



**MINUTES OF A REGULAR MEETING OF THE BOARD OF EDUCATION**  
**Tuesday, December 15, 2020 - 5:00 p.m.**  
**Online – MS Teams**

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; I. Kennedy, Director of Instruction; S-L. Shortall, Director of Instruction; D. Nelson, Director of Instruction

**A. CALL TO ORDER AND ANNOUNCEMENTS**

Chair Broady 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 then asked Associate Superintendent Sean Nosek to speak about an impressive undertaking by Digital Innovation teacher Cari Wilson, who thought it would be interesting to engage families by offering the opportunity to participate in “Family Code Night”. It was estimated that 40-50 families would join, but an overwhelming 600 plus families expressed interest. Originally intended to be a one night, the event expanded to three. Both the Associate Superintendent and Superintendent Kennedy participated and thought it was a wonderful way for families to work together. Chair Broady offered congratulations to Ms. Wilson and thanked her for her hard work.

**B. BOARD HIGHLIGHTS**

**“Celebrating our Journey through International Baccalaureate (IB) Evaluation” –**

**West Bay Elementary & Cypress Park Primary**

*Principal Kim Grimwood, Cypress Park Vice Principal Robyn Evans, West Bay Vice Principal Jessica Richardson, IB Coordinator Morikke Espenhain and Chris M Cypress Park student, Camille S West Bay student*

Principal of West Bay Elementary and Cypress Park Primary, Kim Grimwood, West Bay Vice Principal Jessica Richardson, Cypress Park Vice Principal Robyn Evans and IB Coordinator Morikke Espenhain highlighted the careful planning involved in the typical IB evaluation process, and the adjustments needed when a global pandemic changed the process to a virtual evaluation.

West Bay Vice Principal Jessica Richardson shared that she learned that the IB evaluation process is an opportunity to engage in the inquiry cycle as a whole school community, bringing everyone together to look at what is being done well and what needs to be improved. The IB evaluation is both a requirement and a service provided by IB, that assesses whether a school meets the IB standards and practices required to remain an authorized IB world school. Schools are evaluated four years after authorization and then every five years thereafter. West Bay has had three evaluations and Cypress Parks has had two. Vice Principal Richardson took a moment to say a huge thank you to IB Coordinator Morikke Espenhain for the time and effort, she put into this process.

Cypress Park Vice Principal Robyn Evans explained that the process begins 12 months prior to the evaluation and for Ms. Espenhain, an additional 6 months before that. First, the staff consider what self-study will look like and how they will evaluate the 72 practices. With a larger staff, West Bay had to consider how to divide the work up to be most efficient and to ensure representation from all areas; primary, intermediate, specialists etc. At Cypress Park, the smaller staff required all hands to be on deck throughout the process. Firstly, a common shared language is created to bring an understanding of the rankings. Next, the mission statement and existing policies are reviewed and revised if needed. Cypress Park updated their mission statement to better align with their current perspective and inclusion and assessment policies. An IT policy was also created. Next the schools collect evidence on how they are meeting each of the 72 practices. They must rate and evaluate their relative success with implementing each practice in the school. Some practices include how the integration of Freshgrade has allowed a more reflective approach, how the planner is used to document formative assessment, how students are involved in their learning by setting goals, connecting to approaches to learning etc. The staff must come to a consensus about how each practice will be rated – ie. Emerging, Developing, Demonstrating, or Excelling. Finally, an action plan is created based on this evidence and all documentation that supports the findings is submitted.

Ms. Espenhain shared how the schools prepared for the evaluation visit. Samples of the students' work was collected to provide evidence that supported what was written in the self-study. Samples were drawn from K-7 of the students' learning documents to show that the language of IB is reflected in how the students are formally assessed. The evaluators wanted to know what trainings the teachers have had, if they meet the provincial standards. Timetables showing how much time teachers are dedicating to units of inquiry throughout the day and week, as well as the budget, are also reviewed. It was noted that all the required information was being prepared for the onsite visit when a new set of guidelines was issued for remote visits.

