



## **MINUTES OF A REGULAR MEETING OF THE BOARD OF EDUCATION**

**Tuesday, June 13, 2017 at 7:00pm**

**West Vancouver School Board Office**

Present: C. Broady, Chair; D. Stevenson, Vice Chair; N. Brown, S. Donahue, P. Dorsman, Trustees; C. Kennedy, Superintendent of Schools; D. Eberwein, Deputy Superintendent of Schools; J. Leiterman, Secretary Treasurer; S. Nosek, Director of Instruction; L. Tomlinson, Director of Instruction; D. Nelson, Director of Instruction; K. Martin, Director of Human Resources; W. Hickey, Director of Facilities

### **A. CALL TO ORDER & ANNOUNCEMENTS**

Chair Broady called the meeting to order and acknowledged that we are on the traditional territory of the Squamish Nation and said we enjoy working with the Nation as we move education forward in our district. She noted that the annual opening day and Long-Service Awards will be held on Thursday, August 31 and said she is looking forward to seeing many people there.

### **B. BOARD HIGHLIGHTS**

#### **"Capstone Connect" – Chartwell Elementary**

*Principal Chantal Trudeau, Head Teacher Rosemary Johnston, and students Billy and Isidora*

Principal Trudeau introduced the presenters and then gave trustees a brief overview of the history and context of Capstone Connect. The program was initially conceived in 2014, as a means to provide students with an opportunity to apply critical thinking, collaborative problem-solving, and develop research skills in a cross-curricular context. It was designed to strengthen the connection with Sentinel Secondary and its successful Advanced Placement (AP) program and also to attract new applicants to Chartwell, who will be well-prepared to take advantage of the academic opportunities offered to them at Sentinel.

The process that has taken place with the grade 6 and 7 classes during the 2016-2017 school year was reviewed and explained, from identifying a big idea; to researching, creating mind-maps, and identifying areas of interest; to grouping students according to interest and developing essential questions; to grade 7 students presenting to parents and guests in late May. It was noted that while there is still some support from Janet Hicks, the district innovation and inquiry teacher, the capstone process was much smoother this year and included explicit teaching of the core competencies.

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Capstone Connect requires that students complete a creative piece related to their inquiry, as well as complete a field study that helps or educates others about their chosen area of interest. Students must also complete a self-assessment and identify their biggest accomplishment and biggest challenge.

Student Billy explained the process by which he chose climate change and global warming as his topic. His creative piece was a skit he performed, and his field study involved him walking to and from school on a daily basis in order to reduce his carbon footprint. He said he really enjoyed the Capstone project, because he got to choose his own topic and work in a group. Billy said the biggest challenge he faced was not getting overwhelmed with information and the struggle to identify credible sources.

Student Isadora chose to research gender equality issues and how to increase women's representation in government positions. She identified the importance of gender equality and equal pay, and learned how education can be affected by inequality. By increasing the number of women in government, she believes it will promote equality, break stereotypes, and give a more balanced view of society. For her field study, she interviewed Madame Trudeau and gave a presentation to the grade four and five classes. Her creative piece was a model of challenges women face, for example, dealing with stereotypes. The model was shown to trustees. Isadora said her biggest challenge was narrowing down her topic, and what she enjoyed best was working with responsible and respectful classmates. She said her study will help increase her awareness as an adult and she wishes all students could have the same experience in order to prepare the next generation for what lies ahead.

Madame Trudeau said that grade six and seven students showed engagement, passion, global awareness, and growth in their personal skill sets. She noted too, that there was a ripple effect to students in the younger grades. She said as a principal new to the school, she was impressed by that engagement, collaboration, and deep-thinking, especially in a context where 36% of grade 6 students and 47% of grade 7 students are ELL.

