



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

Tuesday, January 19, 2021 - 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 & 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.

### B. BOARD HIGHLIGHT

#### **“Developing Leaders from Within” – Rockridge Secondary**

*Principal Judy Duncan, Careers Coordinator Bianca Ferrajohn and student representatives*

Principal Duncan introduced teacher and Careers Coordinator Bianca Ferrajohn who explained that she currently teaches both Leadership and Mentorship courses which are designed to nurture development in students to become leaders in their school, community and their own lives. The aim of the courses is to build a positive school culture through various activities throughout the school year. The hope is that these courses compliment the school's goal which is: “How can we develop responsible students who care about themselves, others and their environment.” Both courses have training and learning components such as bi-weekly advisors, spirit days and practicums.

Ms. Ferrajohn introduced Grade 10 Mentor Frank, who explained he was an international student who understands how it feels to be in a new place and wanted to help new grade eight students adjust and understand their new school. Before Frank could become an official mentor, he had to apply and interview. He was surprised to be nominated by three teachers and was nervous about his interview. During the interview, a senior mentor named Simon asked Frank to explain a unique quality that would make him a good mentor. He reflected that just two years earlier he didn't speak English and had to ask for help with everything. He

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wanted to join the mentor program not only to help international students, but all new students. He has come to realize that consistency is the key when working with his grade eight students. He compared the work he does with his students to going to the gym, explaining that dedicating the same amount of time and consistency to his students creates a strong bond, just as time and consistency is required to see changes from going to the gym. He finished by saying he is looking forward to his next step, Leadership 11. He then passed the floor to Second-Year Mentor, Emily.

Emily is a grade ten student, currently in her second year of the Mentorship program. She explained that her two years have been different from one another. Because the program had not yet been turned into a course, the first year felt more like a club. They supported the students while they were taught in their advisory classes by a teacher. This was fun, but she enjoys this year's program more because now as mentors, they teach the students how to be more conscientious students and set goals in biweekly advisories. Although working with Grade eights can be challenging, it is very rewarding. Emily likes to find a balance between letting the students have fun in their advisory classes and concentrating on the work that needs to be done. She enjoys helping the Grade Eights become more rounded individuals, which has also helped her personally as a mentor. Learning how to keep their attention and how to manage conflict has been very helpful in her home life with her younger brother. She feels the mentorship program has cultivated skills that she will use in her future career as she plans to go into the medical field or education. Both fields require compassion and empathy, skills that she is exercising as a mentor. Every two weeks she participates in Mentor Training Sessions which not only teach the skills needed to mentor, but to make friends with like-minded people. She introduced one of those friends, Senior Leader Finn.

Grade 12 student and Senior Leader Finn has been in the Mentorship Program since grade eight. He has had the pleasure of seeing it expand and evolve over the years and is applying what he has learned to his own passions, specifically the Model United Nations (MUN) Club, which he has been involved in for a long time. Finn wants to go into international relations and used his leadership skills to start a mini conference from the ground up for his fellow students. He enjoyed watching students evolve from the beginning to the end of the conference day. In his UBC application, he said they weren't just his fellow peers, they were his fellow diplomats. He is now applying the same formula to another club he participates in, the DECA Business Club, which is running a case competition amongst the three public high schools in West Vancouver. Working with a group of leaders who he also considers friends has been a wonderful experience with an interesting, though sometimes difficult dynamic. He shared photos of t-shirts he designed for the mentorship program, explaining that the applied skills he learned from the mentorship program towards another one of his passions, which is graphic design. He talked about a mentor challenge he created for Emily and Frank that included riddles and entertaining tasks such as teaching their parents to do a dance routine and recording it. He designed the challenge to create an opportunity for the mentors to bond since they are not able to meet face to face due to the COVID-19 restrictions. Finn's big take away is that he can apply the mentoring skills to other passions and will take them with him to university and then to his future life. He then introduced Maeya, a Junior Leader.

