



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

**Tuesday, January 14, 2020 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

**Absent:** L. Hill, Director of Instruction; I. Kennedy, Director of Instruction; A. Campbell, Director of Instruction; F. De Dios, Director of Facilities; D. Nelson, Director of Instruction

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

The Chair called the meeting to order and recognized that we are gathered together on the traditional territory 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 our students, staff, and wider community.

The Chair then said that we at West Vancouver Schools want to send our deepest condolences to those who lost loved ones in the Ukrainian Air plane crash in Tehran. We are saddened to know that residents of the North Shore were among the victims. Our thoughts are with the families and friends most closely affected, and with our local Iranian community. The entire country is feeling the loss very deeply.

Trustee Donahue announced that the School Traffic and Safety Committee meeting scheduled for tomorrow has been cancelled and will be re-scheduled for March. She noted that Dr Mark Lysyshyn was due to speak about the connection between mental and physical health and driving to school.

### **B. BOARD HIGHLIGHTS**

#### **"Little Things Make a Big Difference" – Eagle Harbour Montessori**

*Principal Trevor Kolkea, Vice Principal Debbie Tobin, Physical Literacy teacher Rosalyn Cameron, and grade 3 students Teddy L and Ava Z*

Principal Kolkea introduced Physical Literacy teacher Ros Cameron, saying that she and the work she is doing have made an incredible impact at Eagle Harbour this year. Mrs Cameron thanked

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Principal Kolkea and the Board for the opportunity to share the work she has been doing around physical literacy this year. She introduced Vice Principal Debbie Tobin and students Teddy and Ava, who she said were going to help demonstrate some of the activities with trustees. She began by reminding everyone that physical literacy means having the foundational movement skills to be able to participate in a wide variety of activities, in a wide variety of environments.

Mrs Cameron said Eagle Harbour is just a little school, but the little things they are doing around physical literacy are making a big difference. Those little things include reaching out to District Physical Literacy Mentors Amber Pascual and Erin Crawford; setting up extra-curricular programs beyond the traditional, including curling, skipping, yoga, and gardening; and hiring a PE specialist – Mrs Cameron.

She said that the PL mentors provided her with tools and strategies, and helped with the creation of indoor and outdoor circuits. The whole school now participates daily in a morning circuit, with stations in the playground, forest, and covered play area, in case of heavy rain. Visual reminders for some stations have also been created both indoors and outside.

Mrs Cameron said that she has a passion for working with children and making sure they are active. By teaching students competency in fundamental movement skills, they can gain basic sports skills such as hitting, throwing, and kicking. Most importantly, they are finding physical activity fun and gaining the skills to lead active lives as they grow up. They are equipped with tools to assist not just with physical health, but mental health as well. She said what she enjoys most is seeing students have fun while they are learning. Mrs Cameron concluded by saying that she must share the credit with her principal and vice principal, as they lead by example. All these little things, undertaken by a little school, are having a big impact upon student lives at school and at home.

Students Teddy and Ava then led trustees and other attendees in one of their favourite activities – “North, South, East, West.”

### **“Growing Student Voice in a Digitally Enhanced Community” – Caulfeild Elementary**

*Principal Trevor Kolkea, Vice Principal Sara Bell, teachers Paula Stevens, Jessica Lyric, and Martin Andrews, and students Babak N, Monty R, Kathy W, Malia M, Reine H, and Clare L*

Caulfeild grade 7 student Malia introduced herself and the rest of the iDEC News Team. She explained that iDEC News has evolved to become an important part of the digitally-enhanced learning community at Caulfeild. iDEC News began as a response to the questions: “How can we build on the ‘DEC’ part of the iDEC program?”; “How can we continue to be an innovative school, leading in technology?”; and “What is an effective and more creative way for students to communicate their learning?” These questions shaped Caulfeild’s Framework for Enhanced Student Learning (FESL) and defined their direction for the year. Through the inquiry process, students are highlighting and developing their communication skills through the integration of digital tools and strong school values.