due to the COVID-19 pandemic. Ms. Espenhain spent a lot of time reading the documentation to plan for what would come next. She discovered that she would need to film many videos, so she recorded teachers teaching in their classrooms, a video highlighting the school's IB mission statements and a video that showcased how their library books represent a diverse language and culture outside North America. A big part of her preparation was ensuring the teachers were ready to talk about and justify their practices. The teachers were given survival kits that included snacks for their three days of remote evaluations. Two weeks prior to the visit, Ms. Espenhain created a detailed schedule outlining all upcoming meetings; 25 for West Bay and 20 for Cypress Park. The evaluators meetings began with the administrative team, followed by the IB coordinator, all teachers, representatives from the District Leadership Team, parents and students. Thanks to Superintendent Chris Kennedy, Associate Superintendent Sean Nosek, and Director of Instruction Ian Kennedy was expressed for providing knowledgeable and supportive information during their interview. Ms. Espenhain also carried her laptop to each classroom so the evaluators could watch the in-class teachings and learnings.

The evaluation concluded with exit interviews where observations and feedback were shared with Ms. Espenhain and the administrators. As West Bay's evaluation has been returned, Principal Grimwood could share some of the report's findings. She explained that any matters to be addressed would be considered serious concerns that jeopardize the entitlement to be called an IB school; West Bay did not receive any matters to be addressed. They received five recommendations and an impressive 29 commendations. She read the following from the final report: Commendation: The governing body, pedagogical leadership team and staff show a strong and coherent understanding of the IB philosophy that permeates conversations and school culture. Commendation: The school has truly embraced an inquiry-based, constructivist approach to teaching and learning and placed emphasis on the development of critical-thinking skills. Commendation: The school deserves a commendation for maintaining a focus on the use of inquiry and critical thinking skills to ensure that students are truly engaged in the inquiry process during their learning. Commendation: The teachers for supporting and celebrating the diversity of learning needs, including and not limited to, diversity of language, interest and ability. Commendation: Teachers and the pedagogical leadership team further explore alternative methods for including students in assessment processes. She then shared a portion of a letter from Remy Lamon, IB World School Manager that praised West Bay's strengths and encouraged the school to share their good practices with the IB community virtually via local networks and associations and to apply to present at a global IB conference. He also noted that West Bay's expert practices have been shared internally across the IB organization. The presentation concluded with students Camille S and Chris M quizzing the Trustees on the IB process and West Bay's results, to which the Trustees all passed with a perfect score. Chair Broady thanked Principal Grimwood, the staff and students and especially Ms. Espenhain for their hard work the glowing review they received.

## C. ADOPTION OF AGENDA

#1521 MOTION THAT the Agenda of the regular meeting December 15, 2020 be adopted.

Carried.

## D. QUESTIONS & COMMENT PERIOD (10 minutes)

## E. APPROVAL OF MINUTES

- Regular Meeting November 17, 2020

#1522 MOTION THAT the minutes of the Regular Meeting November 17, 2020 be approved.

Carried.

- General Record December 15, 2020

#1523 MOTION THAT the minutes of the General Record December 15, 2020 be approved.

Carried.

## F. BUSINESS ARISING FROM THE MINUTES

No business arising.

## G. BOARD BUSINESS

### 1. Indigenous Education in WVS - Our Shared Journey

*Liz Hill, Director of Instruction, Ian Kennedy, Director of Instruction, Thatcher B, and Samia T, Students*

Directors of Instruction Ian Kennedy and Liz Hill provided an overview of the excellent work the district has been doing in Indigenous Education. Director Kennedy explained the number of indigenous students in the West Vancouver School District has increased dramatically over the

last 10 years for two primary reasons; more students are self-identifying with their Indigenous ancestry and there is an increase in enrolment of students from North Vancouver and the Squamish Nation reserve. Of the 115 students that have self-reported having Indigenous ancestry, 26% are Metis, 25% are Non-Status, 27% are Status-Off Reserve and 22% are Status-On Squamish Nation Reserve.

