation neighbours and the land where we now live together.

All students have stories to share, and story workshop helps ELL students bring their stories to life and connect to their friends and play while telling them to each other. The use of materials and imagination allows for limitless creativity when creating a story and details can be easily changed. Even the youngest students can tell the stories that are meaningful to them. Students told trustees that they liked using materials to make stories before they wrote them down because it made things easier to remember and it was fun. They also learned legends about the local area and animals and then incorporated them into their own stories, and learned from the Elders that you shouldn't take more than you need, which helped them with selecting and sharing materials with their classmates. Students think Story Workshop should be used in other schools, too.

C. ADOPTION OF AGENDA

#1411	<u>MOTION</u> THAT the Agenda of the Regular Meeting April 16, 2019 be adopted.
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Carried.

D. QUESTION & COMMENT PERIOD (10 minutes)

No questions or comments from the gallery.

E. APPROVAL OF MINUTES

- Regular Meeting February 26, 2019

#1412	<u>MOTION</u> THAT the Minutes of the Regular Meeting February 26, 2019 be approved.
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Carried.

F. BUSINESS ARISING FROM THE MINUTES

The Chair offered an update in response to Mr Inman's question at the February meeting regarding international students and vaccinations. She said that District Administrator of International Programs Michael Frankowski is looking into the matter and will report back, but she believes that all students are required to report vaccination status as part of the medical portion of their application. The Chair noted, too, that immunization clinics are being held in schools throughout the spring.

G. BOARD BUSINESS

1. Calendar Committee

Sean Nosek, Associate Superintendent

Associate Superintendent Nosek announced that the Calendar Committee, comprised of representatives from all stakeholder groups, met in late January and came to a consensus decision regarding annual school calendars for three consecutive school years: 2020-2021, 2021-2022, and 2022-2023. He noted that the board had previously approved the 2019-2020 school calendar.

It was noted that projecting calendars as much as four years away requires careful attention, but working with the committee and Metro partners, they have agreed on largely status quo calendars. The winter and spring breaks on these calendars are aligned with Metro districts, and there have been minor adjustments to professional development days, in part to better align with the day 1/day 2 schedules for secondary schools.

Chair Broady thanked the committee and said she appreciates the three year span, as she knows families like to be able to plan well in advance. Vice Chair Brown echoed those sentiments and said she is thankful for the thoughtful process that the committee follows.

#1413	<u>MOTION</u> THAT the Board approve the annual school calendars for 2020-2021, 2021-2022, and 2022-2023 as presented.
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Carried.

2. The IB Continuum

Liz Hill and Ian Kennedy, Directors of Instruction; Judy Duncan, Rockridge Principal; Michelle LaBounty, École Cedardale Principal; Laine Anderson, West Bay Vice Principal; Robyn Evans, Cypress Park Vice Principal; Joanne Pohn, WVSS IB DP coordinator

Director of Instruction Liz Hill thanked the board for the opportunity to review the IB continuum in West Vancouver Schools and introduced her co-presenters. West Vancouver Schools encompasses the full K-12 IB Continuum, from the Primary Years Program (PYP), to

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Middle Years Program (MYP), to Diploma Program (DP) and she said that while all IB programs have the same essential elements, presenters will make clear how each site realizes those elements and makes them their own. Director of Instruction Ian Kennedy reminded trustees that the aim of the IB program is to develop internationally-minded students through inquiry-based learning that emphasizes creative and critical thinking, approaches to learning, and the IB Learner Profile. At Cypress Park Primary and West Bay Elementary all students participate in the PYP, at École Cedardale all students participate in PYP in an Early French Immersion environment, at Rockridge Secondary all students in grades 8,9, and 10 are enrolled in MYP, and at WVSS the Diploma Program is available to grade 11 and 12 students by application.

Principal Duncan reviewed the rigorous process by which schools become authorized IB World Schools, noting that authorization is not the end, as schools are required to undergo an external evaluation every five years. Schools complete their own self-study, reflecting upon both areas of strength and of needed improvement, and then spend two days with IBO evaluators in the school. Three months after the IBO visit, a report is provided with commendations and recommendations. Rockridge will be undergoing their first external evaluation in October 2019 and have recently completed their self-study.