With the help of District Innovation and Technology Lead Teacher Cari Wilson, Vice Principal Bell and teachers researched and found other school newscasts that could serve as strong exemplars for the effectiveness of digital communication. Students took over at the design stage and began to create a vision for iDEC News. A team of six grade 7 students meets three times a week to brainstorm and plan for that month’s broadcast, including storyboarding, writing, editing, production, all with the goal of presenting information that is engaging for students in K – 7, as

well as the parent community. Recent stories have included an interview with Superintendent Kennedy.

The goal each month is to build on previous successes; to increase the quality and number of stories produced; and to feature each classroom at least once during the school year. Part of the inquiry cycle is showcasing learning, so to ensure that iDEC News is available to everyone in their learning community, it is shared on the iDEC YouTube channel and the link shared in the school e-bulletin and on Twitter. Finally, the whole school watches the broadcast together in the gym during an assembly. iDEC News is not just a regular showcase of student learning for the current school community, but an effective way for potential new families to gain insight into the exciting things happening at Caulfeild iDEC.

### **"The Antarctica Expedition" – Sentinel Secondary**

*Principal Mike Finch, teachers Bryn Hammett and Dawn Armstrong, and students Alex L, Ian Z, Oscar W, Torry T, Hayden R, Benton H, Samantha F, Celine H, Rachael K, and Emilia O*

Principal Finch introduced teachers Bryn Hammett and Dawn Armstrong and students, who spoke of their experiences on their life-changing trip to Antarctica. Mr Hammett noted that this trip required 608 days of planning, as well as training in the mountains and on the ocean – and it was a dream that almost didn't come to fruition. Ms Armstrong introduced the 10 students, whom she described as dreamers, explorers, risk-takers, curious, resilient, diverse, and, ultimately, family.

Students spoke of the uniqueness of Antarctica and the opportunities this trip provided to be mindful of their surroundings and to appreciate the sights and sounds of the natural world. For some, it inspired possible career paths. For students who have travelled extensively, this was an experience like no other. The obstacles they encountered making the trip a reality, as well as the stories they heard and experiences they had while there, taught them many life lessons. They came to appreciate that everyone has challenges on the way to reaching their goals and that resiliency when overcoming hardships and being true to your passions, even if others don't understand, is important. Students spoke of their awe when encountering penguins, hearing the ice move, seeing the clear blue sea and sky, and their appreciation of the opportunity to have these experiences while still in high school. They truly understood how it changed their thinking around how special the world really is, how powerful nature is, and how actions can have a real impact. They also recognized that they have the power to affect change. The trip brought clarity and fulfillment and as the trip drew to an end, although bittersweet, the students said it brought them clarity and fulfillment. This epic adventure was ultimately about much more than the natural world – it was about friendship, connection, and love. At the beginning, they were just a group of students of different ages, from different schools, with different friends, and who hardly knew each other. They said that they returned from this shared community experience as the best group of friends anyone could ask for. Footage of the trip was shown, giving a brief glimpse of the experiences they had and sights they saw.

Ms Armstrong thanked district senior staff, trustees, and Principal Finch for not just allowing them to explore the possibility of this trip from the earliest planning stages, to supporting them through the late-stage difficulties that almost resulted in cancellation four weeks before the departure date. She also expressed thanks to Norwegian tour company Hurtigruten that stepped forward and saved the trip. She said the group is forever grateful and she hopes their presentation this evening helped to give a sense of that gratitude.

Principal Finch said this is the kids' story, with the support of Mr Hammett and Ms Armstrong. This evening's presentation was just a preview of what's to come and special mention was made of Hayden's efforts in particular in putting the video together. In about six weeks, a much longer version of the story will come out and once a venue is secured, promotion will begin.

