

**West Vancouver DPAC General Meeting Minutes
Virtual
Wednesday Nov 1 2023**

Schools present with representatives' names in front

Take note of what schools are present.

- Caulfield
- Cedardale
- Chartwell
- Cypress Park
- Eagle Harbour
- Gleneagles
- Irwin Park
- Pauline Johnson
- Rockridge
- Sentinel
- West Bay
- Westcot
- WVSS
- ILC

Call to order 9:15 am

Land Acknowledgement – Tanja

Welcome 9:15 - Maria

Welcome to the November general DPAC Meeting. Please note the recording of DPAC meetings is not permitted without requesting prior permission.

Thank you for your understanding as we move the meeting online. Our commitment is to prioritize the safety and security of our students, parents/guardians, and district staff. We became concerned when we heard there was a planned anti-SOGI appearance that included out of district people at our scheduled meeting. Our meetings are hosted on a live school site where hundreds of kids are in session mere feet away. As such, we will not be jeopardizing the safety of students, parents/guardians, or staff.

We also recognize the discomfort of parents who are committed to attending our meetings, and will continue to preserve a welcoming and respectful environment.

We were looking forward to hosting our first DPAC World Café as a means to share knowledge and experiences to help us achieve our goal of building strong PAC's in West Vancouver. We hope to make it happen at a later date.

DPAC Business 9:18

Adoption of the Agenda and Minutes - Maria

Adoption of Agenda

Motion to approve the meeting agenda.

First: *Josette Calleja*

Second: *Tonia Liao*

So moved.

Adoption of Minutes

Motion to approve the October 2023 meeting minutes.

First: *Marisa*

Second: *Joy Zhou*

So moved.

Chair's Report – *Tanja*

Before we begin with our general meeting we wanted to go over some procedural changes to our DPAC meetings. DPAC has a strong commitment to ethical conduct. It is our collective responsibility to ensure that our meetings are conducted in a safe and respectful manner.

We are implementing changes that are meant to maintain an inclusive environment as outlined by Robert's Rules of Order.

1. **Sign-In Requirement:** To ensure accurate record-keeping, we kindly request all attendees to display their name/school and PAC position and keep their screens on. We kindly ask that all attendees state their name and school affiliation before addressing DPAC. This will help us maintain an organized record of attendees and facilitate smoother meeting logistics.

2. **Speaking Opportunities:** As per Robert's Rules, all questions should be directed to the Chair. All members are asked to raise the hand icon and wait until recognized by the Chair before speaking if they wish to speak. This will help maintain an orderly and respectful exchange of ideas during our meetings.

3. **We will be sticking to the agenda schedule.** That means if there are many speakers, or the topic has run its course we will limit the speaking opportunity to 2 minutes per person for a maximum 10 minutes. If there isn't time to address a question or topic, we would be happy to defer the question for another time.

4. **Equal Opportunity to Speak:** When a discussion or debate is ongoing, each individual has the opportunity to speak once on the given topic or motion before anyone is allowed to speak a second time. This encourages active participation from all members, giving each person the opportunity to share their viewpoints and ideas without interruption.

5. **Transparency in Discussions:** Everyone has the right to know what is going on in the discussion, so topics must be clearly identified by the speaker.

6. **Respecting Speaker Priority:** Only urgent matters can interrupt a speaker. We ask that you hold any questions until each report has been presented and that questions pertain to the topic presented.

Communication and Treasurer's Training Recap

Thank you to all who attended our recent workshops and a big thank you to WVS Communication Director, Tricia Buckley who come to speak to us about effective strategies for connecting PAC's and parents and to WVS Manager of Finance, Shayle Duffield who spoke to us on Mastering PAC Finances.

Recap Communications Meeting

1. We encourage all PAC's to use the official WV district PAC email. Info on how to set up and access this email is on the recap page sent out in November agenda

2. Please review the Parent Advisory Council (PAC) page of the website.

Is your content up to date? Please record what changes are needed

As specified in every PAC Bylaw, please ensure that the following is posted:

a. Current Constitution and Bylaws: Ensure that the latest versions of the Constitution and Bylaws are readily available on the website.

b. Meeting Agendas and Minutes: Regularly post meeting agendas and minutes for easy access by parents. Additionally, make sure to archive old minutes and agendas on the site for reference.

PAC's should reach out to Principals to find out the admin person responsible for the updates and moving forward please send any Website updates to that person.

Please allow a few days for the updates to happen.

Recap Treasurer's Meeting

1. Every PAC can request a Purchasing Card (PC) for Hot Lunch purchases only to save the 5% gst.

2. Purchases made by school district on behalf of PAC's are eligible to receive a GST rebate. This rebate is paid out once every 1-2 years

3. Each PAC s required to keep 7 years of book keeping records. Many PAC's use Quickbooks. quicken or a free program called Wave.

