



MINUTES OF A REGULAR MEETING OF THE BOARD OF EDUCATION

Tuesday, May 21, 2019 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 S-L. Shortall, Director of Instruction; D. Nelson, Director of Instruction

Absent: L. Hill, Director of Instruction; I. Kennedy, Director of Instruction; A. Campbell, 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 of our community. She then said she was pleased to highlight today's substantial funding announcement to support the Kay Meek Centre. MP Pamela Goldsmith-Jones was on hand today to announce a \$1.48 million grant which will allow completion of phase one of the Kay Meek accessibility and infrastructure project. Work will include a new elevator, accessible washrooms, re-configuration of the box office, and modern lighting and sound equipment.

B. BOARD HIGHLIGHTS

"Climate Justice Project" – Eagle Harbour Montessori

Principal Trevor Kolkea, Vice Principal Val Stevenson, teacher Stephen Price, EH students Kia and Jayden, and Capilano University Communications Professor Michael Markwick, and fourth year student Meghan Orr

Teacher Stephen Price began by relating a story from last summer, when he and a friend, Professor Markwick, met to discuss how to better connect student learning at Capilano University with that of K-12 students on the North Shore. It was during the time when local air quality was poor as a result of smoke from the wildfires in the interior. The poor air prompted their decision to make meaning of 'the smoke times' for their students. Their goal was to assess

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the impact of climate change using guided inquiry. Grade four and five students posed the questions, and Cap U crisis communication students provided resources. Together, students would learn about the issue and then learn about the provincial government, how could they act, what ought they to do, and determine whether students could influence decision makers within the provincial government to take action. Ultimately, students did manage to deliver their charter into the hands of those with influence.

Grade five student Jayden said he thought it was really easy to learn with and from the university students because they are younger than his teachers and easy to relate to. He said they helped him and his classmates go deeper into their conversations about climate change. He really enjoyed going to Cap U for two days. The project made him pay more attention to his learning and he thought it was really interesting to be able to connect with government. Jayden thought MLA Bowinn Ma was really nice and he prepared well for his presentation to her, because he knew she was someone important. New Cap U graduate Megan Orr said she felt this project was an amazing opportunity, not just because she cares about climate change, but because it was a chance to do something tangible. They created a charter of things that they and the younger students thought were important and were able to get it into the hands of MLA Ma and ultimately, those of Premier Horgan. It was more than just an essay and what was valuable was not only the end project, but the opportunity to create and build relationships with younger students who share an interest in the same issues. Grade four student Kia explained that she didn't know much about wildfires and climate change before this project. She told trustees that it is about more than recycling and named all the gases she learned about. She wants to help change things and is trying to influence her family to do the same, by asking them to get an electric car instead of one that uses fossil fuels. Professor Markwick concluded by saying that he has seen tangible changes due to climate change over the last 15 years or so since he started teaching. He said that it is possible to have difficult conversations with younger students if they are anchored in healthy relationships and good data. He is seeking to build individuals' capacity to engage in democracy. The relationships built between the students allowed the conversations to move forward, and he hopes that they will continue to build resiliency by building democracy.

"Upstanders for our Oceans" – Caulfeild Elementary

Principal Trevor Kolkea, Vice Principal Sara Bell, teachers Martin Andrews and Paula Stevens, and students Keira, Jaden, Evan, Adrian, Mackenzie, Chanelle, Kieran, and Theo

Vice Principal Sara Bell introduced her grade seven students and teachers and explained that their presentation was a result of a whole-school inquiry process and is a testament to how deep the learning can be at Caulfeild and how students have connected their learning to the real world.