### C. ADOPTION OF AGENDA

#1467	<b><u>MOTION</u> THAT the Agenda of the Regular Meeting January 14, 2020 be adopted.</b>	<b><u>Carried.</u></b>
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### D. QUESTION & COMMENT PERIOD (10 minutes)

*Renee Willock – President, WVTA*

- said she wanted to give a “shout out” to Associate Superintendent Sean Nosek for being out on the streets of West Vancouver early on Monday morning, determining whether it was safe for students and staff to travel to school
- knows it was a hard call and that it's never easy to make the decision to call a snow day, but on behalf of the teachers, wanted to express their appreciation for being able to stay safe and work productively from home

The Chair thanked Mrs Willock for her comments and agreed that it certainly was the right decision and that while there might have been some second-guessing as other Metro districts opened, but looking at the road conditions, it was nice that our students and staff were safe.

### E. APPROVAL OF MINUTES

- Regular Meeting December 17, 2019

#1468	<b><u>MOTION</u> THAT the Minutes of the Regular Meeting December 17, 2019 be approved.</b>	<b><u>Carried.</u></b>
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### F. BUSINESS ARISING FROM THE MINUTES

No business arising.

## **G. BOARD BUSINESS**

### **1. Strategic Plan Update**

*Carolyn Broady, Board Chair*

The Chair reminded those present that at the December board meeting, as the Board begins to operationalize the new Strategic Plan, she asked that trustees each identify an area or goal within the plan where they would like to go deeper and share their learning. The intention is to be more actively involved in the plan than in the past, and increase both personal growth and growth within the school district.

Trustee Donahue said her area of focus will be Goal #2 - Visionary Leadership, specifically point 2.4 – Continue to build our relationship with the Squamish Nation. In particular, she is looking forward to the development of the government-to-government Protocol Agreement. She noted that she is the Board representative on the committee working toward this agreement and her Nation counterpart is Councillor Chris Lewis. This is a new direction for us and is part of an evolutionary process around Indigenous Education. She said productive work is already underway and that we are looking forward to gaining not just a deeper understanding about our work with the Squamish Nation, but one that it will permeate throughout all the work we do to enhance the learning for students and staff throughout the West Van community.

Vice Chair Brown said that a natural fit for her, based on her work with the HR Committee is Goal #1.2 – Educational Excellence: Develop and implement exemplary processes to recruit, retain and develop staff. She said that she wants to focus not just on what we're doing in West Van, but elsewhere as well. There are some common challenges around recruitment and retention for districts in Metro with the high cost of living etc. The chronic shortage of certain specialist teachers is one experienced across the province and even across the country. She said she is looking forward to gaining a better understanding why some of these challenges exist, what we are doing in response, where we can do more, and perhaps advocating for change.

Trustee Block found it challenging to choose just one area of focus, as she finds so much of the plan important for personal growth, but ultimately landed on Goal #3.2 – Successful Transitions: Ensure that transition processes enhance student resilience and durability. She said this is linked to student mental health, as students cannot function optimally in school and their learning is hindered if their mental health is not as it should be. She thinks it is important for her to dig down and have conversations about what good mental health practices and supports look like for our students.

Trustee Stevenson chose Goal #1.3 – Educational Excellence: Celebrate and tell our stories of everyday innovation. He said that because of the structure of public education, we have a captive audience for a relatively brief number of years. Once people move out of it, however, there is a loss of awareness or understanding of what actually is going on in public education and how much schools have changed, even in just the last five years. He would like to learn more about how we share our stories and success with the wider community and making sure we defend the funding required to do good work. He was keen to point out that this is not a competition, but a better highlighting of the work we do and sharing the good news about how we make education better for all students in our district.

Chair Broady said she has chosen to follow the lead of our students and educators, and focus on the Goal #2.5 – Visionary Leadership: Continue to adopt practices to address climate change and sustainability. This is the first formal inclusion of this increasingly important issue in the Plan, and she said it is the responsibility of the Board to do everything it can to support students as they push for action on this matter. The Board must learn and promote best-practices for our students and for our community, and the Chair said she wants the school district to be a leader in the community around this topic.

Chair Broady said it was great to have trustees focus on points under each one of the three main goals and she is looking forward to everyone reporting out in December. The plan is to then choose another area upon which to focus in 2021. She thanked trustees for their interest and engagement, and hopes this new practice is a productive one.