Maeya, a Grade 11 student and Junior Leader, explained that the highlight of the mentor program was the opportunity to interview Associate Superintendent Kim Martin, who provided invaluable advice and insight into leadership responsibilities. Maeya is involved in several

leadership projects such as initiating and acting as an executive member of Rockridge's Conquering Cancer Club, fundraising a pajama drive for Admiral Seymour School, organizing a food drive and stepping in as the assistant coach of the cross-country team of fall 2020. She shared a lesson she learned about leadership while helping coach the team. With only one cross-country meet this year, the route at Rice Lake would be challenging and intimidating for those who had not run it, and she remembered feeling this way when she was new to the team in Grade 9. As she waited for the start of the race, she realized that being a leader can often mean coming in last. Maeya decided that making sure the new members of the team felt safe and looked after was more important than her own race time. She made the decision to keep pace with the slowest members of the team and encouraged them throughout the race to the finish line. Being with them and seeing their happy faces was better than the fastest time she could have achieved. Reflecting on this lesson, she has "been last to lead" through several of her leadership experiences this year, whether it was being the last to leave after making posters for Cancer Awareness Day or the last person to communicate with a student, teacher or parent to ensure their questions had been answered. Being a part of the Leadership program has given her several wonderful opportunities to express her devotion to help people. Her greatest takeaway is that being last is often the best way to lead.

Principal Duncan thanked Ms. Ferrajohn, Frank, Emily, Finn and Maeya for their presentations and for their shared passion towards identifying and developing leadership skills. Maeya's story reminded her of a quote by Nelson Mandela which she shared: "Lead from the back and let others believe they are in the front." In closing she said that today's youth are the leaders of tomorrow, but as you have seen and heard, they are already leaders in so many ways.

**Westcot Learning Story: Building Language Skills through Song and Play** - Westcot Elementary

*Principal Cathie Ratz, Vice Principal Tricia Yurkowski, ELL Teacher Jessica Cassady, Teacher Celia Dino*

Principal Ratz explained they will be sharing a "Westcot Learning Story" featuring ELL Teacher Jessica Cassady and grade one Teacher Celia Dino and their grade one students through a video filmed by Matthew Lawson, who she thanked for his hard work. Vice Principal Tricia Yurkowski explained that Westcot has been working to create a common language and ways to showcase the incredible teaching and learning that happens throughout the school. Each year they highlight the excellence by working with teachers to develop learning stories on their website and throughout the hallways. The goal of a Learning Story is to make learning visible. The stories are visual in nature, emphasize process over product and document their own teaching practices in order to learn from each other and engage with students and parents more deeply. They use the common language of inspire, engage, make meaning and share as the framework to shape how they plan and teach with inquiry in mind. ELL Teacher Jessica Cassady and grade one teacher Celia Dino collaborated to find ways to make key vocabulary and concepts more accessible to students, particularly the English Language Learners. They created learning songs that included the words and concepts they wanted to focus on and added actions and visuals to offer another layer of support. They began by singing the songs with the students and

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eventually, over time, the students began co-creating songs by adding lyrics and actions. Everyone, not just the ELL students, benefit by having the song as a framework to connect and build on. Ms. Dino has seen the students use the songs at the end of the unit during their assessments by repeating the words or singing parts to themselves while putting the info down on the paper. Another benefit is that the music engages the students in different ways such as experimenting with the language, standing up, moving around and just being playful. The collaboration process has also helped the teachers to extend their planning to other parts of the unit beyond the music.

Principal Ratz closed by saying when she hears the music begin in the class, she will often stop in to see the joy of the students and is always delighted hearing the staff create and practice the songs together.

**“WVS Premier Fashion Programs Inspire Students” – WVS Premier Fashion Industry**

*Director of Instruction Diane Nelson, Sentinel Teacher Laura Fitzpatrick, WVSS Teacher Keith Rispin, WVSS Teacher Vic Lo, Fashion Industry Students*

Director of Instruction Diane Nelson began the presentation by explaining that West Vancouver Schools offers three categories of academies or programs: Sports Academies, District Programs and the Ignite Your Passion Programs. The Fashion Industry program is included in the District Programs. Director Nelson passed the floor to Laura Fitzpatrick, Visual Arts Design and Ceramics teacher at Sentinel, Keith Rispin, Digital Media Design as well as other computer related courses teacher at WVSS, Vic Lo, Metalwork and Automotive teacher at WVSS and their students to share their experiences in the Fashion Industry program.