Students explained that they began their inquiry with a central question: are our bear traits a good measure of a person's ability to make a difference in society? Students in grades Kindergarten – 7 were asked to look at people that they admired locally and globally and think about whether they demonstrate qualities that they at Caulfeild value. Grade seven students were asked to think about people who were somehow connected to our oceans or who acted as ocean ambassadors. As they began to learn more, it became obvious to the students why the oceans needed ambassadors – because they are at risk. Because they are our life support system, that means we are in trouble, too. Students explained that their provocations, though upsetting, made them think. Students became aware of how connected we are to the oceans and how important they are. Seventy-one percent of the earth is ocean and 50-70% of our

oxygen is produced by the phytoplankton that live in them. Oceans absorb 90% of the excess heat on the planet and absorb half of all the carbon dioxide in the atmosphere. Despite oceans being critical to our survival, 8 million pieces of plastic are dumped into our oceans every day. Students at Caulfeild want to change their own habits and those of others. Single-use plastic, of which only 9% is recycled, is the biggest problem. Plastic pollution is now found on every beach in the world and scientists have recently discovered micro plastics, which evade filters, embedded deep in arctic ice. It is thought that there may now be almost 270,000 tonnes of plastic floating in the open ocean. All parts of the marine environment are affected and the effect on ocean wildlife and the food chain will soon be irreversible.

Students explained that they have now created a school action plan, with the goal of Caulfeild becoming a plastic-free school. Students spoke at the Caulfeild staff meeting last week, will speak to all classes, and will speak to Caulfeild parents at the CPAC meeting at the end of the month. As well, students participated in the Ocean Ambassadors “Beyond Plastic Bags” initiative and wrote more than 30 letters of protest regarding the use of bags by Horseshoe Bay businesses. These letters will be presented at the Taste of the Bay event on May 23. They are going to raise awareness at Caulfeild Village shopping centre with signs and an information booth. Caulfeild Elementary will ban all single-use plastics as of June 1 and in fall 2019, will only use hot lunch vendors that avoid the use of plastic. Students explained that they know it will be inconvenient, but that it is too important an issue to ignore.

Students concluded by telling trustees that our oceans will be dead by 2048 if we do not take urgent action now and challenged all other schools to follow Caulfeild’s lead.

“La planète des Alphas” – École Pauline Johnson

Principal Tara Zielinski, Vice Principal Kirsten Dixon, teachers Megan Roper and Kate Schwartz, and Kindergarten students Noah, Hana, and Dominic

Kindergarten teacher Megan Roper thanked trustees for the opportunity to explain how they feel they have changed the face of literacy, phonetic awareness, and learning to read by using a method called La planète des Alphas. It is a narrative using a large picture book, accompanied by a teacher version that includes the story itself. Students explore only one or two pages per day, which increases engagement and suspension.

In the story, each of the French sounds of the alphabet is represented by a character, each with their own personality, back story, and reason for being. As the story progresses, students learn about each letter and sound as the main character in the book is visited by characters/letters from another planet. It is a multi-modal method, both visual, auditory, and tactile. The large story book is complemented by short one-minute video clips to recap learning, as well as figurines of characters that are incorporated into play, and the teacher reading the story aloud from their version of the book. Students become invested in the story and its characters. Activities have been created to go along with this method and allow anyone to experience success at any level. It has become cross-curricular as well, with social emotional learning included as students discuss how the characters treat each other and seek to problem-solve.

Piloted last year, La planète des Alphas is now being used in grade one as well, and can potentially be used up to grade three. Ms Schwartz noted that it caters to all abilities and learning types. Kindergarten students Hana, Dominic, and Noah then shared with trustees their favourite characters.

C. ADOPTION OF AGENDA

#1419	<u>MOTION</u> THAT the Agenda of the Regular Meeting May 21, 2019 be adopted.
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<u>Carried.</u>

D. QUESTION & COMMENT PERIOD (10 minutes)

No questions or comments from the gallery.

E. APPROVAL OF MINUTES

- Regular Meeting April 16, 2019

#1420	<u>MOTION</u> THAT the Minutes of the Regular Meeting April 16, 2019 be approved.
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<u>Carried.</u>

- General Record May 21, 2019

#1421	<u>MOTION</u> THAT the Minutes of the General Record May 21, 2019 be approved.
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<u>Carried.</u>

F. BUSINESS ARISING FROM THE MINUTES

The Chair asked Associate Superintendent Nosek for an update regarding international students and immunizations, saying she knew there was no definitive answer. Associate Superintendent Nosek said that while a course of immunizations is recommended to students who join our program, there is no requirement to receive them. He reported that they have tracked 230 immunization records during the last few months and have issued 300 immunizations this spring. This is an increase of 20% over last year.