4. Many elementary schools use Munch a Lunch for fundraising due to lack of alternate options

5. Larger Fundraisers for capital projects can be run through SCO.

6. Zephy is a FREE platform to sell tickets to events

7. Contingency Fund of 1 year of budget is considered adequate.

Treasurer's Report 9:22- Nessa van Bergen.

West Vancouver District Parent Advisory Council

Treasurer's Report

As at and for the period ended October 31, 2023

BUDGET vs. ACTUAL	2023-2024		2023-2024	
	Approved Budget	June Actual	Year-to-Date Actual	+/-
Income				
Gaming Grant	2,500.00	2,500.00	2,500.00	0.00
Interest	25.00	0.66	2.99	-22.01
Parent Education	3,500.00	-	0.00	-3,500.00
Total income	6,025.00	2,500.66	2,502.99	-3,522.01
Expenses				
Admin. & General Expenses	350.00	-	-	-350.00
Bank & Services Fee	-	-	7.00	7.00
BCCPAC Conference	450.00	-	-	-450.00
BCCPAC membership	150.00	-	-	-150.00
Discretionary Fund	500.00	-	-	-500.00
Gifts and Appreciation	300.00	-	-	-300.00
Luncheon and meeting costs	3,500.00	-	-	-3,500.00
Parent Education	4,500.00	-	-	-4,500.00
Total expenses	9,750.00	-	7.00	-9,743.00
Net income/(loss) for the period	-3,725.00		2,495.99	

Bank reconciliations at

October 31, 2023

Cash - General Account

Balance per Bank Statement at October 25, 2023:	\$5,826.27
Outstanding Deposits (+):	
Outstanding cheques(-):	
#268 - Gemini Foods	-110.25

Cash available for use: \$5,716.02

Online Balance at Oct. 31, 2023: \$5,826.27

Cash - Gaming Account

Balance per Bank Stmt at Oct. 3, 2023	\$66.44
Outstanding Deposits (+):	
Interest	0.66
Gaming Grant	2,500.00
Outstanding cheques(-):	

Cash available for use: \$2,567.10

Online Balance at Oct. 31, 2023: \$2,567.10

Gaming Grant funds expiring Oct. 5, 2024: \$2,500.00

DPAC Balance Sheet - As of 2023-10-31
(in Canadian Dollars) (Cash Basis)

Account	2023-10-31 Balance
ASSETS	
Cash and Bank Accounts	
Gaming Account	2,567.10
Operating Account	6,073.81
TOTAL Cash and Bank Accounts	8,640.91
<hr/>	
TOTAL ASSETS	8,640.91
LIABILITIES & EQUITY	
<hr/>	
LIABILITIES	0.00
<hr/>	
EQUITY	8,640.91
TOTAL LIABILITIES & EQUITY	8,640.91

[Committee Reports 9:24 am](#)

School Traffic Advisory – Jatinder Sidhu

West Van school district travel mini grant eligible for any school that can propose an initiative to encourage active transportation or drive to 5 or other projects in improving the safety and traffic at and around their schools. It's an open door and you are very likely to get the money. Please distribute this message to your schools.

If you have a mini crisis and need to address some traffic and safety issues urgently, please get in touch with Jatinder and he will make himself.

Tanja: There is information on DPAC What'sApp chat on any fundraising and grant information coming up!

EDI – Nikta

The committee has had to take a pause but we are back and working on bringing a parent education presentation to our community. The topic of social and emotional competency building is key during K-12 school experience as schools provide the environment for building social skills. Therefore, we feel that it is pertinent that we offer our families the tools and skills to support their children in building positive and strong peer relations. We are currently reviewing a list of speakers to design an informative and educational evening for all parents in collaboration with the District.

[Board of Education Trustee's Report – Trustee Chair Carolyn Broady 9:28 am](#)

Hello everyone. I must say that it is strange to be back on zoom. I will address three topics today: First is the board's strategic plan; second is the visionary leadership, and third what successful transition means.

Board Strategic Plan: The board has passed this plan to be carried to the next general election in 3 years. The three areas of focus are: leadership, education

excellence and successful partnership. We strive to be the highest performing district in BC. The full potential for each student in the process will look different but we will strive for that excellence.

Visionary leadership: Inclusion addressing all families and reconciliation work with our indigenous communities. The idea is to create the best team out there to support you, your families and your students as they go through our school system.