Ms. Fitzpatrick shared that her approach with the Premier Fashion Industry is to work as a team with Mr. Rispin and Mr. Lo at WVSS to help students achieve the goals of the program, including developing design skills, global awareness of the industry and use of cutting-edge innovation and creative thinking. They look to incorporate First Peoples Principles of learning, culture and community, and emphasize the importance of Canadian roots and local designers, as well as international aspects. Working in collaboration with WVSS teachers Mr. Rispin and Mr. Lo, students use the latest industrial equipment and digital media for 3D design projects and communication.

Mr. Lo spoke to the collaborative work that he has been doing within the program. He explained how the students change environments and move to the auto mechanics room to work with different materials such as metal, which are very different from working with textiles. He noted that the jewelry casting aspect of his program started through a student-driven initiative several years ago and has been a source of professional development for him while working with his colleagues.

Ms. Fitzpatrick encourages her students to connect with their own personal stories to create meaningful work, using the beauty of spontaneity, inspiration from their surroundings, natural forms, architecture and culture. They focus on impact through critical inquiry, as well as sustainability and the environment by using paper and other found objects for some projects. Mask design is a new project that started this year as a result of COVID-19. She tasked her

students to find their voice through visual language and to transform a disposable mask into a couture piece. One student created a mask representing the Black Lives Matter movement with names of lost lives hand-embroidered onto the mask.

Mr. Rispin then reported on his upcoming plans to create fashion industry focused podcasts. The podcasts will be created and broadcast in the newly built podcast / radio studio at WVSS. Mr. Rispin took a moment to thank WVTA Vice President, Spencer Capier and Facilities Carpenter, Brian Johnson, for their guidance in building the new space. Mr. Rispin explained that podcasts are important because they give the students a reach into a world they would not otherwise have access to. Students will learn to properly produce podcasts that represent themselves and their abilities, which is a valuable skill in today's world.

Before passing the floor to the Fashion Industry students, Ms. Fitzpatrick highlighted the year-end fashion show the students had put together. It was not only an opportunity for the students to display their designs, but a chance to get a behind-the-scenes look at the photography, media and music that go into producing a fashion show.

Grade 11 Sentinel Secondary student Daniel explained that he is drawn to the fashion industry because of the fascinating process of taking one great idea and turning it into a full collection within just one season. You see the incredible joy and happiness that you ultimately bring to the customers who will buy, wear and love what you have created. During his time in the Fashion Industry program, he has gotten a glimpse into the process of turning ideas into sketches and crafting them into the actual physical products. He then showed off a set of cufflinks that he made in his jewelry making project. During a personal shopper project, he explored the retail side of the industry, examining how customers make their purchases. He closed by saying the Fashion Industry program has been an exciting and valuable experience and looks forward to working on more projects with Ms. Fitzpatrick.

Grade 11, WVSS student Priya shared that she is in the Fashion Industry program because it is a way for her to express herself and her culture, which is also a feeling that is shared by many of her classmates. In the program, the students are given a platform to show others who they are, where they come from and how they want to be known. She talked about the process they used to make their masks and how they used the masks to tell a story. She explained that her mask was shaped like a crane, structured to go over the nose and consisting of many intricate embroideries which represent herself and her Indian heritage. Such designs allowed she and her classmates to not only express themselves creatively, but to tell a deeper side of what they do. While she enjoys the creative aspect of the program, she especially loves the dive into the fashion world, seeing how the industry works, how she might work post-secondary and the doors the course might open for them, as well as doing things that they thought they couldn't do, such as jewelry and podcast making.

Grade 11 WVSS student Elvira began by saying she has been interested in art and fashion since she was young. She recalled drawing dresses even before she began elementary school. Her Textiles 9 teacher recommended that she join the Fashion Industry program, and now finally able to join in grade 11, she describes it as the most amazing experience ever. She has been learning so much about the industry, things she would not have learned without this course.

She displayed her current work: a wax casting ring in the shape of a bee that will include an amber stone, explaining that she draws inspiration from her surroundings, specifically people and nature. She shared that this course not only allows her to express herself but has been a great opportunity for everyone, especially for students who are looking to go into fashion or designer arts as she is.

