



**MINUTES OF A REGULAR MEETING OF THE BOARD OF EDUCATION**  
**Tuesday, September 17, 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; L. Hill, Director of Instruction; D. Nelson, Director of Instruction

Absent: I. Kennedy, Director of Instruction; S-L. Shortall, 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. The Chair welcomed everyone back after what she hoped was a good summer, and formally welcomed Kelly Richter, the new DPAC Chair, with whom she is looking forward to working.

**B. BOARD HIGHLIGHTS**

***"Our Three Year Journey of Making Learning Visible" – Westcot Elementary***  
*Principal Cathie Ratz, Vice Principal Tricia Yurkowski, and teacher Megan Kang*

Principal Cathie Ratz introduced Vice Principal Tricia Yurkowski and teacher Megan Kang, and said that when Westcot launched this project three years ago, she had no idea that it would evolve the way it has. She said she is extremely proud of her staff and school for the work they have done. What began as a means to showcase learning is now shaping learning in a way they hadn't initially anticipated.

Vice Principal Yurkowski explained that three years ago, supported by an innovation grant, the Westcot staff set a goal to highlight and celebrate the excellence in teaching and learning in their classrooms. Visible learning makes clear what and how teachers are teaching and students

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are learning and she said that the deepest learning happens through system improvement. To that end, Westcot staff believe that the greatest lever for system improvement is developing the capabilities of the adults in the school – hence, the three year journey to collaborate and share practices and knowledge. Now in the third year of the initiative, some whole-school shifts have taken place, including: changes to the physical environment; use of common language; links to inquiry; ADST connections; professional development; core competencies; meaningful collaboration; and implementation of the revised curriculum.

The progress was reviewed by Mrs Kang, from use of common language and a website redesign to post and highlight learning stories in year one, to a transformation of the school entrance highlighting increased participation in learning stories, a combining of the inquiry team and learning team, and the increased use of inquiry language in year two. This year, the innovation grant team is even larger and learning stories participation continues to grow while efforts continue to go even deeper. The goal this year is to really make it part of every classroom. Reggio-inspired connections are being made between the tools available such as FreshGrade and Twitter and the opportunity to increase learning visibility, not just within the school community, but the wider educator community as well. Six staff are participating in a Harvard Graduate Study - Project Zero Making Learning Visible: The Power of Group Learning and Documentation in Class and Communities. The enthusiasm of the teacher learning community has prompted excitement from the students who are keen to be part of this journey.

Trustees were invited to visit Westcot in October to see the latest ways in which the school is sharing their journey. The physical changes go beyond simply putting up displays on bulletin boards, and include new furniture to enhance learning spaces, a transformation of the front entrance courtyard into an outdoor learning space, and continued highlighting of learning stories on the school website. Analytics show that people are reading that part of the website, and the greater community, including the British Properties Homeowners Association, is also aware and interested in the visible learning at Westcot.

### **“FAST update” – West Vancouver Schools Programs of Choice**

*Director of Instruction Diane Nelson, Program Coordinator Dave Dickinson, and students*

Director of Instruction Diane Nelson introduced Rockridge teacher and FAST coordinator Dave Dickinson and thanked the Superintendent and the Board for their continued support of specialty programs such as this one. Mr Dickinson related his story about his own involvement in various academy and specialty programs, and how he was able to take those experiences and propose and ultimately run a program based on his own passion for swimming and life guarding.

Launched in 2014, FAST is a single-year program for students in grades 9 – 12 during which they will obtain all the required pre-requisites to complete the National Lifeguard Certification. Students are enrolled in two classes – Emergency Response and Leadership 11 and Physical & Health Conditioning 9 or 10. They obtain real-world credentials, including Bronze Cross, Bronze Medallion, Standard First Aid, and Occupational First Aid Level 1. Taught in partnership with the West Van Aquatic Centre, students build a foundation for success through personalized learning, marketable skill set, and exposure to potential volunteer and employment opportunities, all while developing their physical literacy and following a passion. It was noted that the program affords students the time to really develop knowledge and confidence in their skills, rather than rushing through a condensed program. This confidence is crucial for people who regularly put in a position where they may have to save someone’s life. As well, they gain transferable life skills and form lasting friendships with their classmates with whom they share a passion.

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Some statistics were shown, demonstrating that the gender balance is weighted in favour of female participants, which leads to more females in a position of leadership, as 37% of the lifeguards and game leaders at the West Van Aquatic Centre are former FAST students. Some of those students were in attendance and told trustees that the lengthy practical learning, along with exposure to both beach and pool settings, gave them the practice, time, and confidence to really develop their skills. They felt that they were better qualified than other candidates when applying for jobs, and spoke of the important and lasting friendships they made.