Successful Transition: I think, this is actually something I am so excited about that we've really put a lot of emphasis on that transition for students coming from pre-K and through childcare into kindergarten. This transitions from grade seven to grade eight, and then from grade 12 into post-secondary or the trades. We really want to focus on that to make sure that students across the district are successfully supported in all these areas that they move forward.

So that's the overarching vision of the board. You will see if you go into the report, and I'll give you a few details on how to do that in a second, that underneath that then becomes the work of Chris and his team across the district to actually operationalize the vision of the board. So when Liz talks a little bit later today about the framework for enhanced student learning, which is to improve student outcomes, all that work will tie into the board's strategic plan. So we're going to see some really wonderful synergies between the work that we're doing in our schools and through our district leadership team that supports and aligns with the strategic plan. And you're going to get some trivia. The people that know me a bit better know I love useless trivia. We took the board chairs to Victoria, all board chairs went to question period in the morning. While we are at question period, we sat down in the gallery on very, very old chairs that were very wooden and hard. And the usher that was there, this is your trivia, lifted up one of the chairs and you saw a slot underneath the chair. And he asked what you slid into the chair and everyone's saying, well, your binder, your papers. And he said, no, that's where you put your top hat so that when you're at the meeting, you could put the chair down and sit on top of your top hats.

So these chairs are old enough that people were wearing top hats to attend question period. So my useless trivia for the day. And then we went from there. We actually went back and we hosted MLAs. We had just under 40 MLAs, 10 cabinet ministers from all parties represented. That came to a luncheon where the Minister of Education spoke. I spoke to my provincial role. All conversations was about the necessity that schools are safe and inclusive for everybody. But also the other big piece was that what B-C-S-T-A School trustees brought forward to talk to us about three edges of provincial importance, recruitment and, retention and workforce issues.

I think what we are seeing is even if, we look out around district leadership teams through metro, a lot of movement because of retirements, but also how we need to encourage teacher education programs into smaller communities. So, people stay in community and live there and become teachers how to help train and expand such programs. So that was one of the provincial issues we talked about. The other two as always, again, student outcomes and how to improve student outcomes. Trying to advocate so that they understand the importance of that. And then the ongoing and never ending discussion about capital in growing districts, but also deferred maintenance issues and the need for funding. As you know in West Van, most of our schools were built not long after World War II, and while they're well maintained, we sadly get excited about an HVAC system being replaced and things like that right now. So just doing advocacy around that as well.

So that was sort of why we were in Victoria. Really great feedback and we'll continue ongoing conversations. And part of it was to help boards of education find avenues to advocate to their MLAs. And this is an especially important year.

What I have been learning is that as of sort of October 15th, we are now in an election year. And part of what I'm hoping we can do at a local level, working with parents in West Van, is begin to talk about the importance of education and funding for education as we go into the election year because we want to make sure that that is a topic as we move into next October's election.

And finally, just wanted to briefly mention BCC PAC cause I know this is of interest to a number of you. They've gone through about a six month period of struggle. They have a very, very strong presence. This is the parent of the BC Parents Advisory Council through covid shift to a president who has stepped away. Now they have a new president, Laura Ward who has stepped up, but also a new executive director, Tracy Humphreys. She does a lot of supports around students with diverse learning needs autism. She's now their executive director and has just started at the, in October and really trying to increase the presence of BCC PAC. And I know she's planning to reach out to understand what's happening in local districts. So I would encourage you to, to reach out to BCC PAC as well, or if you ever need assistance, but also they're really trying to bring parents from across the province together to increase that parent voice. So that's really what I have right now.

I'll pass it off to Chris and then we'll take questions after.

[Superintendent's Report – Chris Kennedy 9:35 am](#)

I would like to acknowledge a few teachers: Collin Brown and Carry Wilson received the Prime Minister's Award.

A couple announcements that came out from the provincial government tied to education in the last two weeks that I would just flag: The first one was around indigenous education last week as the provincial government continues to honor its commitments to drive up real changes for what we do in west Vancouver schools. What it said was that you had to have an aboriginal enhancement committee. And, we already have one of those in place. As well, you have to have some formal relationship with your local nation, and we do have that in place. For us, that means, it's actually a little simpler than some. We just have the One Nation and that is the Squamish Nation.

I also encourage any parents who are able to attend upcoming Remembrance Day ceremonies, November the 10th in almost all of our schools to attend. Some of them are running virtual, I know. So that way they can get, hopefully a little more parent community attendance. If you haven't been before, this is something that we take great pride in in our school district. A lot of work. Uh, we were working with the lead. We had representatives from the Legion attend our principals and vice principals meeting last week. We look to have veterans attend, and other members who are part of the executive of the local Legion participate in our ceremonies. I know West Vancouver does a great job on November 11th; so if you have a chance, I encourage you to visit your child's school for a Remembrance Day.