### **"Choral Connections" – Hollyburn Elementary**

*Acting Principal Jody Billingsley, Principal Kim Grimwood, teacher Amanda Randt, accompanist Hey-Jung Choi, and students of the Hollyburn choir*

Acting Principal Billingsley introduced the presenters and the choir performed "You are My Sunshine" and encouraged trustees and staff to sing along. Principal Grimwood then explained that when she started at Hollyburn as principal, she removed choir from the timetable, instead treating it as an extra-curricular opportunity. After strong teacher advocacy of the program, she eventually reinstated it as part of the regular timetable. She said she is very glad that she did, because she has witnessed the connections that choir fosters and the important relationships created as a result. Mr Billingsley noted that performing provides opportunities for students, and helps them to understand what it means to be a citizen, promotes connections to peers and community, fosters pride and empathy, and improves performance/presentation skills.

Choir teacher Ms Randt reported that the choir has had various opportunities to perform in the community, including singing on stage as part of the Lighthouse Festival and performing for the Canadian Federation of University Women. Singing with other elementary and high school choirs has fostered relationships between peers and will ease the transition to secondary school.

Principal Grimwood said the choir program has helped Hollyburn students connect with each other and with their hearts and called it the great equalizer. Singing together transcends other issues, such as academic, physical, or social struggles, and helps ELL students become integrated. The cognitive, social, and emotional benefits of participating in a music program have been proven repeatedly. As a form of communication, singing supports language development, social-emotional learning, increases empathy, decreases stress, and increases confidence.

The presentation concluded with the choir performing the song "Youth".

Trustee Brown acknowledged the dedication and volunteer hours of Hey-Jung Choi, who has been working with the Hollyburn choir for the last 12 years, as well as with the District Honour Choirs.

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

Before the formal portion of the meeting, the Chair took the opportunity to present outgoing DPAC Chair Abbie Milavsky with flowers and thanked her for her hard work and for making WV DPAC the vibrant, cohesive group that it is. Ms Milavsky thanked her for the flowers and thanked trustees and district staff for making it so easy to be a parent volunteer in this district.

#1301	<b><u>MOTION</u> THAT the Agenda of the Regular Meeting June 13, 2017 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 May 16, 2017

#1302	<b><u>MOTION</u> THAT the Minutes of the Regular Meeting May 16, 2017 be approved.</b>	<b><u>Carried.</u></b>
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### **F. BUSINESS ARISING FROM THE MINUTES**

The Chair asked whether the parent survey regarding communicating student learning documents has been distributed.

Director Tomlinson replied that the survey has now been sent out and is still open for responses. She said she will provide trustees with general feedback in September.

## **G. BOARD BUSINESS**

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

*Chris Kennedy, Superintendent*

The Superintendent said that some incredible learning has happened in the district during the last school year and he wanted to highlight five key areas of growth and development of which he said we should be proud:

#### Coding / Robotics / New Technologies

The shift in technology became clear this year, moving away from focusing on having devices in the hands of every student, to broad applications and opportunities. Initiatives such as Coding Quest and MILO show the range of practical applications of new technologies that benefit our students and staff.

#### Passion-based Academies

The Premier Academies have come a long way from the traditional sports model, and the academy and program of choice offerings now include everything from robotics, to rugby, to life guarding, to entrepreneurship. Students in grades 6 and 7 are now able to start exploring their passions, too, through various offerings.

#### Additional staff across the district

This year showed the first real growth in staffing in the district in the last decade. Though largely as a result of CEF monies, it is good news for students, staff, and parents. We will have more staffing in September and an additional 10 divisions with static enrollment.

#### Implementation of K-9 curriculum

Led by Director of Instruction Tomlinson and others, the work around the new curriculum has led to a thoughtful and smooth roll-out. Many of the concepts were not unfamiliar to our district as a result of the work we were already doing, and our model has become one admired by others.

#### Strong enrollment / stable budget

Our enrollment exceeded projections this year and the trend for next year is better than anticipated. We have more confidence in our enrollment figures heading into the summer and, if anything, they may increase before the beginning of the school year. At this point, the only thing holding us back is capacity. Students are drawn to our district as a result of the strong programs and excellent quality of education we provide. As well, our budget position is the best that it has been in about a decade, as a result of strong enrollment and carefully considered savings and spending.

The Superintendent then went on to highlight five areas that he thinks will receive a lot of attention during the 2017-2018 school year:

#### WV Place for Sport

The fall is a crucial time for the track project, as the fundraising committee tries to secure a major donor. The Superintendent is optimistic that this is the year and that the project will happen. This is a large project and will occupy time and attention.