Director of Instruction Liz Hill provided an overview of the data used to guide their work. Every year the Ministry provides the district with the “How We Are Doing Report” which outlines important markers such as FSA data, transitions, grad rates and information from student learning surveys. Director Hill reported on the findings from the 2018 FSA report (the last year this data is available) for Grade 4 and 7 students, explaining that 100% of Indigenous students were either on-track or extending in reading and writing comprehension as well as numeracy, and sometimes scored higher than the non-Indigenous community. She expressed how proud she was of the students, teachers and families across the district. She noted that graduation completion is tracked and last year 100% of the indigenous students graduated.

Director Kennedy celebrated how West Vancouver’s indigenous students have the highest GPA across the province. He then reviewed the support system the district has in place for their students. The West Vancouver Indigenous Education Advisory Council was created to work collaboratively with our indigenous partners to set big vision goals. The West Vancouver /Squamish Nation Protocol Agreement Team meets once a month to develop a Protocol Agreement that describes the relationship that binds the district and the Squamish Nation to work together towards the success of all indigenous students. The West Van Indigenous Success Team is comprised of dedicated staff members that work onsite with the students. The West Van Indigenous Cultural Team includes Bob Baker and Faye Halls, indigenous cultural advisors who give support, advice and help with protocols and teach from an Indigenous perspective. They are well loved by the students and staff. Finally, the Indigenous Circle is a group made up of teacher reps that come together once a month to share learnings and stories. Indigenous protocols such as the power of story, listening, sharing and celebrating are followed. He then noted the various representatives of the West Vancouver School’s Indigenous Education Advisory Council, which include West Vancouver Board Trustee Sheelah Donahue, elected member of the Squamish Nation Council, Chris Lewis, the Superintendent or a representative, a member of the District Leadership Team, Squamish Nation Education Director, Squamish Nation Parent, Other Indigenous Parent, Squamish Nation Student, other indigenous student, and WVAA and WVTA representatives. This group meets four to five times a year and has been working on an Enhancement Agreement.

Director Hill explained that the Enhancement Agreement outlines specific goals that will enhance the educational success of the district’s indigenous students. These goals were gifted to Chair Broady and Superintendent Kennedy to guide the district over the coming years. The first goal is to use Indigenous ways of Knowing and Perspectives to inform and empower our teaching, learning and decision-making. The second is to enhance student success by facilitating transitions and pathways throughout the K-12 journey. Lastly, to create a sense of space and belonging for indigenous students that is inclusive to all.

Director Kennedy then outlined the draft Protocol Agreement that West Vancouver Schools and the Squamish Nation have been working on. This agreement is a part of the Tripartite Agreement and establishes and maintains a cooperative and collaborative relationship between West Vancouver Schools and the Squamish Nation. The agreement outlines governance structures, communication, advocacy and consultation processes. The Squamish Nation is currently taking this draft through their processes to ensure it meets the needs of UNDRIP (United Nations Declaration on the Rights of Indigenous Peoples).

Director Hill explained the roles of the Student Success Team made up of Jada Harry, Carol Langley, Stephanie Langlois and Steve Rauh. These teachers support their students by allowing them to connect with their interests and learn about opportunities that exist for their post-secondary trajectory. Director Kennedy spoke about Indigenous cultural enhancement work with Alroy Baker and Alice Gus who have been introducing and teaching the Squamish language within the schools. Bob Baker has been teaching Grade 3 and 7 cultural canoe lessons. As soon as the weather and COVID-19 permit, the District's canoe will be used.

Looking ahead, on January 28<sup>th</sup>, Directors Kennedy and Hill, along with Superintendent Kennedy, will be presenting the Squamish Nation with the draft Enhancement Agreement, and on January 29<sup>th</sup>, the District's Professional Day will be dedicated to Indigenous Education with 12 speakers, focusing on the goals in the Enhancement Agreement. In closing, Director Kennedy shared that West Vancouver Schools is committed to continuing to build and develop relationships with the Squamish Nation and their other Indigenous partners. Chair Broady commented how impressive it is to see how well the district's indigenous students are doing and that it reflects the hard work of the students and the support teachers.