Mr Dickinson concluded by saying that he finds the selection process a difficult one, because there are so many potential candidates. In the end, students are selected in a way that ensures a balance between schools and gender, but also with an emphasis on program suitability. The nature of the training makes the ability to interact with others important and students must truly be passionate about the subject. He did note that some applicants re-apply and can be accepted on a second or third attempt.

### **C. ADOPTION OF AGENDA**

#1441	<b><u>MOTION</u> THAT the Agenda of the Regular Meeting September 17, 2019 be adopted.</b>	<b><u>Carried.</u></b>
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### **D. QUESTION & COMMENT PERIOD (10 minutes)**

No questions or comments from the gallery.

### **E. APPROVAL OF MINUTES**

- Regular Meeting June 11, 2019

#1442	<b><u>MOTION</u> THAT the Minutes of the Regular Meeting June 11, 2019 be approved.</b>	<b><u>Carried.</u></b>
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- General Record September 17, 2019

#1443	<b><u>MOTION</u> THAT the Minutes of the General Record September 17, 2019 be approved.</b>	<b><u>Carried.</u></b>
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### **F. BUSINESS ARISING FROM THE MINUTES**

Chair Broady asked the Secretary Treasurer how the school district is handling MSP coverage for fee-paying international students.

The Secretary Treasurer replied that this was a surprise announcement from the government late in the 2018-2019 school year and has prompted much conversation, as

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it came after international fees had been set and school districts had filed their preliminary budgets. She noted that the problems are two-fold: on the budget side, we need to figure out how to absorb the increased costs associated with increased student health protection expenditures; and on the practical side, how will the fees be administered? From our perspective, we need to be sure that our international students are covered, as our primary concern is the safety and coverage of our students during their time in our district. Currently, the government plans to bill students directly, which she said was impractical for various reasons.

The Secretary Treasurer went on to say that our District Administrator of International Programs, Michael Frankowski, has done a lot of study on this issue and she is confident that he has a plan in place that will ensure that all our students have coverage. She said that we will be able to absorb the increased budget costs this year and moving forward, we will adjust the international program fees accordingly.

## **G. BOARD BUSINESS**

### **1. Superintendent's Report**

*Chris Kennedy, Superintendent*

Superintendent Kennedy gave brief updates on a number of items:

#### Enrolment

Despite a large influx of applications during the summer, we also had more students move out of our schools than we typically do, and it was noted that it was a surprise to see so much activity with students who reside in West Vancouver. Currently, our enrolment is 7400, which is close to our projection from June, but numbers will be confirmed at the October meeting, after the September 30<sup>th</sup> 1701 report is filed. It is expected that our enrolment will continue to be up, year over year. Three divisions have been added at the elementary level across the district. École Pauline Johnson is the largest elementary school for the first time in six or seven years and there are now several other elementary schools hovering around 400 students. ELL numbers are also likely to increase, but this will have to wait until the 1701 report for confirmation.

#### Physical Literacy

There is a lot of energy and excitement around this topic, building on the presentation at opening day which helped to define physical literacy for people and better understand its implications and importance. Irwin Park is the lead school around this, but there is increased interest district-wide from K – 12. The Superintendent compared the excitement to that around self-regulation after Stuart Shankar's opening day presentation several years ago. There has been interest from both PACs and schools to have the opening day speakers return to further talk about physical literacy and there will be some work done to try and coordinate that for later in the year. There will be a parent forum held by community partners at the Kay Meek on October 22 discussing risky play and physical literacy, as well as likely coverage by the North Shore News of the work being done in our schools.

### Flexible Instructional Time (FIT)

Our three secondary schools have introduced a daily 32-minute instructional flex block which takes place between the first and second periods of the day. During that block, students will have some choice and control over their learning and can use the time to address the new Career Education curriculum, meet with teachers for support or guidance, collaborate with other students or teachers, or work on assignments and projects. Students are expected to work and remain in a learning space, with a clear plan for the time, and have all the materials required. A short video was shown, with students explaining what FIT is and what it means to them.

### Arts Review

During the 2018-2019 school year, a review of the district's visual and performing arts programs was conducted with the help of an outside facilitator and stakeholders. The review resulted in 11 recommendations and a full presentation will be given at the October regular board meeting. Director of Instruction Liz Hill is leading this work and is having a follow up meeting with visual and performing arts teachers on Friday's pro-d day. An advisory council will also be struck later in the fall.