G. BOARD BUSINESS

The meeting was running ahead of schedule and not all presenters had arrived. By consensus and not requiring a motion, the order of Board Business items was changed to accommodate those who were not yet present.

1. BCSTA AGM

Carolyn Broady, Chair

The Chair reported that the AGM had been a good meeting and that the initial pace had been reflective of the fact that there were 41% new trustees in attendance. First-term Trustee Block said she found the experience very enjoyable and learned a lot. She especially found trustees very respectful of one another and their opinions.

Vice Chair Brown congratulated Chair Broady on her election to the role of Vice President of the BCSTA.

2. Physical Literacy – Making Movement Matter

Diane Nelson, Director of Instruction, and Amber Pascual and Erin Crawford, PL Mentors

Director of Instruction Nelson reviewed the last three years of the physical literacy quest to build durable kids and make movement matter. She said the main message is that they want students to be competent in movement skills and that all four skill-based literacies are important: literacy, numeracy, music, and physical movement. She then introduced Amber Pascual and Erin Crawford, district physical literacy mentors.

Amber Pascual reviewed the past three years and the ways in which the program has grown. Initially, they provided teacher workshops and in-service opportunities, then launched a website with a Workout of the Week (WoW), and now have a physical literacy champion in many schools and possibly up to two dozen teachers working towards National Coaching Certification Program (NCCP) certification. In year one, grade 2 students across the district were assessed in order to acquire baseline data. In year two, all students in Kindergarten to grade 3 were subject to a pre- and post- assessment and an overlap with Student Support Services evolved, as the scope of effectiveness of physical literacy became more evident and EAs found ways to make breaks more meaningful for their kids. In year 3, assessments were extended to grade 4 and a district occupational therapist is incorporating the program into her work as well. Next year, all students in grades Kindergarten – grade 7 will have two assessments, and Irwin Park as a whole will be a focus for the next three years.

It was stressed that the program is not designed to create athletes. Instead, creating competency of movement gives students basic skills, increases confidence, and promotes activity as part of a healthy lifestyle. Comparing pre- and post- assessment results shows the effectiveness of the program, with 0.83% of students demonstrating competency in five basic skills at the beginning of the year, and 65.08% of those students demonstrating competency in the same skills at the end of the year. Sweat sessions, where students learn that it is okay to be uncomfortable when exercising vigorously, and the integration of indoor sensory circuits in school hallways keep physical literacy front of mind for students. Combined with the classroom redesign that has happened in many schools, all the dots are now connected for students.

Director Nelson said that if the work continues, competency of movement is proven to improve and increase over time. There is, apparently, some work to be done at Kindergarten entry around movement vocabulary, and some gender differences have become evident, with males generally being better at running, and females generally better at balance. There is no apparent difference when it comes to hopping. Irwin Park Vice Principal Jessica

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Richardson has been a champion of the program and told trustees that the ideas are simple, but very powerful. She said that the PL Mentors have always taken the time to explain the “why” behind a plan or idea, something she said is valuable and important to teachers. She reported that feedback from her teachers has been positive. They say that the mentors are easy to work with, that the pre- and post- assessments are not intrusive, and that the website is easy to use. Irwin Park staff have connected physical literacy with self-regulation, academic achievement, and mental health, and will be part of their Framework for Enhanced Student Learning (FESL) for the next three years. The presentation was concluded by saying that the program is successful because it incorporates building blocks, mandatory participation by all students, assessments, and concrete strategies. The result is durable kids.