## **2. Milo**

*Sandra-Lynn Shortall, Director of Instruction, Erin Gleason, Learning Support Teacher, Ecole Cedardale, Lena Thiessen, Board Certified Behavioral Analyst, Dana Sherri, Learning Support Teacher, Westcot Elementary School, Amin, Cedardale Student*

Director of Instruction Sandra-Lynn Shortall shared an update on the District's recent experiences with Milo, a 2-foot-tall humanoid robot designed to support social and emotional learning for children with autism spectrum differences. Partnered with Robokind: Robots4Autism in November 2017 as a pilot project, West Vancouver Schools became the first school district in Canada to begin using Milo in their classrooms. The initial focus was to build and develop the social communication skills of students on the autism spectrum, but Milo now works with students with diverse learning styles and students who need additional support with social communication and are learning about self-regulation or need help with social emotional learning experiences. Dana Sherri, Learning Support Teacher, explained she knew she would have to craft a special program to support the social /communication needs for her students on the autism spectrum. She was introduced to Milo and realized there was nothing more comprehensive and engaging than the RoboKind software platform. Students are mesmerized by Milo's lesson. She shared a video of student Amin watching the "Calm Down" module, which teaches good examples and poor examples of calm down strategies such as breathing and body movement. Amin was laughing and playing happily with Milo while practicing the strategies that he could later use in the classroom. Ms. Sherri later shared with Director Shortall that she was

excited to share Milo within the whole class setting at Westcot because what is necessary for some is actually turning out to be good for all.

Erin Gleason, Learning Support Teacher, shared that her favorite aspect of Milo is that the program is evidence based. Feedback and reinforcement are built-in teaching behaviors. While practicing these skills with peers is great, an advantage to practicing with Milo is consistency with his responses. His response will be the correct response for every situation and will be said in the consistent way that is needed. For kids that need extra practice and rehearsal, Milo will repeatedly give the same response, with more patience than a peer might have. Milo's face is designed to isolate key features that students should be looking at to help them build skills in context. Ms. Gleason explained that all Cedardale's students are excited and curious about Milo and what he does. She first introduced him to the students that would benefit from pre-loading before bringing him into the entire class. Once in the class, the students learned the same language and co-created a calm down area in the classroom. Each student discovered which calm down strategy worked for them, which then led to the class to make their own stress balls. The effects of Milo have even been seen on the playground where students use his calm down methods. Ms. Gleason reported that Milo can be used all the time for social and behavior skills, zones of regulation as well as the BC Core Competencies. Milo fits into the updated curriculum, where social emotional learning supports other skills like increased academic performance, improved classroom behavior and the ability to handle stress and depression later in life.

Through a short demonstration, Milo explained that sometimes when he feels angry, he needs to try to calm down. He explained there are things he can do to calm down and led the meeting attendees in a countdown from 10. Director Shortall explained how the West Vancouver School District is actively and thoughtfully repacking the conversation of special education. It is the universal best practice to engage all students in critical life skills so they can grow, thrive and enjoy their time in school and their own lives. Director Shortall shared a message from Amin's mom to Ms. Gleason, in which she expressed her excitement and explained that after she watched the video many times and she can imagine a brilliant future for her son. She reflected on a video of Amin when he was almost 3 years old and was incapable of communicating, which was her world at that time. Now she has a reason to be happy and is thankful and grateful to have Ms. Gleason. To close, Director Shortall shared a photo of a laughing Amin with Milo. She thanked the board of trustees for their continued support as they innovate and support diversity and equitable access to learning for all the children in the District. Chair Broady thanked Director Shortall and her team for their hard work and noted how proud she was of the work they are doing.

### **3. Choice Consultative Committee**

*Diane Nelson, Director of Instruction*

Director of Instruction Diane Nelson explained that every fall, the teachers of the West Vancouver School District are given the opportunity to submit any new course ideas for the following school year. Board Authority Authorized (BAA) courses are designed for Grade 10-12 students. The rationale behind these courses is to offer students locally relevant courses that meet their needs and interests and provide an opportunity for educators to explore content beyond the boundaries of the Ministry curriculum. Two teachers put forward their written BAA course proposals for the 2021-2022 school year and presented their courses at the Choice

Consultative Committee Meeting. The committee includes DPAC representatives Tanya Mah, who is in her last year on the committee and is being replaced by Kelly Kerklaan, Garth Thompson from the WVTA, Renee Willock and Spencer Capier from WVAA, Director of Instruction Ian Kennedy and Associate Superintendent Sean Nosek from the District Leadership Team. The role of the committee is to provide support to the teacher and ensure that due process has been followed. After the committee meeting, the proposals were reviewed and discussed at a District Leadership Team meeting, and in this final step are now being presented to the Board of Education tonight for approval.