I talked last month a little bit about enrollment. September 30th is that key deadline for us. And so just going share just a couple of snapshots around where we're at as a school district around enrollment right now. We're just over 7,300- almost 73,500.

The difference between funding eligible, which is almost 7,000, and the 73,460, those are international students. When students are in grade 10, 11, and 12, they actually can take more than eight courses. You get funded based on the number of courses they take. And in West Vancouver, lots of our kids take more than eight. Some of them take 9, 10, 11, or 12. And so we actually get funded for the equivalent of having like 140 extra students because that's the equal of the additional courses that our kids take in the grade 10, 11, and 12 years.

You can see the different headcounts for the various schools. And so you can see your school and sort of where it fits and sort of the size compared to other schools in the district. We have a few schools that are right all around the 400. We've talked about a little bit about this before. Irwin Park, PJ, Ridgeview, West Bay, Westcot, and then another group that's all kind of lumped together in very similar enrollment. Cedar Dale, Chart Well, Glen Eagles, Hollyburn, and Bowen Island.

Then we have our primary schools that have fewer and not grade six and seven, at least in Eagle Harbor's case. So the Cypress Park, Eagle Harbor, and Lion Bay are smaller sites

And our secondary, as I noted last month, for the first time in a while, WVSS is our largest school. It's larger than Sentinel. It has one more student of funding eligible, and then has quite a few more international students, so has about a hundred more. There's about a hundred more students that attend West Van than Sentinel and Rucker's a little smaller.

I've talked a little bit about this before, distribution by grade is not atypical; but we have almost twice as many students in grade 12 as we do in kindergarten. That is something we see a few things, a few factors at play: more out of district students come in, the senior grades, more international students come in the senior grades. And we simply see more families are, who are able to move into this community as their children move, age in the school system.

We had a dip in the Covid times and that's kind of bounced back to where we were pre Covid. So, we are close to all time record numbers of head counts: that's the largest we've ever been is almost 7,400 students. And so we're very close to that right now.

We are well onto next year in terms of our planning for the next school year. We hosted a really successful event for parents of four year olds who were just about to register for kindergarten. We are actively seeking kids for next year, especially in the kindergarten. The earlier we get our kids students in the easier it is for us to staff appropriately. Numbers look solid as we begin to plan for next year. Thanks everybody!

Q & A (5 minutes)

Tanja: We have five minutes. Any questions for Chris or for Carolyn?

Jatinder: I'm on the DPAC executive. I have kids at Rockridge, Sentinel and West Bay. My question Chris, is you mentioned the sort of changes from the province from ministry in relation to indigenous education. I was wondering there were new, there was news recently that the Squamish Nation is taking control, taking jurisdiction of education. What implications that has for our school district?

Chris: Yeah, that's a good question. I don't have a clue or a definite answer yet. So we have some on-reserve students who do attend our schools right now. The majority of on-Reserve students actually go to school in North Vancouver. It's early days and so not sure how many students will we end up impacting, but potentially there will be some students who might normally attend our schools that would attend, on-reserve schools in the future.

And sorry! I realized that I didn't read my full speaking note. The other government announcement I should flag was the one that came earlier this week where the government announced that they were doing work on anti-Semitism, ensuring that there was work on that topic in the curriculum at the grade 10 level with some of the world events that are going on right now and ensuring that work was built in around Holocaust education and some of those pieces as well.

Tanja: Any other questions? I think we can move on.

Upcoming Events 9:55 am- Maria

Nov 17 & 18 - BCCPAC 2023 DPAC Leadership Summit DPAC: Fostering Two Exec are attending and we'll hear from them on how it went.
December 6 – Holiday Luncheon

New Business (10 minutes) – 10:00 am

Maria: Before we adjourn the meeting, is there any new business that anybody wants to bring up or any other questions?

Aneela Mallick on DPAC Exec and child at Caulfield: I have a question from prior when we were talking about fundraising. Tanja you had mentioned for larger fundraising we can still use cash online school. I thought that that wasn't going to be a possibility going forward. Has that changed?

Tanja: What that means is, for example, if you're building or asking or trying to raise funds for capital project, so you know, you're wanting computers or a new playground, you can use school cash online. And then people will get a tax deductible receipt, but the money then gets hold in trust by the district. So that's something if you are interested in that. So, you'll need to talk to your principal about it and to make a list of what you're fundraising for and then you need to approach Shale about it.