Grade 12 Sentinel student Emma shared that for as long as she can remember she has been passionate about fashion and fine arts. This course has allowed her to express herself in both avenues creatively and has given her knowledge about the framework of the fashion industry and has helped her prepare for the future, which is a career in fashion journalism. Along with Ms. Fitzpatrick's help, she has been building a portfolio. She showed designs from her sketchbook and noted that the course has given her a creative outlet that allows her to fully express herself and gain experience in preparation for post-secondary.

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

<b>#1527</b> <b>MOTION THAT the Agenda of the Regular Meeting February 16, 2021 be adopted.</b> <b>Carried.</b>
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### **D. QUESTION & COMMENT PERIOD (10 minutes)**

*Renee Willock – President, WVTA*

- Expressed gratitude to the District Leadership Team for listening to teachers' feedback about the quarter system. There is now a one day turn around pause between the two quarters giving teachers and students a chance to wrap things up and get organized for the upcoming quarter.
- Gave thanks that the sessions for the upcoming professional development day on January 29th on Indigenous education are virtual so teachers have the option of learning from home, allowing them to stay safe and collaborate remotely.

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

- Regular Meeting December 15, 2020

<b>#1528</b> <b>MOTION THAT the Minutes of the Regular Meeting December 15, 2020 be approved.</b> <b>Carried.</b>
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### **F. BUSINESS ARISING FROM THE MINUTES**

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## **G. BOARD BUSINESS**

### **1. Secondary School Feedback**

*Liz Hill, Director of Instruction, Ian Kennedy, Director of Instruction*

Directors of Instruction Ian Kennedy and Liz Hill reviewed what was learned during stage two of the restart plan. Director Kennedy explained that timetables were changed to support the restart plan, which is focused on cohorts, social distancing and reduced contacts. The district had four major goals: ensure that students had as much time in class as possible with face-to-face instruction while still following the health and safety guidelines, support and maintain the many unique programs, academies and electives that are unique to West Vancouver Schools, design a timetable that is scalable between stages and to continue to provide students with a world class education. He then explained the design of the quarter system, which runs two classes at a time for four quarters. This is a hybrid model with both in-person instruction, remote classes and two X Block periods that can be used for academies, LACs, tutorials, remote learning, collaborations, IB extra and more. He praised the teachers for the remarkable job they did redesigning their courses for quarters and for hybrid teaching as well as the students for their resilience during this time. He noted that one advantage of the quarter system is that there is a reset each quarter in which to make improvements, concentrating on what has worked in quarter one and what could be done differently next quarter. Feedback was gathered via student focus groups, quarter reset meetings and department coordinator meetings.

Director Hill spoke about their work with the student focus groups. All three high schools participated and were broken into two age groups: grade eight and nine students and grade ten through 12. Students were asked direct questions regarding the biggest challenges regarding the quarter system, hybrid classes, X Block and Google Classroom. When asked about their likes and dislikes regarding the quarter system, students gave a variety of answers which were then ranked. At the top of the list, students reporting having an improved focus, less homework and a more manageable workload, work felt more efficient and organized with an improved quality of learning and improved interactions with teachers. The dislikes were related to the longer classes with students feeling less engaged and rushed during intense, fast-paced classes, and less breaks. The survey highlighted the impacts of the quarter system. When students were asked how their knowledge and understanding was impacted, their response was close to 60% positive. When asked about achievement, 50% of students felt they were positively impacted. When asked about engagement, students felt evenly positively and negatively impacted.

When asked how students are using their X Block time, the most common responses included homework, support from teachers and Academies. When asked about likes and dislikes around X Block, the response was overwhelmingly positive, stating it gives students time for homework and catching up, with stress relief and connection time with teachers. The dislikes showed that sometimes teachers were hard to access during X Block time, as many teachers are teaching during that block. Some students reported that there were conflicting schedules during X Block. 77% of students felt the X Block had a positive impact on their knowledge and

understanding, 62% indicated a positive impact on achievement and almost 60% felt a positive impact on engagement.

Director Hill noted that while the data collected from students was incredibly diverse and varied from school to school, grade to grade and from student to student, overall, there was a positive feeling around what has been done in the schools since the beginning of the year. She reported the quarter system is working and students have found that Google Classroom has been incredibly beneficial in terms of organization and communication. The hybrid model is more challenging than face-to-face learning and X Block has been well received and continues to evolve. A summary of the student feedback went back to each school, where school leaders shared the data with their staff and led conversations about the finding. The schools have used this feedback to reflect, adjust and refine their practice. District-level adjustments were made to the ELL and LAC scheduling and to the Physical Literacy plan.