### Physical Literacy

This is a growing focus in the district led by mentors Amber Pascual and Erin Crawford, under the direction of Director of Instruction Nelson and District Principal Shortall. It is also linked to the self-regulation work that has been done over the last several years. The district has invested money to support expansion of the physical literacy program next school year.

### Grade 10 – 12 curriculum

Led by Director of Instruction Nosek, teachers will be implementing the new grade 10 curriculum in the fall, with grade 11 and 12 following for 2018-2019. The draft science curriculum is now online. Work has been done to provide alignment with post-secondary requirements.

### Reporting and Assessment

The Superintendent said we are moving past discussing the structure of the reports, and instead talking about the content included in them. Use of FreshGrade continues to grow in the district as well. Feedback indicates that people are more interested in the quality of assessment, rather than the format of the document. Parents indicate that they want opportunities for direct feedback from or contact with teachers regarding their children's progress.

Schools are reporting on their progress as well, with the Framework for Enhanced Student Learning. This three-year cycle of evidence-based reporting to the community is the evolution of the long-standing Achievement Contracts. The district will engage in a similar exercise.

### Support for new teachers and new vice-principals

Staff increases mean that many people are in new positions and some are new to the district. There will be a focus on how best to support staff in their new roles.

He concluded by saying that it was a year of excellent results and it is nice to be able to look back over the last 10 months and see huge growth.

Trustee Brown said she has noticed a decrease in the number of complaints regarding technology and wireless access. Director Nosek replied that there has been a tremendous improvement with access and reliability, due in large part to the NGN upgrade project.

The Chair thanked the Superintendent for his report and said that our size allows us to be agile, responsive, and creative. She noted though, that credit must go to teachers, DLT, district staff and parents and thanked everyone for their hard work and efforts to make West Vancouver Schools the place it is.

## **2. Innovation Team Update**

*Lynne Tomlinson and Sean Nosek, Directors of Instruction; Keith Rispin, Michael Richardson, Jordan Al Assadi, Dale Addis, Kelly Skehill, Dave Dickinson, Cari Wilson, and Janet Hicks, Innovation Teachers*

Director of Instruction Lynne Tomlinson said she was pleased to be able to share a brief snapshot of the incredible work being done in our schools. She said the team has really gelled this year and everything is working as planned. She thanked the board for continuing to support the staffing and innovation grants that allow this to be possible.

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Mike Richardson reported that teachers at WVSS are grateful for the opportunity to work with innovation grants and that there are now 10 innovation grants at the school, some of which involve entire departments. Teams shared details with other school staff at a pro-d day event to increase awareness and promote possible further collaboration. Some of the grants this year included: the 'site unseen: Mural of Merging Voices' exhibition at the West Vancouver Museum, facilitated by teacher Jackie Wong and promoting cross-cultural awareness between West Vancouver and Gitga'at youth; a social studies department study into the Arab Spring and social media; self-regulation in a high school context; storytelling in the languages department; the connection between drama and aboriginal education; and the '20 Time' project in the science department, where students spent 20% of their time working on a project of their choice, with the stipulation that the product must be of some use to somebody. Science 10 completed this project in place of a final exam, and projects included a solar-charged flashlight and an e-chair where body heat generates power.

Keith Rispin reported that digital support and integration at WVSS has moved the focus away from screens and instead seeks to make technology practical and accessible. One example is the weather station with real-time data available for students. He thanked Brian Johnson from facilities whose help has made possible the creation of a new maker-space, housing five 3D printers and a microprocessor laser cutter. He said they have moved away from computers in students' hands to an environment where students can build, reporting that technology is now all about creation.