### Indigenous Education

Director of Instruction Ian Kennedy is leading this work in the district and we are currently working towards a formal Protocol Agreement with the Squamish Nation. The valuable cultural work will continue to take place in our schools, but this year there will also be greater effort around government interaction and the relationship between West Vancouver Schools and the Squamish Nation. The cultural work will continue to be important, but there will also be greater political focus as we work towards the Protocol Agreement and develop our more formal relationship with the Nation.

### Ministry Directives

The new curriculum is now fully implemented K – 12. There are continued grants related to mental health and Maureen Lee, district principal, will be leading that work. The Framework for Enhanced Student Learning (FESL) has been highlighted by the deputy minister and deals with how we measure and use data related to student achievement, and it is likely that more will follow on this from Victoria later in the year. There is a new ministry requirement that feminine hygiene products be available to students in schools across the province by December 31, 2019. Our schools are currently consulting with students about what this will look like and Associate Superintendent Sean Nosek is working on a new administrative procedure, which will likely be brought forward at the October or November board meeting.

### Other items

A third robotics space was created at WVSS during the summer and Cari Wilson is now teaching in the program, along with Todd Ablett and Mahesh Chugani. The program has grown.

It was noted that it will be interesting to follow the in-district student enrolment, to see whether there are lots of in/out in terms of admissions applications, or whether we will continue to see in-district growth. If we continue to see such growth, we may need to consider how to accommodate those students, as many of our buildings are physically at capacity. This is not an urgent matter, but does need to be considered when doing long-term planning.

The early childcare application for the staff daycare facility will be submitted this fall, and if we get the funding, it is hoped that the space will be open by fall 2020.

## **2. Summer Learning Report**

*Liz Hill, Director of Instruction; Kathy Grant, Summer Learning Principal; and Kristina Hayes and Shannon Gray, Summer Learning Vice Principals*

Director of Instruction Liz Hill introduced the summer learning administrative team: Kathy Grant, summer learning principal based at WVSS; Shannon Gray, vice principal based at Pauline Johnson; and Kristina Hayes, vice principal based at Hollyburn. She told trustees that summer learning doesn't look like 'summer school' anymore. Vice Principal Hayes explained that the purpose of the program in West Vancouver Schools is to provide rich learning opportunities for students during the summer months. Our programs focus on engagement, skill-building, personal success, community, focussed curriculum, and transitions.

Enrolment figures from 2013 – 2019 were reviewed, showing that the program has almost doubled in that time. There were 1281 students in summer learning this year, with more than half of those (737) in our elementary classes. Secondary enrolment is steady, at around 500 students each year. It was noted that we have been able to offer all courses for which there was demand. Our two elementary sites are now at capacity. Enrolment by grade was summarized, with about 100 students per grade in elementary, and the largest numbers in secondary in grades 8 and 11. It was noted that these bubbles in grades 8 and 11 are likely due to grade 8 students preparing for the transition to high school, and the desire by grade 11 students to take full credit courses during the summer to get ahead and obtain additional post-secondary entrance course credits. It was noted that a decrease in the number of international students in secondary full-credit courses is in keeping with our overall international numbers and the diversity of that population. Our international students are here for a variety of reasons and the demand for extra course work during the summer in order to graduate has changed.

All 54 teachers in the program are West Vancouver Schools' employees, and the 12 EAs, three admin assistants, and other 9 support staff and volunteers across the three sites help to ensure we are meeting the needs of all learners.

Elementary course programming was reviewed and though the focus is mainly on literacy and numeracy, there were full classes for non-immersion French and building personal success, along with two ELL classes. Secondary course offerings were also summarized and it was noted that the completion courses (previously the remedial classes) are now much more student-centred than in previous iterations. The goals of those classes, which have the lower enrolment in the program, are to provide students in grades 8 and 9 with the opportunity to achieve success, to gain confidence in themselves as learners, and to leave the courses with the competencies they need to go to the next level. The most heavily subscribed courses are the five-week full-credit courses, which have become increasingly focused on science and math, though there were two English classes this summer as well. The preview and skill-building courses at grades 8 and 9 give exposure to the next year's curriculum, and allow students to build upon their foundations and gain confidence and competence as they move to the next level. There were two sections of grade 7 to 8 transitions, with teachers working with new grade 8 students on everything that might come up in high school, from academic expectations, to social concerns, to practical skills such as time management and opening a locker.