The first proposal to be reviewed was Organic Chemistry 12. This course would be offered to grade 12 students who have already taken Chemistry 12. It will include an introduction of the key principals of organic chemistry which are: structure, properties, composition, reactions, and the preparation of carbon-converting compounds. The teacher proposing this course brought forward the idea based on his own experience. As an outstanding academic in high school, he nevertheless found that in his second year of post-secondary, Organic Chemistry was a particularly challenging course, leading him to believe that an introduction to the concepts of organic chemistry before students head off to university would be helpful. Organic Chemistry 12 will set students up for success in post-secondary courses required in fields such as Chemistry, Biology, Medicine, Pharmacy and Health-Sciences.

The second course proposal, the History of Sport 12, will analyze the historical role of sport in society and provide students with a unique view of world history through the lens of sport. It will help students gain a better understanding of world views in areas such as equality, human rights, ethnicity, indigenous culture, child and character development and standards for health and fitness. The teacher proposed this course through photos of historical situations in sport. He was very passionate, and the committee could easily see how amazing he would be teaching this course because of his extensive knowledge. As an example, he used a photo of Tom Longboat, a five nations runner and Boston marathon champion, who was one of Canada's greatest distance runners yet faced extreme racism in his career. He was dubbed the best athlete from Branford ON. before Wayne Gretzky. Other examples of core concepts included the origin of sport, the cultural importance of sport, the aboriginal role in the development of sport and barriers they face in modern sport, women's historical and current challenges participating in sport, sport icons, heroes and legends, economics of sport, sport and politics, ethics in sport including scandal, controversies and misconduct, and sport and technology. Director Nelson expressed her excitement about the courses and predicted that they will be well subscribed by students. She then gave her recommendation that the Board approve the two courses for the 2021/22 school year.

**#1524 MOTION THAT BAA courses Organic Chemistry 12 and History of Sport 12 be approved.**

**Carried.**



## H. COMMITTEE REPORTS

### 1. Human Resources Committee Meeting – December 1, 2020

Trustee Brown reported the flu clinic held on November 10<sup>th</sup> was a huge success. 298 staff members were immunized, more than doubling last year's number of 131. It was a particularly challenging year as strict new COVID-19 protocols were in place. She praised Kim Martin and her team for their hard work. She also noted that the District is looking forward to IT Manager Tyler Soren's return in January. She thanked the IT team for pulling together and make things work smoothly. Virtual career fairs are a new method to recruit new employees, so Associate Superintendent Kim Martin, together with HR advisors Megan Lau and Samarra Bohonis created videos of EAs and TTOCs explaining what they do every day and why they love doing it. Trustee Brown expressed that these will be great tools to bring employees into the public school system. Additionally, the District's WorkSafe BC annual rating was higher than the average district's so a discount of 36.8% was awarded. Also, as a part of the BCTF and BCPC provincial agreement, additional funding was allocated to support teacher mentorship. This program was already in place, but the additional funds will provide a great boost. Four veteran teachers are mentoring 25 newcomers, with 55K per year allocated for at least three years. Trustee Brown thanked the four teacher mentors, saying that great teachers will share their enthusiasm with new teachers, who will then thrive in their new roles. She offered congratulations to everyone in the program.