## **2. West Vancouver School District Mental Health Framework - Update**

*Maureen Lee, District Principal – Student Support Services*

District Principal Lee began her update on the development of a district mental health framework by giving a history of the work done in this area in recent years, much of which has been done in conjunction with public health partners, including Dr Mark Lysyshyn from Vancouver Coastal Health. She highlighted the fact that mental health is more than just a lack of mental illness. Mental health is our well-being – what allows us to bounce back from disappointment or adversity, to realize our potential, and to contribute effectively to society. Determinants of mental health are very similar to the determinants of general health. How well we are really depends upon how well we live life. While people think biology and genetics play a major role, their influence is only 15%, whereas 50% of our well-being depends upon things over which we as a society have more control: early childhood development, stable housing, education, income, and whether or not we are included in society and have a sense of belonging. Access to health care is another important factor and demonstrates why our work with VCH is so important. These social determinants have a significant influence on our overall wellness. How fair and just a society is has a huge bearing on mental health, and in societies with significant income inequality there is significant anxiety. The more equitable the society, the fewer instances there are of mental illness.

Public education plays a compelling role and Ms Lee said that the aim when designing education programs is equity and inclusion. Adverse childhood experiences can have a huge influence, but that influence can be changed and even reversed by removing barriers to supports. Despite all our efforts in this area in West Vancouver Schools however, and a heightened awareness of the importance of mental health, the results from the 2019 McCreary Adolescent Health Survey show that no real progress has been made in five years. Our students are still reporting that they struggle with issues around mental health, stress, and despair. These results are concerning, especially given all the work we have done, and demonstrate the need for a comprehensive mental health framework. She noted that when looking at ways to tackle these issues, we have to consider more than just how we respond. It is not as simple as throwing resources at the problem – we need to look for root causes and consider whether or not our actions are actually contributing to the issue. It is important to think about whether there are barriers that can be removed that will result in a decreased need for intervention.

Some of the efforts WVS has undertaken in the last three years were briefly reviewed, including the introduction of Dr Stan Kutcher's Mental Health Literacy curriculum, good sleep hygiene, and building community through the promotion of play-based and place-based learning, the re-visioning of Inglewood Secondary, and welcoming new Canadians into our community. Ms Lee said that the power of community cannot be underestimated when striving for good mental health. Our partnerships with other Metro school districts, with the Human Early Learning Project at UBC, the District of West Vancouver Youth Hub, VCH public health, The Foundry and Hollyburn Family Services among others are critical to a community approach and to removing barriers.

Moving forward, the emphasis will continue to be not just on mental illness, but on mental distress and mental problems – all of which together comprise mental health. Work around social emotional learning, self-regulation, SOGI, Indigenous education, and restorative practices can help students with understanding, awareness, and resiliency, and contribute to better mental health. Formal interventions are necessary at times and are handled either at the district level with counselling support, or with assistance from community partners if more intense treatment is required. Those partners either sit on the North Shore Community Action Committee or our Comprehensive School Health Committee.

With Vancouver Coastal Health (VCH), we received a provincial grant to help support mental health. Last April, a Mental Health Symposium was hosted at the Kay Meek Centre, bringing together community partners, parents, district staff, and school staff together to talk about mental health. VCH Public Health were key partners in designing the symposium. Five working meetings were held to design the event and to develop the goals, strategies, and activities. Goals included bringing school and community partners together, developing common language around "upstream thinking", adverse childhood experiences, and social emotional learning. They wanted people to be grounded in data, think about preventative measures, and start to work collaboratively around the development of a mental health framework. The symposium was the beginning of the visioning process for the framework and start to create the guiding principles for what we want good mental health to look like in our school district.