Program successes were highlighted, including: the provision of opportunities for students in grades K - 12 to build their skills; a diverse selection of courses, including things like building personal success and self-regulation; building community, by holding events such as an open house at each of the summer learning elementary sites before the program starts, theme day Fridays; an open and welcoming atmosphere at secondary, where the culture is one of inclusion that does not highlight the reasons why students are there beyond the fact that they are there to learn in a focussed setting, concentrating on only one subject; and the popularity of transitions courses at both elementary and secondary levels, where students can anticipate and prepare for the changes in the coming year. Also, the systems and procedures that are in place have been refined during the last few years, from registration, to school organization, to communication with families and students.

Feedback from students, parents, and teachers was displayed and included positive comments about concentrating on one course to find success, the positive relationships that are built by having the same classmates every day, and the sense of sharing and collaboration. Three students then spoke from the perspectives of a student looking to manage course load during the school year, a student trying to challenge herself and get extra course credits for university entrance, and a student volunteer. They told trustees that their experiences were positive, challenging, and meaningful, and that they all valued their time in summer learning.

Director of Instruction Hill concluded by explaining that moving forward, they will maintain the status quo as they are happy with the current size of the summer learning program and the ability that it gives to be responsive to students' and families' needs. Systems and procedures will continue to be refined every year, based on experience and feedback, and close communication with North Vancouver School District summer learning will be ongoing, so that together we can coordinate and make things work for students wherever possible.

### **3. Bargaining Update**

*Kim Martin, Associate Superintendent*

Associate Superintendent Martin gave a brief overview of local bargaining, saying this was a good news story.

For the WVMEA, the agreement is a three-year term with a 2% wage increase each year, as well as approximately \$90,000 in local service enhancement monies, standardized benefit increases, a focus on safety in the workplace, and the support grant, which will provide support staff with 75% of their regular wages in the event of a legal teachers' strike. The support grant was dependent upon an agreement being ratified before a strike vote, so it was important to get a deal done early, and they did. Recruitment challenges are a reality in some support staff groups, so strategies in the agreement include shortened probationary periods in positions of continuous service, and changing the start date for the first year of employment to any time in September. Previously, anyone who started two or more days after Labour Day was not able to count the school year towards a permanent position. Titles and language in a document outlining Education Assistant / Teacher relationships were updated with the input of the district, the WVMEA, and the WVTA, and an agreement reached on the roles and responsibilities of each party in the relationship. It was decided that the local service enhancement monies would be spent on providing additional hours for

elementary administrative assistants and secondary education assistants. It was noted that this money is not available until the second and third years of the agreement, but the additional hours were provided as a recognition of the workload of elementary AAs and to provide consistency in hours worked by secondary EAs at 28.5 hours. Vacation payouts for retirees were also adjusted. Previously, employees who retired on January 2, received an entire year's vacation pay out. That qualifying date has now been changed to retirements occurring after June 30, and retirements during the school year are subject to pro-rated vacation pay outs. These changes will provide for enhancements and allowances for current staff, including increased clothing allowances and leaves of absence, all types of post-secondary convocations are now covered, and there is a level two allowance for first aid. It is expected that they will also help with mid-year retention. Other changes were housekeeping matters such as updating language.

Teacher bargaining provincially is currently in mediation on a break until September 23 and subject to a media blackout. Locally, an agreement has been reached with the WVTA but it is not yet ratified, as our teachers have not yet voted to accept it, though the language has been agreed to at the local table. Associate Superintendent Martin emphasized that this round of bargaining with the WVTA was the best bargaining process of her career and said that it was to the full credit of the WVTA team. She said that neither side walked away with everything they wanted, but they were respectful, thoughtful, prepared, timely, and problem-focused, which she said went a long way. The experience was so positive that they gave a presentation about the process at a national legal conference. Topics covered in bargaining include: the EA/teacher relationship document mentioned earlier; the ability for a teacher to request a move out of a portable after two years; modernizing post-and-fill language; the ability for principals to increase teacher FTE time without having to repost; and improved posting timelines and processes. A working group has been struck to explore improved communications within schools and will include board reps, WVTA reps, Manager of Information Services Tyler Soron, and moderated by Associate Superintendent Nosek. There is also a new letter of understanding around staff meetings, providing increased flexibility. In years two and three, there will still be 10 staff meetings per school year, but the ability is now in place to have more than one in a given month, to replace meetings currently held in busy or short months like December and March. Again, there were housekeeping items around language, including some suggestions that were sent to the provincial table for consideration. The Associate Superintendent concluded by saying that all in all, it was a great round of bargaining.

The Chair thanked all those involved for their hard work locally and said that she was pleased that it was such a positive and respectful process. She said she hopes there is movement at the provincial table and that once mediation resumes, we hear some good news.