3. Planning Alternative Tomorrows with Hope (PATH)

Sandra-Lynn Shortall, Director of Instruction and Carol Langley and Christina Moniz, District School Psychologists

Director of Instruction Shortall explained that the Planning Alternative Tomorrows with Hope (PATH) program helps re-frame the idea of what the transition to adulthood can be for students with special needs. Leaving high school can be a time of anxiety for students, parents, and caregivers, as those many years of structure and support are coming to an end. PATH is a cohesive, consistent, and collective approach to building a future to which the individual student can aspire. She said this is part of the work of our district psychologists, whose roles have become increasingly complex and now go beyond testing and assessments, to teaching, coaching, and working with families and education assistants. She then introduced school psychologists Carol Langley and Christina Moniz, who have recently completed a PATH training program in Sooke.

Ms Langley began by thanking the district for the opportunity to participate in this training in April and noted that a variety of roles were represented by attendees. The 8-step person-centred strategic planning tool is guided by a facilitator and graphic recorder. Ms Moniz said that she is the graphic recorder and described a recent session with a graduating student from Sentinel. Working with a group that included the student, a parent, and a Community Living BC coordinator among others, the facilitator began by asking the student to dream big, as the graphic recorder drew the ideas. Many of these students sometimes find dreams difficult, so the discussion is focussed on their strengths. By beginning with the end in mind, a plan and purpose can be developed, and building trust and creating routines and schedules to help the student transfer from the school to the community as they reach for their individualized goals helps build independence. Each PATH process takes about two hours to complete, but each one is unique to the student and nothing is prescribed.

This will now be a consistent and powerful planning tool for students at all three of our secondary schools moving forward. Not every student will require a PATH, but for our low-incidence students, it formalizes the conversation of what’s next after 13 or 14 years of supports. In West Vancouver, it is a tool that graphically visualizes a student’s plan for the future.

Director Shortall concluded by saying that this is complex work, but provides tremendous reward. A social process that takes place within a circle of support, she said its value is grounded in hope, strength, and curiosity. She noted, too, that this is becoming part of a bigger conversation, including institutions like Capilano University, and deals with the

realities of change. This responsive and thoughtful pathway, facilitated by professionals, gives hope that anything is possible for all our students.

H. COMMITTEE REPORTS

1. Human Resources Committee Meeting – April 30, 2019

Committee Chair Brown briefly reviewed the minutes and noted that the first round of teaching and support staff postings happened today. She highlighted administrator retirements and encouraged staff to attend the district retirement function on May 30. The minutes will be posted online tomorrow morning for more details.

#1422	<u>MOTION</u> THAT the minutes of the Human Resources Committee meeting held April 30, 2019 be received.	<u>Carried.</u>
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2. Finance and Facilities Committee Meeting – May 14, 2019

Acting Committee Chair Block reviewed the minutes and highlighted the hiring of new Director of Facilities Florencio de Dios. The floor was then passed to the Secretary Treasurer who summarized the 2019-2020 Preliminary Budget.

The Secretary Treasurer reported that the budget was good news, despite a reduction in student enrolment of 25 FTE. It is expected that enrolment will increase by the fall, but that it is prudent to be conservative with numbers at this stage. Revenue sources were briefly reviewed and have increased \$1 million over last year. Highlighted was \$500,000 in funding to help with the employer health tax, which she said was very positive. Costs have also increased by \$900,000, for a net impact on the operating portion of the budget of a structural deficit of \$300,000. This is lower than the projected 2018/19 structural deficit of \$443,000. We are forecast to have just under \$1 million in surplus after covering the structural deficit, which she said gives us some breathing room.

The budget can best be described as a sustainable and enhanced status quo budget. The term enhanced encompasses all the things that are unique to our district, including specialty programs for students including elementary band, non-enrolling teacher ratios, innovation grants, \$50,000 in enhanced qualification funds for teachers, noon hour supervision, and daytime custodians. The Secretary Treasurer said she was very pleased to be able to present this budget to the Board, one that meets our two main priorities: to maintain and grow our innovation in curriculum, social emotional learning and technology; and to provide a sense of stability to our students, parents, and staff.