Director Kennedy reviewed the perpetual continuum of improvement from the PYP, to MYP, to DP, noting that all three programs have the same core elements and interdisciplinary approach. While the MYP and PYP have commonalities with non-IB schools, what separates the academically-challenging DP from others is the all-roundedness approach to learning exemplified by the Theory of Knowledge, extended essay, and CAS (creativity, activity, service). Vice Principal Evans then spoke to the Learner Profile, which is one of the essential elements of the IB program and the same language is used throughout the continuum.

In West Vancouver Schools, 20% of our elementary student population is enrolled in PYP. At secondary, almost 560 students are in the MYP, and while there are 94 students in the DP, there are 70 students taking between 1-3 individual IB Certificate courses. Director Hill reviewed transition rates between schools and programs, with recent transitions from Cypress Park PYP to West Bay PYP at 100%. The numbers change when looking at the transition from PYP to MYP for a number of varied reasons. The majority (62%) of PYP students from West Bay continue to the MYP at Rockridge, but thus far, none of the PYP students from École Cedardale transfer to MYP. For West Bay students, the draw away from Rockridge may be as a result of interest in other programs or with a view to getting settled at WVSS before applying to DP in a few years. For École Cedardale grade 7s, while geography may be a factor, the vast majority of students continue with French Immersion at Sentinel, rather than MYP. It is anticipated that in the future, 5% of Cedardale students will transition to Rockridge. From MYP at Rockridge to DP at WVSS, the transition rate is less than 5%.

Administrators shared the experiences students have with Exhibition at the end of PYP in grade 7, Interdisciplinary Units (UDIs) in MYP and the Personal Project in grade 10 at the end of MYP, and the 4000-word extended essay that is a core requirement of the IB Diploma. All these elements involve Student Agency, reflection, and approaches to learning.

The IB organization is committed to professional learning for teachers, who have the opportunity to participate in IB accredited workshops. These follow a standard of global pedagogical practices, and allow teachers to connect with fellow educators. Principal LaBounty noted, too, that collaboration at the school, district, regional, and provincial levels

is a major element of the program for both teachers and for students, as they see collaboration modelled for them. Locally, there are three different IB Collaboration groups in which our staff participates and at the end of this month, West Vancouver Schools is co-hosting a two-day IB Continuum Global Conference with participants from around the world.

3. BCSTA AGM

Carolyn Broady, Chair

The Chair reminded those present that the BCSTA AGM is April 25 – 28 in Richmond, with the main business portion taking place on Saturday. There are 15 fewer motions than last year and one, regarding the provision of menstrual products, will be withdrawn in light of the recent government announcement. She noted, too, that this will be the first AGM for Trustee Block and a brief general discussion was held regarding format and process.

H. COMMITTEE REPORTS

1. Finance & Facilities Committee Meeting – April 9, 2019

Committee Chair Stevenson briefly reviewed the minutes and highlighted the pride our facilities department staff took in their ownership of the snow removal plan last winter.

In response to the Childcare BC New Space funding, the Chair took the opportunity to thank Mrs Willock and the WVTA for their letter of support, which will help with the funding application.

#1414	<u>MOTION</u> THAT the Board endorse in principle and approve the filing of the Ministry of Children and Family Development’s “Childcare BC New Spaces” funding application, and subject to receiving the requested amount, agree to provide overall management and implementation of the grant, including designing and constructing the appropriate building, and ongoing management of the early childhood education program that will be offered there.
	<u>Carried.</u>

The phased approach to the Ridgeview boiler project was explained and the bylaw associated with the Capital Plan read.

#1415	<u>MOTION</u> THAT the Board approve A BYLAW by the BOARD OF EDUCATION OF SCHOOL DISTRICT NO.45 (WEST VANCOUVER) (hereinafter called the “Board”) to adopt a Capital Plan of the Board pursuant to Sections 143 (2) and 144 (1) of the <i>School Act</i>.
	WHEREAS in accordance with provisions of the <i>School Act</i> the Minister of Education (hereinafter called the “Minister”) has approved the Capital Plan of the Board.
	NOW THEREFORE the Board agrees to do the following:

- (a) Authorize the Secretary Treasurer to execute Project Agreement(s) related to the expenditures contemplated by the Capital Plan;
- (b) Upon ministerial approval to proceed, commence the Project(s) and proceed diligently and use its best efforts to complete each Project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation or policy of the Minister as may be applicable to the Board or the Project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the Project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board for the 2019/20 Capital Plan as approved by the Minister, to include the supported project(s) specified in the letter addressed to the Secretary Treasurer and Superintendent dated March 4, 2019, is hereby adopted.
2. This Bylaw may be cited as School District No. 45 (West Vancouver) Capital Bylaw No. 2019/20-CPSD45-01.