## **H. COMMITTEE REPORTS**

### **1. Audit Committee Meeting – September 9, 2019**

Committee Chair Donahue briefly reviewed the minutes, which summarize KPMG's audit findings. She reported that the committee was pleased to receive a clean audit opinion from the auditors, noting that there were no uncorrected errors. She thanked the Secretary



Treasurer and her team for another great job with the financial statements, and said it was comforting to be in safe hands and extended appreciation on behalf of the Board.

**#1444      MOTION THAT the Audited Financial Statements 2018/19 be approved and filed with the Ministry of Education.**

**Carried.**

Chair Broady thanked the committee, the Secretary Treasurer and staff, as well as KPMG for their work at year end. She made special mention of Cathy Imrie, who sits on the committee as an outside member with financial expertise, and thanked her for volunteering her time to work with the district.

**#1445      MOTION THAT the minutes of the Audit Committee meeting held September 9, 2019 be received.**

**Carried.**

## **2. Finance and Facilities Committee Meeting – September 10, 2019**

Acting Committee Chair Block briefly reviewed the minutes and passed the floor to the Secretary Treasurer to give a brief summary of year end. The Secretary Treasurer confirmed that it was a very smooth year end, with clear processes in place. The district has unrestricted reserves of \$1.969 million, which is getting closer to the government recommended contingency of 3% of total operating expenses. Our costs increased, but were offset by increased revenues. She said the good news is that we are maximizing the resources we are putting into our classrooms and it was a good year.

Acting Committee Chair Block encouraged people to read the minutes online for specifics and thanked the Secretary Treasurer for her professionalism and unparalleled clarity of explanation. The Board Chair echoed those remarks and thanked the Secretary Treasurer and her staff for their continued hard work.

**#1446      MOTION THAT the minutes of the Finance and Facilities Committee meeting held September 10, 2019 be received.**

**Carried.**

## **I. FOR INFORMATION**

The Chair reported that changes have been made to administrative procedure AP 527 – Gifts and Sponsorship, formalizing a value limit of \$250. The updated AP is posted on the district website.

## **J. CORRESPONDENCE**

The Chair highlighted a letter from the International Public School Education Association (IPSEA), thanking Past President Michael Frankowski for his service and hard work, and extended the

Board's thanks and appreciation as well. 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 highlighted the visit to the district in June by the Minister of Education Rob Fleming and Parliamentary Secretary for Sport and Multiculturalism Ravi Kahlon. She said it was a good day and both were very impressed with our programs around physical literacy. She also said she was pleased by how much Minister Fleming knew about our project wish list, including the WVSS track upgrade and the Sentinel Secondary rebuild.

Audit Committee Meeting Board of Education Planning Day Childcare Services Working Group Coho Festival Cypress Park School – Cycle of Learning Facilities Meeting Finance and Facilities Committee Meeting Inglewood Grad Ceremony Kay Meek Arts Centre Announcement Long Service Award Recipients' Breakfast Meeting with MLA Sturdy Metro Branch BCSTA Meeting North Shore Congress Provincial Mental Health Announcement at Mountainside School Rockridge Grad Banquet	School Board Briefing Sentinel Commencement Ceremony Visit to Facilities Department Visit to WVSD by Education Minister Fleming and Parliamentary Secretary for Sport and Multiculturalism, Ravi Kahlon WV Chamber of Commerce AGM WV Community Foundation Mayor's Charity Lawn Bowling Tournament WV Grad Show Opening Reception WVML's Summer Reading Club Medal Ceremony WVSD Opening Day and Long Service Awards WVSD Year End Celebration Year End Trustee Appreciation Breakfast
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## L. QUESTION & COMMENT PERIOD (10 Minutes)

*Renee Willock – President, WVTA*

- referring to Associate Superintendent Martin's comments earlier, said that bargaining doesn't just happen
- every week, the WVTA sits down with Associate Superintendent Martin and Assistant Director of HR Mascoe and they discuss emerging issues and problem-solve together
- said this is not just a once-every-three-years process dealing with a mass of problems that require fixing
- noted that the actual scope of local bargaining was narrow, with not much that they could do at this level, but said that the fact they could do and achieve what they did within those confines, was a result of the ongoing weekly conversations where discussions are solutions-focussed
- concluded by saying she is looking forward to continued dialogue around those issues

The Chair thanked Mrs Willock for her comments and thanked all involved for their work with local bargaining.

**M. ADJOURNMENT**

**8:52 pm**

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BOARD CHAIR

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SECRETARY TREASURER