Acting Committee Chair Block then read the budget by-law:

#1423	<p><u>MOTION</u> 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 Annual Budget of the Board for the fiscal year 2019/2020 pursuant to Section 113 of the <i>School Act</i>, R.S.B.C. 1996, c. 412 as amended from time to time (called the “Act”).</p> <ol style="list-style-type: none"> Board has complied with the provisions of the Act respecting the Annual Budget adopted by this bylaw. This bylaw may be cited as School District No. 45 (West Vancouver) Annual Budget Bylaw for fiscal year 2019/2020. The attached Statement 2 showing the estimated revenue and expense for the 2019/2020 fiscal year and the total budget bylaw amount of \$85,727,088 for the 2019/2020 fiscal year was prepared in accordance with the <i>Act</i>. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2019/2020. <p>READ A FIRST TIME THE 21st DAY OF MAY, 2019;</p> <p>READ A SECOND TIME THE 21st DAY OF MAY, 2019;</p> <p>READ A THIRD TIME, PASSED AND ADOPTED THE 21st DAY OF MAY, 2019.</p> <p style="text-align: right;">Carried.</p>
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It was noted that the AFG plan for 2019/20 prioritizes projects that maintain safe and clean schools and Acting Committee Chair Block presented the committee’s recommendation to the Board.

#1424	<p><u>MOTION</u> THAT the 2019/20 Annual Facilities Grant expenditure plan be approved and submitted to the Ministry of Education.</p> <p style="text-align: right;"><u>Carried.</u></p>
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She then thanked the Secretary Treasurer for her clarity of explanation and for the professional and transparent way in which she presents budget information.

#1425	<p><u>MOTION</u> THAT the minutes of the Finance and Facilities Committee meeting held May 14, 2019 be received.</p> <p style="text-align: right;"><u>Carried.</u></p>
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The Chair also thanked the Secretary Treasurer, as well as the accounting department and facilities staff for their continued hard work.

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

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
NSIP 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)

Renee Willock – President, WVTA

- on behalf of WVTA, congratulated Chair Broady on her election as Vice President of BCSTA and said they are delighted and hope that she can use her position of influence to highlight local issues
- noted that at the provincial bargaining level, there were two items tabled last week that are of particular concern to teachers
- first is the concept of district averages for class size, noting that, for example, a class of 17 at a primary school doesn't improve the situation for a class of 34 at an elementary school elsewhere in the district
- said district averages do not make sense for students
- second item is ratios for non-enrolling teachers, which teachers are concerned will be lumped together, rather than having specific limits per teacher – worried that something is going to get lost
- said she hopes that the Chair can use influence on the provincial stage to move these items along

The Chair thanked her for her comments and said while she would take them under consideration, those are really more BCPSEA issues than BCSTA. She noted that Vice Chair Brown is attending a BCPSEA meeting in early June and that the Board is watching the process closely and trying to stay as up to date as possible.

- echoed Trustee Block's comments regarding the Secretary Treasurer and how pleased he is that we are continuing with an enhanced status quo budget
- asked if it was true that Director Nelson was going to create a gaming academy

The Chair replied that there was an e-sports event a few weeks ago, but that it was a one-off event to bring together three teams of students from each high school who are passionate about gaming. It is not a new academy.

- said he has heard that some classrooms at Sentinel need internet and asked if there was money in the budget for that

The Chair passed the floor to Associate Superintendent Nosek, who clarified that internet is available, but there are a few spots in the district with challenges. He said there is a plan in the near future to refresh the network district-wide in order to increase capacity, as the current system is aging out. It is no longer as simple as adding access points to classrooms, or that would have been done already. With all teachers and students using devices, demand for capacity is huge.

- Mr Inman then asked if there was a policy in West Vancouver regarding cell phone use in classrooms

The Chair reported that there is an administrative procedure regarding cell phone use that was updated last spring that could be provided to Mr Inman.

- Mr Inman ended by offering his congratulations to Chair Broady on her new position with BCSTA.

The Chair thanked Mr Inman for his comments and adjourned the meeting.

L. ADJOURNMENT

9:11 pm

BOARD CHAIR

SECRETARY TREASURER