Director Kennedy explained that midway through quarter one and two, an administration representative and a teacher representative from each school came together to discuss what was working and what adjustments could be made. A quarter change transition day was planned to reset between quarters, the remote day was moved in order to be more effective from a teaching and learning perspective and several school-based improvements and refinements were made to the schedule. Department coordinator meetings have also been happening each quarter. Hybrid classes were the focus of quarter one. Assessment was the focus of quarter two, exploring what assessment will look like, how it can be adjusted and done differently. In quarter three, scheduling opportunities and what the transition to next year will look like will be talked about.

Looking ahead to the next school year, the future is uncertain as it is likely COVID-19 health and safety guidelines will still be present. A timetable that can be easily modified will be planned. The quarter system allows maximum flexibility and can shift easily into a semester or a linear system if needed. Student, staff and parent/guardian surveys are in development. Secondary schedule working groups will be created and Metro Vancouver and Provincial conversations will be held to share data and learning.

Director Kennedy closed by saying that although it has been incredibly challenging working and learning through a pandemic, the district is impressed and proud of the teachers and students.

## **2. Youth Mental Health**

*Sandra-Lynn Shortall, Director of Instruction*

Director of Instruction Shortall provided a brief update on the district's youth mental health educational initiatives. She began by saying that the West Vancouver School District aspires to foster resiliency and social emotional wellbeing and noted it's important that prevention and education is a core focus for mental health and wellbeing. She shared that wellbeing increases when we have resilience and an ability to recover and adapt to misfortune and setbacks. The district recognizes that this is an ongoing journey, and it involves the interconnection of many facets and many different individuals in the community context. When the educational



imperatives related to healthy growth and development and wellbeing are considered, we are looking through the lens of shared responsibility. It is not just a school-based or classroom-based conversation, it is much larger. Its holistic, it's relational and it is inclusive. This work is comprehensive and complex. It is also critically important to our work within the education system.

She recalled the West Vancouver School District Mental Health Symposium in the Spring of 2019. District Principal Maureen Lee led a gathering that brought together all Principals, Vice principals, parent advisory leads, the district leaders, the community partners, teachers, and many other influential individuals within the school and community context. A full day was spent delving into the conversation of mental health in the youth community. This ignited a continued journey that brought the entire community together. She said it was important to note that this work did not begin at that time, but it was a powerful point of ignition for all to come together and make a strong district commitment to continue this work holistically and relationally together at many levels in the system. The work continued through fall 2019 into winter 2020 with the creation of a collaborative working group, with cross role representation including teachers, district principals, vice principals and the district leadership team. Partners from Vancouver Coastal Health Public Health were critical friends in the work that happened during that time period. When the pandemic put a pause on many things in the community this work continued in new ways and continued to be a critical point of focus within the district. The commitment to this work has not wavered, and she acknowledged that the Ministry of Education supported the work by providing a mental health in school's grant. This funding was awarded to all schools in the Province of British Columbia. As a result, the district has been able to continue this work, creating a strategy focused on an upstream approach to supporting mental health in our schools, for youth and adults alike. A universal approach is being used for all, at multiple levels, in our schools, and for students, staff and families. The focus is on social emotional learning, nurturing opportunities for education related to emotional intelligence, mental health literacy, continued work in the area of self-regulation and executive functioning, prevention and education and skill building.

She highlighted several initiatives that have been ongoing for several years and continue to be critically important. Areas of focus include our SOGI work, restorative justice work, trauma informed practices, physical literacy and understanding the correlation between mental wellness and movement. She highlighted new initiatives such as a program called Z Power, which is an early intervention program for grades one, two and three, that explores the early mental health component regarding how sleep can be connected to anxiety. Second Step is a new social emotional learning program that is a research-based program that is not new to the district, but it is growing and is a very important investment that impacts educators and student's growth and development. She noted that the commitment to physical literacy continues to be part of youth mental health initiatives, focusing on our elementary context but moving quickly into the secondary context. She spoke about the work around anti-racism and inclusive educational practices which have been anchors in the community for many years, but a formal strategy is being put together to serve as a guide into the months and years ahead. The district has begun working closely with diversity and inclusion strategist Alden Habacon, who is one of Canada's leading facilitators in the area of anti-racism. Mr. Habacon will be