Students were not part of the initial planning meetings by design and instead, Ms Lee interviewed a few students individually. They were then invited to come to the symposium and have a discussion with her in front of attendees. She said hearing the student voice firsthand was the most powerful part of the day. Students said: they want to be seen and heard as a person; to have relationships with teachers, because they thrive when they feel connected; the need for balance between homework and downtime; to be accepted as they are; and that they need a community where they feel safe and where they belong. As a result, much of the framework will be rooted in what students are telling us they want and need, because in order to be successful, it needs to be for and about the students. Pre- and post-symposium data was collected and it showed that for most people there was an increased understanding of all the areas where they were looking for common language and a desire to further develop partnerships. Format and content received positive feedback and there was also a real interest in data collection and development of the framework.

Since the symposium, there have been further meetings to discuss the vision and guiding principles of the framework and gather additional feedback, and another meeting will be held tomorrow to refine and add goals and strategies. The final draft of the new Mental Health Framework will be ready in May.

Ms Lee concluded by sharing a quote from grade 12 student Daniel, which she says drives the philosophy and structure of the work: “A successful person is more than just good grades, a good job, and making more money. Success is about relationships and doing what makes you happy.”

### **3. Technology Update**

*Sean Nosek, Associate Superintendent and Tyler Soron, Manager of Information Technology*

Associate Superintendent Nosek began by talking about the complexity of organizations like schools districts. The vast majority of our staff and students connect to or use technology in some way on a daily basis, and the manner and protocols around those connections vary widely. Our business processes, workflows, and security all connect to the Information Technology department. It is complex work that is critical to our efficiency and security. He then introduced Tyler Soron, manager of information technology.

Mr Soron thanked trustees for the opportunity to speak to them about the work his department is doing and gave brief updates on three different areas: IT team updates; network infrastructure; and cybersecurity.

A new IT Operations Assistant position was recently created and Susan Leggatt, formerly data clerk at Sentinel, was the successful candidate. She will have a bridging role between the tech department and classrooms etc., performing organizational and communication duties which will allow IT staff to focus on technical tasks without interruption. The new service desk system is working well and 2100 tickets have been resolved so far this year, with a few hundred more still in the queue. This is approximately twice the volume as the same time last year. Most requests have to do with account or email access and software issues, but there is a large range. Every time a ticket is closed, the person who submitted the request is invited to provide a response, rating the service. The 273 ratings received so far this year show a 4.9/5 rating for service. Mr Soron said it great to have a tool that gathers this kind of feedback, not just to improve practices, but to have quantifiable positive data to share with his team, beyond the “thank yous in the hallway.” Data will also allow analytics that can be reported to stakeholders, including types of issues, locations, and times of day that things are occurring. Moving forward, phone, chat, and walk-in support will be enhanced. As capacity in the department grows, it is hoped that some issues will be able to be resolved through a phone conversation or chat session, rather than lengthy email exchanges.

Mr Soron reminded trustees that last time he spoke to them, he noted the excellent adoption rate of digital tools and technology in the classroom. The challenge remains to be the ability to broaden infrastructure in order to allow continued growth. There is a deficit in our infrastructure that has been growing over the years and a broad refresh across the district is required. Caulfeild, with its deeply integrated use of technology, was identified as the site for a pilot project for cabling infrastructure replacement and it was noted that Principal Trevor Kolkea was a great partner in the process, regularly and effectively communicating requirements and feedback to allow the IT department to achieve the impact they were looking for. x10 Networks helped procure the products and provided some consultation with our team’s implementation. 4th Utility assisted with pulling the cable in the building and Aruba Networks provided the access points. The goal was to install an access point in each classroom to provide broad and reliable access throughout the school. Previously, there had been one point for every four classrooms. Mr Soron said that



the equipment and systems being installed are also an investment in future capacity as technology use evolves and grows. The efficiency of proper labelling and organization of cabling and hardware was also emphasized.