Nessa: there's a bit of a process, but it can be used. I'll just to provide further clarification, I'm Nessa Van Bergen, the treasurer for the District PAC. School Cash online can also be used by any parent at any time. Anyone from outside of the district who'd like to donate funds to your school. Generally, we want encourage all parents to use that format so that the issuance of tax receipts is much easier on all parties so they get it immediately. It's not that you can't pay by cash or check, but that would have to go in through your office. There's a bit more paperwork to be

done and then sometime during the year, at the end of the year they get their tax receipt mailed to them.

Tanja: But school cash online can be used as a portal for people who would just like to give money to your school even if you don't have a capital project. Any other questions?

Alright, I have a motion to adjourn the business portion of this meeting.

Adjourn meeting 10:06

Motion to adjourn business portion of the meeting.

First: Jatinder

Second: Nessa

So moved.

Presentation 1: <i>Framework for Enhanced Student Learning</i>	Liz Hill Assistant Superintendent
--	--------------------------------------

Framework for Enhancing Student Learning (FESL)

The ministry has mandated that each school district creates a plan to improve student learning outcome and to ensure continuous improvement. We engaged in a new cycle of improvement by making sure we were scanning the evidence that was available to us in terms of the data that the Ministry of Education provides us. And also we wanted to seek engagement from all the stakeholders to make sure that we were representing what was needed in our community.

So the first thing we did is we looked at provincial and local data to examine the trends and the outliers, our successes and the areas of opportunity in relation to the things that we have data for. So this includes primarily many of our standardized assessments, and our foundation skills assessment. It includes our literacy and numeracy assessments, which are at the grade 10 and 12 level. And also something called the student learning survey, which is more of a survey that our grade four sevens, tens and twelves complete, which gives more about their personal feedback and opinions related to their schooling experience.

We analyzed that data and went through it and tried to find out as much information around what is happening in West Vancouver. Further to the data, we also examined the district themes, in terms of what's already happening in schools and across the district. From here, we kind of coated all of that information and we took that to all of our stakeholder groups across our district, and we drafted some goals. And then we did some further collaboration and input around the various stakeholder groups and, refine those goals and strategies. Now, we have finalized our plans for our FESL and we're really excited to share these with you today.

FESL Goals 2023-2027:

1. Career Development: Ensure successful and meaningful transition with a focus on early learning, Grade 7 to 8 and post-secondary
2. Intellectual Development: Strengthen numeracy competency and numeracy provincial assessment results
Numeracy is the ability to interpret information, apply mathematical understandings, solve problems, analyze and communicate solutions

3. Human and Social Development: Improve sense of belonging to enhance student success and positive mental health.
We really want to ground our sense of belonging as to why this is important. Once their sense of belonging is enhanced, they do better academically and socially.

In every single conversation we had, people spoke about the importance of transition, the importance of meaningful transitions. And through the process, we were also able to identify three really specific areas that early learning focus, and grade seven to eight. So when our students are moving from elementary to secondary and post-secondary in terms of what are our students doing when they leave our K to 12 system.

The next one is a bit of an extension of a goal. We've had previously, we had a numeracy goal that was very focused on indigenous student success. But through the process of the cycle that we've been through and then looking at the data, we realized that numeracy was an area that we wanted to focus on as a whole district. So our second goal is around strengthening numeracy competencies and numeracy provincial assessments. Numeracy obviously includes mathematical competencies and skills. But where we wanted to see improvement was around the ability for our students to use that information and apply their mathematical knowledge and understanding and to think about how they solve problems, analyze things, and then communicate. Because those are the skills that we are seeing our employers wanting to see when they finish our finish the K to 12 system. These are the more complex skills and competencies in terms of the mathematical application.

Finally, also an extension of a goal we had in place previously was the sense of belonging goals. So you'll see how it's raised here, which is slightly different than it's been phrased before. It says improved sense of belonging to enhance student success and positive mental health. We found that we really wanted to ground our sense of belonging goal in why this is important. We know that when students are feeling connected to their schools, where they feel like their belonging to an environment in terms of their learning, that this is going to enhance their student success, they're going to feel better, and then do better academically and also improve positive mental health. Mental health was a conversation that also came up in many of our stakeholder groups. So we're really pleased with the goals that we've been able to identify.

And we've kind of put a plan of action in place in, in terms of how do we make sure that we are successful with these goals. One of the things that we know is around supporting our teachers. So you'll see highlighting and promoting teacher sharing and collaboration and networking. When we don't talk transitions involves more than generally one school or one group of individuals or one group of teachers. So we really want highlight that networking and collaboration of our parties involved. This involves lots of sharing, lots of collaboration in terms of some of those specific structures. We have now the ministry education and childcare. So this has shifted and we have a really robust district early learning strategy.