Jordan Al-Assadi said that he and fellow teacher Dale Addis have been fortunate to have access to innovation grants that have helped Sentinel become a technology-infused school. He noted that academic success can often be a barrier to pushing boundaries, since established practices seem to be producing results. However, the use of innovation grants to increase the number of staff has helped to push those boundaries. The grant related to inquiry for the grade 11 and 12 AP Capstone program with Christian Obeck and Aaron Fuller has led to further pro-d on inquiry with other teachers. As well, other innovation grants are dovetailing with the new curriculum; in the English department for example there is a new spoken language course, and the Socials Studies department is using innovation grants to create courses, including one on genocide. As well, coding is changing the landscape of learning. He said that with all the programs offered at Sentinel, it is often difficult to nail down the school's identity, but innovation grants and a tech-infused environment are creating a learning culture that is promoting risk-taking, something which Sentinel staff is far more open to now than they were three years ago. It was noted that the new NGN internet access has been a huge help in making these initiatives accessible and viable.

Dale Addis said that the role he and Jordan play also gives a digital lens to various committees. In considering digital citizenship, staff was asked to provide feedback on Sentinel's value statement: Sentinel GUARDS (grit, understanding, action, respect, decision-making, spirit). As a technology-infused school, they are guided by 20 conditions, the last of which is that there is an annual re-assessment and adaptation. The feedback will help facilitate this re-assessment and help to provide cohesion among staff.

Dave Dickinson spoke about the focus on computational thinking at Rockridge and how critical it is for students moving forward. He reviewed some of the initiatives in place at the school, including Hour of Code, and the extra-curricular group 'Technovation', a chapter of the global technology entrepreneurship program designed to get girls aged 10-18 involved in coding. The group is required to have a female advisor and they are connected with a

female mentor working in the tech industry. This year, five Rockridge girls placed first in the BC Pitch Event for their app 'Raise-It', which they designed to help users deal with anxiety and increase confidence when public speaking. They are the only Canadian team in the global competition, the finals of which will be held in San Francisco this summer. He said that Rockridge staff is good at getting students engaged with the use of tools like google classroom, but now the students need to become the creators of the technology. Teachers are participating in pro-d opportunities to get comfortable with coding and computational thinking, so that they can better engage and support students. He concluded by saying that coding skills are the equivalent of literacy in the 21<sup>st</sup> century.

Fellow Rockridge teacher Kelly Skehill then gave a brief overview of the many innovation teams working at Rockridge, including supporting grade 8 transition, learning commons/makerspace, flexible scheduling, and math literacy. Many of the grants are resulting in cross-departmental work. Grade 9 students this year did an interdisciplinary unit involving five teachers from the math, English, PE, and Food Studies departments. The topic of inquiry was about survival in the outdoors, and how to prepare physically and mentally for safe outdoor adventures. The teachers' goal was to build understanding and integrate departmental expertise, while breaking down the boundaries between the concepts, skill, and knowledge of each discipline. Ms Skehill spoke of the challenges of the project regarding logistics and growth, with teachers having to learn to let certain things go and learn to be flexible, while needing time to plan and collaborate effectively. She said it is because of West Vancouver's innovation grants that initiatives like this are possible and they enhance learning for staff and students.

Elementary inquiry and innovation teacher Janet Hicks explained that her district role is mostly teacher support, co-teaching with staff as the new curriculum is rolled out and new methods of assessment are introduced. She said that this year, in order to reach the greatest number of teachers and students and expose them to inquiry methodology, a "train the trainer" model was adopted. With Director Tomlinson's support, the model was rolled out at four elementary schools this year: Chartwell, Hollyburn, Irwin Park, and Ecole Pauline Johnson. Ms Hicks met with the designated point person for each school and, after determining what each school wanted or needed, gave easy and quick strategies for teachers to use to allow students to adopt inquiry learning. Feedback during the four month process was very positive and moving forward, the plan is to add more schools and allow more time in the process for co-planning.

Elementary technology and innovation teacher Cari Wilson reported to trustees that she has had a busy year supporting the many digital initiatives that are both gaining traction and becoming well-established in our district. These include G Suite (formerly google apps for education), computational thinking, coding, Fresh Grade, maker spaces, and robotics. She continues to provide 'just in time' support for classroom teachers, but is now moving beyond simple software support, to using the language of computational thinking to help teachers and students break down problems and devise approaches to solving them. Coding continues to grow and this year, almost every student in grades K – 12 participated in the Hour of Code. Scratch and Coding Quest is being used in classrooms with students as young as Kindergarten and some schools, like Ridgeview, now have a coding component in every class from K – grade 7. Increasingly, experiences with coding are leading to teachers accessing innovation grants and maker spaces to facilitate student explorations in robotics. This year, Gleneagles Ch'axáy used an innovation grant to explore the ADST curriculum at the elementary level, with a focus on robotics. A wide range of ideas were examined, from DASH basic coding, to ethics, to Asimov's Three Laws of Robotics, to thinking about how

robots would address problems in daily life. Stations were set up in the learning commons and every student from K – grade 7 was able to have some experience with robotics. Caulfeild Elementary is now doing something similar with their students.