**#1525 MOTION THAT the minutes of the Human Resources Committee meeting held on December 1, 2020 be received.**

**Carried.**

### 2. Finance + Facilities Committee Meeting – December 8, 2020

Trustee Stevenson reported that retail store 7-Eleven donated disposable masks to the province's school districts, including 10,805 masks for West Vancouver Schools, and recommended that a letter of thanks be sent out. He shared the good news that the drainage issue at Irwin Park Elementary has largely been resolved thanks to the District's great partnership with the District of West Vancouver, who covered the cost of the repairs within their own budget as the drainage requiring remediation was located on their property. He gave special thanks to Director of Parks Andrew Banks and his colleagues for their hard work and generosity. Trustee Stevenson noted that due to COVID-19, the fund-raising efforts for the West Vancouver Place for Sport project had been put on pause. Of the \$5.1M needed, the project is still \$1.85M short. Secretary Treasurer Leiterman has applied for a Federal infrastructure grant to help make up the shortfall. He reported that the West Vancouver School District goes to RFP for their auditing and bus services every five years. An audit RFP will close in late December, and a bus RFP will be issued in the spring. A good news internal item is that in response to risks identified within the District's Risk Management Register, Payroll Manager Leona Geall and Assistant Secretary Treasurer Karen Johnson put together a 30-page Payroll emergency plan, with step-by-step instructions on how to run payroll in the event of an emergency, ensuring that all staff would be paid.

Trustee Stevenson passed the floor to Secretary Treasurer Leiterman for an update on the Amended Budget Revenue for 2020/21. Secretary Treasurer Leiterman noted that the cost side is not yet completed but she is able to show a good picture of where the revenue will be for the

school year. She reviewed the Operating grant, which is the largest portion of our funding and is driven by enrolment. Confirmed enrolment as of the end of September was down 18FTE. The net result of all funding relating to the operating grant is a decrease of \$123K. That was offset by receiving 30K in careers funding as well as better enrolment on the international side than anticipated, which boosted our international revenue by \$447k over what was originally budgeted in the spring. That is offset by an additional loss from leases and rentals, which have been reduced or suspended due to COVID-19. Interest saw an estimated increase of \$85k, due to larger than anticipated international revenues. The net result (still an estimate) is \$293k to the better in our revenue. Our preliminary operating deficit was estimated at 2.9M, so this improves our position by almost \$300K. However, anything we can do to further reduce this deficit will help us in years moving forward. The Secretary-Treasurer reporting feeling comfortable overall with our financial position, and grateful that we took a conservative approach in the spring. Any changes coming through will not be significant to affect.

**#1526 MOTION THAT the minutes of the Finance and Facilities Committee meeting held on December 8, 2020 be received.**

**Carried.**

## **I. FOR INFORMATION**

[AP 100 – Strategic Plan](#)

[AP 110 – Parents’ Advisory Councils](#)

[AP 120 – Policy and Procedures Dissemination](#)

[AP 121 – Review of Administrative Procedures](#)

[AP 153 – Canvassing in Schools](#)

[AP 155 – Event Protocol](#)

[AP 158 – Territorial Land Acknowledgement](#)

[AP 420 – Selection and Appointment of School Administrators](#)

## **J. CORRESPONDENCE**

A list of board correspondence is posted online

<https://westvancouver.schools.ca/board-correspondence>

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

Trustee Brown took a moment to acknowledge the Legion's poppy contest and highlighted Grade 12 student Jessica Sun's winning entry in the senior color poster category.

BCSTA EDU Series	Squamish Nation Enhancement Agreement Virtual Ceremony
BCSTA Fall Academy	VCH Covid Calls
BCSTA Metro meeting	WVIEAC
Finance & Facilities meeting	WVIEAC Gifting Ceremony
HR Committee	WV Schools joint meeting with Mayor and Council
Presidents' Meeting	

## L. QUESTIONS & COMMENT PERIOD

*Renee Willock – President, WVTA*

- said it was wonderful to hear about the donation of over 10K masks and asked how and when they will be distributed.

Secretary Treasurer Leiterman replied that our Facilities department is maintaining a master list of all masks and face shields that have been distributed and will provide more as needed. WVSS Has already requested some, as they hand out to students or staff that have forgotten masks and have an ongoing need. Our overall mask supply will be monitored and restocked as necessary.

Chair Broady gave a heartfelt thank you to the families and staff for their hard work and offered a sincere thanks on behalf of the board during this challenging time. She wished all happy holidays.

## M. ADJOURN

**7:08PM**

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Julia Leiterman, Secretary Treasurer