So this strategy is really based not only in terms of how we support our students within our system, but how do we connect with our community-based partners, how do we think differently about the transitional opportunities that we have involved been taking place in the past? What does kindergarten look like? What do our partnerships with childcare look like? These are all really important things that we're

unpacking further. And we have a great plan in place. We are some of the leaders in the province around this early learning piece. We want to hear from parents. We want to hear from students about what is being successful around their transitional experience at all ranges of the K to 12 system in terms of intellectual development.

Our goal around numeracy is really based in supporting teachers and in terms of the instruction that's happening in the classroom. We are thinking about the professional development opportunities that are available for our teachers. We have some teams and networks in place. We're looking at resources differently. Also, really thinking about that cross district collaboration in terms of what we are doing to support the numeracy conversation.

Finally, in our last goal as human and social development is that sense of belonging piece. And I was mentioning how we are really intentional around the why sense of belonging is important. We want to make sure that it's making a difference in terms of student academic success. We want to make sure that that students are feeling that positive mental health. Here are some of our strategies that we are thinking about using. This framework are the principles that guide the work that we do across our district. We're going to make sure that this is relevant. There's lots of additional, provincial information that's coming and align this work together.

We also have training and professional development opportunities for teachers. Once again, in a vast array of areas. Mental health, wellness, social emotional learning, and that connectedness in school and really thinking about what we're doing and then thinking about the different areas. And then having some specific focus in terms of our indigenous students or Inglewood secondary, for example. We have a new program that's really based in that improving sense of belonging, mental health and student success. And that's called Take a Hike. That has been very strategic in terms of what we've implemented in our schools and how that will support our students within our system. You'll notice our measure success here are much more broad because it is around not only making sure that students are feeling that sense of belonging, that have adults who care in our system and they're feeling good about their emotions and mental health. But once again, we want to track our academic success to make sure that it's making a difference.

And then finally, in terms of parent involvement, the fact the framework for enhancing student learning is really a team effort in terms of we need all stakeholders to know what's happening with our framework. We need everybody to take ownership of this so that we are making a difference. So as parents, the first and foremost thing is to be aware that these are our framework for heads and student learning goals. We want to share this information. And that's why I'm very thankful to have this opportunity to share with you today in terms of these are the priorities of our district and stay informed in terms of the other ways we generally stay informed. Thank you!

Tanja: Any questions?

Josetta: You said something about a math team in the numeracy piece. Can you just say a little bit more about that?

Liz: Yeah, so it's a teacher math team. We have some brilliant educators who are really passionate about numeracy and math within our system. And right now, these individuals have been working as silos. So we're really focusing on that networking

and connection to think about what best practice is and make sure we're sharing it across the district. So we have a core group of dedicated educators that come together and work as a team; That's the perfect word to describe that.

Josetta: Okay, thank you. Can I make a comment on something? There is an agency in the states and it's called Wait Till Eighth. And it's about having parents come sort of as a coalition and make a pledge to not give cell phones to students until at least eighth grade at minimum. And they are actually bringing this to Canada. And I'm wondering if this would be something that could be tied to the mental health piece because we're probably going to try to collect pledges.

Liz: Yeah. So I have heard about such pledges and those and pieces in terms of the mental health where information and strategies in place to address the technology piece. We can definitely take that into consideration as well.

Tanja: Any other questions?

Thank you so much, Liz, for coming in last minute. We always enjoy hearing your presentation.

Moving on, presentation two. We are excited that this presentation is actually happening now. As we've been doing lots of work behind the scenes, sort of looking and learning a little bit about Robert's rules. So I'm very pleased to introduce Kelly Richter, who is the former chair here at DPAC, the current chair at Rockridge Secondary, and of course our very own, school board trustee chair, Carolyn Brody. They are going to be presenting to us on how to navigate meetings with competence and Robert's rules of order. So this is really an info session for every PAC just to help guide strong PAC meetings. So thank you and welcome.

Presentation 2: <i>How to Navigate Meetings with Confidence: Mastering Roberts Rules of Order</i>	Kelly Richter & Carolyn Broady
---	--------------------------------

Kelly: Thank you very much Tanja! I'm Kelly Richter. I'm the member at large at the DPAC and the chair of Rockridge PAC. And I will be the first person to say that Robert's rules is something that I always used very loosely as a PAC chair. So I'm excited to share this with all of you. Robert's rules is actually based on a US Army officer, Henry Martin Robert. He started creating them in 1876. That was when the first edition was created, and it was a manual of parliamentary procedures that he adapted from the US House of Representatives to be used for less formal meetings.

He recognized through some of his work, both in the Army and when he retired, the need to develop a standard of parliamentary procedure to help just maintain decorum and respect in meetings. A little fun fact with him is, um, uh, after he started working on these, he moved to San Francisco and he found it very difficult. That meetings were very chaotic because it was a very multicultural community with lots of different people with different traditions and ideas of how a meeting should run. And so he created this to make sure that there would be a way that everybody could adopt have a safe way to run meetings.