To help further support this growth in coding and robotics, Ms Wilson’s assignment has been increased by .2 FTE for the 2017-2018 school year – time that is dedicated specifically to coding. She will continue to provide support for district initiatives such as DiscoveryED, Math IXL, FreshGrade, and G Suite, but will also work with teacher-librarians around educating students about digital citizenship and will support Todd Ablett’s robotics road show, designed to attract students to the robotics academy once they get to high school.

Director of Instruction Sean Nosek concluded by noting that three years ago, G Suite, Fresh Grade, and the new curriculum, including coding, did not exist in our schools. West Vancouver Schools was able to embrace and grow all these initiatives because we had the staff, structure, and technology in place to allow it to happen. He said that he and Director Tomlinson found it a pleasure to work with all the innovation teachers and looked forward to further advances in learning in the future.

### **3. MILO – The Communication and Social Skill Robot for Learners with ASD**

*Dave Platt, District Administrator- Student Support Services; Rebecca Vincent, Learning Support Teacher*

Learning Support Teacher Rebecca Vincent began by thanking trustees for the opportunity to introduce them to Milo, a learning assistance robot designed to work with students on the autism spectrum, but made it clear that although he’s “really cool”, he is only one piece of the puzzle. She said that implementing a social thinking curriculum with students takes the support of the Student Support Services department, learning support teachers, and educational assistants all working together.

She continued by providing a brief overview of the various modules available with Milo, including emotional regulation strategies that mirror the zones of self-regulation, verbal and non-verbal conversational dynamics, and navigating complex social situations. The key features of Milo’s effectiveness include an advanced and thorough curriculum; consistency in delivery (predictability is very important for ASD students); the use of evidence-based practices, including social narratives, visual supports, and video modelling; endless repetition without instructor fatigue; and slowed speech. As well, 27 different motors in Milo’s face create realistic and believable non-verbal expressions of emotion. Students received three 30 minute sessions each week, facilitated by the learning support teacher, not the educational assistant. Of those 30 minutes, only 10 minutes are spent working directly with Milo. The remaining time is split between one-on-one practice with the learning support teacher, and generalization practice. The last is usually the most challenging for students with ASD. Milo then spoke and danced for trustees.

Ms Vincent concluded by saying that feedback from teachers and parents is overwhelmingly positive, with many parents reporting increased interactions with siblings and other family members at home. Milo is so effective that other students can also benefit from social-skills training, not just those with ASD. She said the journey she has been on since Milo arrived in February has been incredible and she is grateful for the opportunity.



District Administrator Platt acknowledged that some students have been scared of or startled by Milo, so his use with them has been suspended, but that for the majority of students, it has been a huge benefit. The absence of even slight human unpredictability is reassuring for many. He said we currently have five Milos in the district and that the company that supplies them is very supportive. West Vancouver Schools is the first district in the country to pilot this program, and the supplier has asked for feedback and is constantly upgrading the Milo units. He confirmed that each one is leased and will be updated as appropriate.

## **H. COMMITTEE REPORTS**

### **1. Finance & Facilities Committee Meeting - June 13, 2017**

- WVSS South Campus boiler RFP
- VOIP RFP
- CEF – capital portion
- 2018/19 Capital Plan
- BICS Joint Use Agreement
- Operating Budget-to-Actual update
- New Capital Project at Sentinel
- Kay Meek Capital Project grant application

Trustee Dorsman, who chaired the meeting, briefly reviewed the minutes and said that the meeting had been full of positive news. He noted that there were a number of items coming out of the meeting that required the board's attention and asked for a motion based on each committee recommendation as he went through them.