READ A FIRST TIME THE 16th DAY OF APRIL, 2019;

READ A SECOND TIME THE 16th DAY OF APRIL, 2019;

READ A THIRD TIME, PASSED AND ADOPTED THE 16th DAY OF APRIL, 2019.

Carried.

Committee Chair Stevenson then addressed the status of the Sentinel gym project and said that although it was not the outcome the board wanted, the responsible course of action was to pause and re-evaluate, and ultimately cancel the project. The plan was not accomplishable as envisioned and initially described, and the field house will revert to a shared facility between Sentinel and the fencing academy. He thanked everyone involved for their patience and flexibility.

The floor was then passed to the Secretary Treasurer, who briefly reviewed the 2019/20 Preliminary Operating Grant. She reported that despite a drop in student FTE, we will have a status quo budget for the coming school year. It is anticipated that there will likely be an increase in FTE by the time the preliminary budget is presented in May, and also again in the fall. She highlighted a \$777,000 increase in revenue and noted that the Ministry support around the Employer Health Tax was a good boost and meant that districts' concerns were heard.

The Vice Chair thanked the Secretary Treasurer and said that the outcome of the Sentinel gym project was a disappointment as a lot of work went into it, but that she respects the Secretary Treasurer's advice and decision.

The Committee Chair also thanked the Secretary Treasurer and her staff for their work on the budget thus far and said he was pleased that the Ministry listened to concerns, were fair, and responded accordingly.

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#1416

MOTION THAT the minutes of the Finance & Facilities Committee meeting held April 9, 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 highlighted the farewell function for former District Administrator Dave Platt and publically welcomed new Directors of Instruction Sandra-Lynn Shortall and Ian Kennedy to their new positions.

BCPSEA Conference Call	Presidents' Committee Meeting
Canadian Citizenship Ceremony at École Cedardale	School Traffic Safety Advisory Committee
Coho Society Meeting	Sentinel Multicultural Lunch
D. Platt Farewell Reception	SD 45 Strategic Planning Meeting
ELL Consortium Meeting	Trustee Orientation
Finance + Facilities Committee Meeting	Visit to BICS
Metro Branch Executive Meeting	WV Memorial Library Appreciation Event
NSIIP Meeting	WVDPAC Meeting
Nowruz Events at Various Schools	WVDPAC Parent Education Event
Open Mic Night with Mayor Booth	WVSS Play – "10 Things I Hate About You"
	Youth Mental Health Forum at KMC

K. QUESTION & COMMENT PERIOD (10 Minutes)

Rob Inman – West Vancouver resident and coach

- asked if it would make sense to revive the Sentinel gym project on a different scale and whether there was the possibility of a public/private development discussion to make it a reality

The Chair passed the floor to the Secretary Treasurer, who said that it was a private/public conversation that initiated the project in the first place, after three different tennis organizations approached the school district. No money was offered, however. Although introduced as a temporary structure, the gym would have required all the services and infrastructure of a permanent building and once the scope was truly realized, costs jumped from \$800-900,000 to more than \$2 million. This kind of project is a distraction from our core business and is not within our limited budget to undertake. As well, she noted that the experience of the West Van track project, ongoing since 2012, has demonstrated how difficult it can be to raise private money for public facilities.

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- Mr Inman thanked the Secretary Treasurer for her reply and commented that although he would love to see Sentinel rebuilt completely, he understands that it is not realistic in the near future
- agreed that it is difficult to raise money at the moment and said that it is more important to have well-maintained schools than take on expensive projects

The Chair thanked Mr Inman for his thoughts and for his dedication to and love for Sentinel.

L. ADJOURNMENT

8:49 pm

BOARD CHAIR

SECRETARY TREASURER