I want to just provide a bit of a summary about what Robert's rules are. The general idea is that when you're running a meeting, you will be putting a motion or moving something onto the table for discussion, and then you'll have the opportunity to debate it and then pass that motion. And once the motion is passed, it can be formally adopted into your minutes, and then you've got a great record about what your meeting or what your organization has passed or agreed upon.

So a motion is any idea proposed by a member in a meeting requesting that everybody assemble, take certain actions, like approve minutes, approve a budget, um, you could pause a debate in a meeting, you could move to have a coffee break, any of those things. Anytime the word move or motion is used, then you know that a motion's been placed on the, on the table for any motion to be considered or discussed any further.

You need a second. What would happen is that the chair or somebody would say, I moved to adopt the agenda for today's meeting. And then that's really essentially your first, and so you just need somebody to second, so I second, and then if there's no debate, so moved.

The other pieces where it starts really helping in terms of decorum is the sense that every person has the right to speak before anyone can speak a second time. That ensures that anybody that has a point to make on this subject or motion has the opportunity to do so. A speaker can only speak a second time if everyone else has spoken and they have to be presenting new or different information on the motion.

Only urgent matters can interrupt a speaker. So once a speaker has the floor, they have the ability to finish their conversation. And it could be that you have a two minute limit, but nobody should be interrupting you in that period of time unless there's a safety issue or there's a situation like nobody really understands what's being spoken to at the time. And unfortunately, I believe at our last meeting, that was a bit problematic because, there was a situation where people started speaking right away and there wasn't a clear person that was addressing what the issues are. It becomes very confusing for everybody in the room, and we need to make sure that everybody feels like they have full understanding of what's being discussed.

Carolyn: When someone moves a motion, the mover actually gets to open what you would call debate or bring forward. Why they speak first to explain why that motion's been brought forward. So the mover always has the opportunity to speak first to a motion. This isn't about agenda approval, but if it was an act like motions tend to be action items, you, DPAC wants to have this on record for the future to show that they have agreed or defeated a motion to take action on something. The idea is to persuade the assembly of the group as to why this motion is important.

There is also the opportunity at the end if you really want to be formal about it for the mover of the motion to close debate and have the final word. These are just to keep business moving forward in a timely manner. The only other thing I will add, as far as interrupting, the one thing is the chair does have the right to stop, someone speaking if they're being rude, disrespectful, using abusive language or are doing something that could cause harm.

Kelly: Okay. So, a little bit more on how it works. One of the most important pieces is that any speaker must be recognized by the chair before speaking. And in our situation, it could be just you're having a question which is not, a motion, it's just you have a question for one of the speakers, that's fine, but you should be raising your

hand or in this meeting, doing it electronically and not speaking until the chair has addressed you.

A motion is the topic or a question to be discussed, or as Carolyn has said, something that you want to have agreement on. So it could be, that maybe you are the treasurer and you've presented an amended budget for DPAC or for your pac, or a change to some the way you're structuring fundraising, or something. You could say, I move that the DPAC amend the annual budget to include the cost of muffins and cookies at general meetings. And then there can be a debate on that. The person who moves the motion, as Carolyn said, is the first one to speak. You may have people that say, I'm gluten free and I do not want muffins and cookies at meetings. You can have a thoughtful debate about it, and then you can put it to a vote. It is important that we recognize that only eligible members are able to vote. So that would mean the people that have been the two representatives from every pac that have been elected by their school. And in PACs it would be any person that is a parent or guardian of a school, or a student at your school.

The other point that's really important is that the chair does not vote, unless it's to break a tie. And then at the end of that, the chair announces the results of that vote and it's recorded into the minutes. I would say is we talk about votes at the end. I would suggest that most votes very easily can be show of hands, but when you're voting for someone to be voted in, say to a position as PAC chair or something else that I would encourage PACS to have, perhaps your administrator help conduct those votes and they should be done.

Carolyn: in a written, private vote, I just think it's important sometimes when people are putting the names forward that, you have a scrutiny or someone's separate to count up those votes, but you don't want to, especially if it's someone that might have 40 votes to someone's one, you just want to continue to build consensus, and a sense of belonging in the group. So I would encourage you if there's votes for things like that, that they're done by ballot.

Kelly: So we just went over quickly who's eligible to vote. This is a little bit of a cheat sheet that I've put together based on some of the things that you may feel that you need to do to move a meeting along. I think one of the situations that a lot of us can relate to is if you're in a pac meeting and maybe you've got a parent that has a long string of questions that may not be germane to the meeting or might be more appropriate to have an offline meeting with the administrator or a teacher. So there's some language that you can use to very politely move that along. I've just put a list together here.