Cybersecurity is a broad term, but can be defined as the efforts we take to protect infrastructure and data. Mr Soron emphasized that cybersecurity is not something that is ever “done” – it requires new and continual consideration. He said we are perpetually in a yellow to green state and we will never “check a box” to indicate it is complete. Risk requires constant evaluation and mitigation and we must plan accordingly. In a worst case scenario, we must have procedures and strategies in place so that we can react and control things effectively. Each year, threats are expanding and becoming more prevalent as more apps are downloaded, software is updated, and device use changes. With opportunity comes risk, and the challenge is to maximize security but balance that with learning outcomes and business agility. He cited information from the Canadian Centre for Cybersecurity, noting that the more serious risks being faced are from insider threats or thrill seekers. Our thrill seekers are most likely to be students who are curious. They are not necessarily malicious, but their actions can have consequences for others within the district.

Reviewing district data from 2018, he said half our security incidents were internal threats, the vast majority of which were likely unintentional or accidental. Some examples include forwarding emails to the wrong people or sharing login credentials inappropriately. The most common threats continue to be via email, with phishing and malware being unwittingly enabled by the end user. Increasingly common and worrisome, however, is ransomware and data breaches. In such instances, plans have to be in place that will allow schools and offices to continue to operate. We have good backup systems in place that will allow data recovery, but he said the tricky bit is the time it takes to recover and restore services. He said these threats are not unique to K – 12 organizations and cybercriminals do not discriminate – we are all subject to these challenges.

There are number of things being done in the district to manage risks, but a simple and very important one was highlighted – password management. We have updated password requirements so that they now must be 12 characters long and although no one has been forced to change their passwords yet, that may happen in the future. He said this is the simplest and most effective way of making an impact in a short period of time. There needs to be increased understanding that passwords are as critical as keys to the buildings, arguably more so, since passwords give access to a wealth of information and sharing them is inappropriate. Other items were briefly reviewed, including ministry efforts around NGN enhanced cybersecurity and reporting; internal network security, tracking connections and devices; improved email security; strategic relocation of services to the cloud to reduce internal workload and ensure business continuity; and back up and disaster recovery, where we now have full redundancy.

Moving forward, Mr Soron’s department has a number of initiatives: security awareness training for all staff, to increase knowledge about things like phishing etc.; enhanced network visibility; continued work on backup and disaster recovery; a push for more automation, which will help to reduce human error; updated administrative procedures related to acceptable use policies and information technology security; and continued engagement with external partners in other school districts and at the ministry. He said K-12 districts have limited resources to work on these problems, and there is an increasing feeling that if school districts across BC and Canada are going to effectively face future

threats, they must all work together, sharing knowledge and lobbying ministries for increased support.

Mr Soron concluded by saying that the reason infrastructure and security is so important is to enable and enhance teaching and learning – the reason we are all here.

## **H. COMMITTEE REPORTS**

### **1. Finance and Facilities Committee Meeting**

The January Finance and Facilities Committee meeting was cancelled. The next meeting will take place on Tuesday, February 11, 2020.

## **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**

Vice Chair Brown congratulated the District Leadership Team and everyone who participated last Wednesday in the DPAC Liaison meeting. She said she thought the presentations from WVTA President Renee Willock and Associate Superintendent Kim Martin were a highlight, saying they are both “class acts” at what they do. She said they showcased the best of two sides with very different views on some things and did so with respect. They provided valuable information that Vice Chair Brown said allowed parents to leave the meeting feeling like they had a much better understanding of something that can make them feel very uncertain. She concluded by saying it is sharing information in this manner that will increase confidence in public education and thanked all who participated.

Chair Broady echoed those comments and said that she has spoken to a number of parents in the last week, and said they have all spoken very highly about the day. She added that she has also heard from some parents who were not there, but have reached out to say they now wished they had been, based on what they have heard.

ELL Consortium School visit to Ridgeview School visit to Rockridge Various school Christmas concerts	WV DPAC / Trustees / DLT / Administrators Liaison Meeting WVSS Winter Concert “Wonderville”
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## **K. QUESTION & COMMENT PERIOD (10 Minutes)**

No questions or comments from the gallery.

**L. ADJOURNMENT**

**9:07 pm**

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BOARD CHAIR

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SECRETARY TREASURER