working within the school district and has already begun with conversations at the district leadership level. The focus will be to empower communities and workplaces to treat people fairly, to value and appreciate each other's uniqueness as well as maintain a sense of belonging, which we know are critically important considerations on the journey to mental wellness, and nurture mental health for all. She mentioned the strong working relationships community partners such as the Foundry, Vancouver Coastal Health, Child Youth Mental Health, West Vancouver PD, North Shore Multicultural Services and many others share across the North Shore.

She closed by saying that while this is a time of uncertainty, the focus on inclusion, prevention and education remains, and moving forward the focus on youth mental health educational initiatives will continue to be nurtured and developed within the district and the school system.

### **3. BSTA AGM**

*Carolyn Broady, Board Chair*

Board Chair Broady gave a brief update on the BCSTA AGM meeting which will run virtually from April 15th to 17th this year. Most of the content will be the business portion of the meeting, but some training sessions will be offered too, and there may be an opportunity in April to come together as a board at ILC or in the board office boardroom as has happened in the past. Chair Broady shared that her greatest hope is that they can come together as a board, as some of the best work is done at AGM, sharing a small piece of professional development. Andy Hargreaves will be speaking as well as Carol James, former Finance Minister and former trustee and president of BCSTA. Several motions were brought forward to November's special counsel, and others from last year's cancelled AGM have been grandfathered in. The legislative committee will be reaching out to each board or branch to ensure that the motions are still relevant. There is still an opportunity for new motions to be put forward, and that deadline is coming up. At this time Chair Broady will not be putting forth any motions. The Board Chairs have been asked to ensure that any motions brought forward are of a provincial nature, as this year will not be the forum for any localized issues or initiatives. Chair Broady noted that motions must be brought forward to the board first for approval before they go to AGM and offered her help to anyone wanting to form a motion, requesting that they email her.

Trustee Brown noted that BCPC AGM takes place on January 28<sup>th</sup> and she will return with a full report in February.

### **4. Childcare Policy**

*Julia Leiterman, Secretary Treasurer*

Secretary Treasurer Leiterman explained there is a new formalization of childcare mandated by the government, requiring a board policy governing how the K to 12 sector districts should offer childcare on their land. It is a part of the process to move early childcare from the Ministry of Family and Housing over to the Ministry of Education, which is scheduled to happen by 2023. The policy requires districts to provide space and services for early childhood on our sites and extends the right for school districts to run the programs themselves. The ministry

provided a template and the clauses in it are all required. She noted that the district already has a strong history of providing childcare at every site, but this policy now makes it a requirement of the board in the future. Once brought forward, new board policies should be considered by the Board over the next 60 days and must be posted on our website to be reviewed publicly. The Policy will be reviewed at the April 2021 board meeting, where any feedback will be discussed, and the Board will make a final motion to approve.

## **H. COMMITTEE REPORTS**

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

*- January 12 meeting cancelled*

## **I. CORRESPONDENCE**

A list of board correspondence is posted online.

## **J. TRUSTEE MEETINGS & EVENTS**

Board Chair Update w/ Dr. Gustafson Board Chair Intro w/Minister Whiteside C21 Panel: Future Proofing Education ELL Consortium Introduction to Alden Habacon Meeting with BPP re: Cypress Village	Meeting with Mayor Booth Meeting with MP Patrick Weiler START Virtual Elementary Holiday Concerts Virtual Secondary Band/Choir Concerts WVDPAC Liaison Meeting West Vancouver Economic Recovery Update
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## **K. QUESTION & COMMENT PERIOD (10 Minutes)**

*Spencer Capier – Vice President, WVTA*

- The WVTA looks forward to being part of the planning discussions for next year, but we want to caution against viewing the pandemic as an educational opportunity rather than a challenge to be overcome.

Chair Broady replied that Board is very aware about teachers' mental health as well as the wellbeing from the Trustees to the youngest student. She echoed his concerns and noted that as much as the District likes to be innovative, this is the time to be supportive.

**L. ADJOURN**

**6:46 p.m.**

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Julia Leiterman, Secretary Treasurer