There'll be a word document that gives sort of a bit of a script that might be helpful as well, because I can tell you, I wouldn't remember all of these off the top of my head, but if you feel that somebody's put something forward, it's a motion and there's maybe a bit more research or thought that needs to go into it. You can move to refer it to a committee. Just make sure you're being transparent. So let's say it's a fundraising question and you've got an active fundraising committee, you can move to refer that motion to your fundraising committee and be very specific what you're asking the committee to do. And then you've got the ability to have it in the minutes. If you want time to personally or as a group study the motion, you can move to postpone the debate and you can identify a specific time or a date for that. If you find the discussion is moved away from the agenda that you've set, you can move to, call to return to the order of the agenda. And if you feel that the debate has run its course, you can limit the number of people that can speak or the amount of time

that's spoken. If things are quite out of hand, as Carolyn has mentioned, you can put forward a motion to remove somebody from a situation if you feel it's making other people uncomfortable or it's a safety issue. And you can also move to adjourn the meeting. Carolyn, do you have anything?

Carolyn: Yeah, just a couple things. If you feel the debates around the course, you've got everybody speaking to the same side of an issue. You as a chair of running a meeting, you can say, we've heard from all these people that are supportive of this motion. Now is anybody that we is speaking against the motion, seeing nobody, let's close debate. You can do it in a, in a way like that too. Like if all of a sudden you've had a lot of people because it's human nature, to want to share how excited they are about something that might be proposed or to agree with whoever's put it forward because someone's looking for their support. But you can do that way just to move the meeting along.

Or the same thing if someone speaks personally about something to do with their own child, that the privacy, like they, to reference what may be happening in a classroom, that the chair can gently say that this is probably not a conversation for right now. I would suggest that you speak to your school principal after this meeting. We are very big on the fact that if it's something that is controversial or something about an employee of the school district, it should not be brought up in a PAC meeting. There's proper avenues to deal with that. So to just ask the parents or the caregiver to go to the school administrator to address that in that matter.

Kelly: Just some final quick point: just a reminder that any speaker can only be interrupted if you can't hear them. If there's a safety reason, or if you notice that there's a break in the rules, and in any controversial issues or, you know, something that's becoming maybe a bit difficult or as Carolyn said something that's not really, either germane to the meeting or appropriate to be brought up because of privacy issues, the chair can always remind the party of the rules of debate. If the interruptions continue, you can move to ask the individual to stop talking, remind them that they're out of order or move to ask the person to leave any questions.

Tanja: Thank you so much, Kelly. And I so wish that I had this information when I first stepped in as PAC chair because I was very intimidated by Robert's rules and I did the very minimal, you know, just the minutes and agendas. So thank you so much for this. Are there, are there any other questions?

Maria: I did have a question around the private vote, right? How would you help a PAC discriminate what might be a private vote? So yes, in an election? What about in a budget or, some sort of change that might have a group more divided and may infringe how people vote?

Carolyn: I think it's discretionary, Maria. I definitely think it should be used in elections. I think it's important just to do that. But to your point, I think yes, if you can feel as a chair that there's a very divided room or there's people that you feel because of the subject matter, they're not prepared to, it could be just speaking up against a friend, right? That you have a different opinion and people are uncomfortable, I think you can call, ask the room if they would like a ballot vote. And if that is, it's really about reading the room is what I would say.

Sorry. I can't be more help, but I think it's discretionary. I think often your PAC executive knows the feeling of like, if it's a controversial playground conversation in

the playground or in the parking lot, you often go into these meetings knowing that it, it could be a charged discussion. So you might just want to put this to a vote.

So if you're just asking clarifying questions, then that same rule in terms of number of times that you can speak doesn't apply because you're not actually debating it. You're just making sure you have like, so the speaker who's being asked questions can speak multiple times if they're clarifying the information.

Carolyn: It is, but what I would say to be respectful to whoever's in the room is that you can ask one Kelly, you may ask one question, but if you have a list of 10, I think it's respectful to have other people have the opportunity to speak rather than one person saying, I've got 10 questions to this and goes through all 10 questions. I think it's appropriate for the chair in that place to say we're going to ensure that everybody has equal opportunity to speak. So thank you. We'll take one of your questions now, then we'll ask the room if there's anybody else and, and move that way. I would think that very rarely would be controversial in the PAC meeting. Most people want to give everybody opportunity to be heard.

Tanja: Excellent. Thank you. And just a quick note the PowerPoint will be posted on our DPAC resource page. We really hope to see you all in person in December for our annual luncheon.