<b>#1303</b>	<b><u>MOTION</u> THAT the Board approve Crosstown Metal Industries as the contract winner for the WVSS South Campus boiler project.</b>	<b><u>Carried.</u></b>
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<b>#1304</b>	<b><u>MOTION</u> THAT the Board approve Action Data as the contract winner for the VOIP implementation project.</b>	<b><u>Carried.</u></b>
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<b>#1305</b>	<b><u>MOTION</u> THAT the 2018/19 Capital Plan be approved and filed with the Ministry of Education.</b>	<b><u>Carried.</u></b>
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<b>#1306</b>	<b><u>MOTION</u> THAT the Board approve the 2017-2022 BICS Joint Use Agreement.</b>	<b><u>Carried.</u></b>
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<b>#1307</b>	<b><u>MOTION</u> THAT the Sentinel capital project for a sprung-frame gym structure be approved and the RFP process initiated.</b>	<b><u>Carried.</u></b>
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<b>#1308</b>	<b><u>MOTION</u> THAT the Board write a letter of consent in support of the Kay Meek Centre grant application for funding to improve accessibility in the facility.</b>	<b><u>Carried.</u></b>
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The Chair thanked Trustee Dorsman for the report and agreed that it was very good news and that the summer would be very busy.

<b>#1309</b>	<b><u>MOTION</u> THAT the minutes of the Finance and Facilities Committee meeting held June 13, 2017 be received.</b>	<b><u>Carried.</u></b>
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## **I. CORRESPONDENCE**

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

## **J. FOR INFORMATION**

The Chair noted that housekeeping changes have been made to administrative procedure AP 302 – Enrollment of International Students. The updated version has been posted on the public district website.

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

The Chair said she had been lucky enough to attend the Department of Fisheries and Oceans Open House at the DFO facility on Marine Drive. She noted that it was the first public opening since 1973 and it was a great learning opportunity and very well attended.

Athletic Coaches' Appreciation BBQ BCSTA Board Chairs' Conference Call BCSTA Metro Meeting Board of Education / DLT Planning Day Dave Eberwein's Farewell reception Hollyburn – Kwansei Gakuin Kay Meek Centre Fundraising Gala Lions Bay Scholarship Event Meeting with Lions Bay Mayor and CAO Meeting with WVTA President North Shore Congress	NSIIP Working Group Presidents' Committee Meeting Rockridge Graduation Banquet WV Community Day Parade WV Laboratory Open House WV DPAC Meeting WV DPAC Year-end Luncheon WV Mayor's Lawn Bowling Tournament WV School District Retirement Reception WV School District Track Meet
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## **L. QUESTION & COMMENT PERIOD (10 Minutes)**

*Abbie Milavsky – WV DPAC President*

- thanked trustees and staff for ensuring that the parent group is always welcome and heard
- thanked everyone for listening to the DPAC voice in these exciting times for the district

The Chair thanked Ms Milavsky for her time and dedication and welcomed Danielle Katerberg, who will assume the role of WV DPAC President for the 2017/18 school year.

*Rob Inman – West Vancouver resident and coach*

- said that he had tried to have a bubble built at Sentinel 12 years ago to help Diane Nelson grow the soccer academy and asked if the project announced this evening would be beside the field house

The Chair confirmed the location, to which Mr Inman replied thank you and said it was great as he hadn't expected it to happen.

- said he has really enjoyed the presentations by students and staff at all the board meetings and offered congratulations to the Superintendent for fostering an environment where that is encouraged
- asked if the lease for MILOs is okay as far as the budget

The Superintendent replied that the costs associated with MILO are built into the budget and that having five MILOs is sufficient for now. Teacher training is ongoing and they will re-assess in a year.

The Chair concluded the meeting by saying good-bye and best wishes to Deputy Superintendent Dave Eberwein, who is leaving the district after six and a half years to assume the role of Superintendent with the Saanich School District. She thanked him for his strong, steady leadership and for his caring for the well-being of parents and students, saying it was a testament to his character. On behalf of the district, she wished him well and said he would be missed.

## **M. ADJOURNMENT**

**9:22 pm**

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BOARD CHAIR

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SECRETARY TREASURER