

**West Vancouver DPAC General Meeting
Inglewood Learning Centre
Wednesday, February 5, 2020**

School Attendance:

All West Vancouver parents and guardians are invited to General DPAC meetings. Please try to send at least one representative to meetings.

Representatives present from the following schools:

Rockridge	West Bay	Caulfeild
Gleneagles	Hollyburn	WVSS
Ridgeview	Irwin Park	Cedardale
Sentinel	Chartwell	Bowen Island

Regrets: Abbie Milavsky

Absent: Lions Bay, Eagle Harbour, Westcot

Welcome and Call to Order: 9:16 am

Adoption of Agenda: Kyra & Christina

Amendment/Approval of Minutes: December minutes approved. Please note that we do not have formal minutes from the January meeting, however meeting notes and the presentations from the Trustee Liaison meeting were distributed through email and are also posted on the web.

President's Report – Kelly Richter

We would like to recognize that we are gathered together on the traditional lands of the Squamish Nation and want to thank 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. We respect and honour the Elders past, present and future as we bring this knowledge to the students of our community.

Follow-up from December Indigenous Education Presentation

There were a lot of great comments and follow up received after the December general meeting featuring an update on Indigenous Education at WV Schools, and the new curriculum. After Truth and Reconciliation, there have been changes made to the school curriculum to ensure that First Peoples Principals of Learning and history are taught in an accurate and thoughtful way. A number of parents have expressed the desire to have a better understanding of these changes, and for opportunities for more learning themselves in this area.

The DPAC has decided to embrace that curiosity and are putting together some events for the coming year. First, we are planning to host a Blanket Ceremony as our May 6 DPAC General Meeting and we hope that all PAC Chairs and DPAC Reps will be able to participate in this special event.

We are also working on a “Dinner and Dialogue” event for October, with the goal to include a storyteller reflecting on their residential school experience, and an Indigenous Educator to provide more in depth learning around the concept of embedding “First Peoples Principles of Learning” into our BC School Curriculum.

Recognition and thank you to Kyra and Danielle who put in a lot of time submitting a West Vancouver Foundation grant application with Ian Kennedy and Kelly.

Indigenous Education Presentations at PAC meetings

Just a reminder that Ian Kennedy and Liz Hill are available to attend PAC meetings to present on Indigenous Education at West Vancouver Schools. To organize this, please email Ian Kennedy (ikennedy@wvschools.ca).

Upcoming Events

WVSD Board Meeting

February 18, 7:00 pm in the WVSD Boardroom. Note – these meetings are open to the public and provide a lot of information on what is happening in the district as a whole.

Dr. Dean Kriellaars – Physical Literacy

Parent Engagement Community Forum will be held February 24th, 7:00 pm in the Sentinel Secondary School Theatre. WV Schools has placed emphasis on the importance of physical literacy in our schools, and this forum will provide information on the importance of the role of schools in the creation of physical literacy enhanced communities. This is a free event.

March 4th DPAC General Meeting: Our March 4th General Meeting.

Treasurer’s Report – Christina Argyros

General Chequing Account

Balance Forward \$ 9,956.71

Expenses of \$ 0.00

Current Balance as at January 24th (statement) \$ 9,956.71

Gaming Account

Balance Forward \$ 2,185.71

Deposits and Interest of \$ 0.87

Expenses of \$ 354.38 (DPAC December meeting with luncheon)

Current Balance as at January 2nd (statement) \$ 1,832.20

(Uncleared cheques \$188.67)

Committee Reports

Human Resources – Monica Scoles

1. Recruitment

Teachers (Stephanie Mascoe) - Staff going to career fairs and continuously recruiting for TTOCs. To continue through to next school year.

Support Staff (Megan Lau) - Attended at CDI college, Vancouver Career College and Langara college with a current EA or Mr. Campbell.

2. Practicums

Teachers (Stephanie Mascoe) - Great success with practicum students. Working with teachers and principals to encourage people to take on practicum students. Current school year, had 4 SFU practicum students and will have 24 UBC practicum students starting this spring.

Education Assistants (Megan Lau) - Started a practicum program for Education Assistants. 5 practicum students that began their four week session at the end of January. At the end of March, additional 6 students starting.

3. Support Staff Collective Agreement

Administration Matters (Stephanie Mascoe)

Concluded negotiations with the WVMEA in June 2019. All other school districts have now also successfully negotiated their 2019-2022 agreements.

The safety of Education Assistants was a focus of discussion at the provincial table. The parties negotiated a Joint Health and Safety Task force. This Committee is focused on “procedures to eliminate or minimize the risk of workplace violence.”

4. Professional Development (Samarra Bohonis)

The January Pro D hosted a session about the health and safety committee at each location as well as offering another “Bumps, cuts and bruises” course.

5. BCPSEA AGM (Kim Martin)

The BCPSEA AGM was held Thursday & Friday at end of January.

Teacher bargaining in a holding pattern. Both Parties remain committed to engaging with the mediator. As long as the mediator remains engaged, no job action can occur. We are waiting to set meeting dates with the mediator.

Finance and Facilities – Kelly Richter

Did not meet

Enhance West Van– Kyra Williams Smiljanic

- Enhance WV committee will be meeting Feb 20th. In the interim, we are in the planning phase for our April Forum, the topic is on Accessibility for All. (Re: thus Kay Meek upgrades and enhanced support at rec programs at the WV community centres, for all kids. This also ties in well w/ our district’s focus of physical literacy, and access to physical activity for all.)
- The ENHANCE WV Board would ask DPAC help to spread the word about this forum through it’s distribution list once the marketing collateral is ready to go.
- Would love feedback from DPAC Members.
- The Forum is set for April 7th at 7pm at the West Vancouver Community Centre. Will release the posters & information before spring break to give exact details about the forum

Comprehensive School Health – Kelly Richter

- Reminder of the “Foods that Fit” workshop, April 22, 5:00 pm at the Educational Services Centre, 2121 Lonsdale Avenue. This is a free interactive workshop for educators and parents on the North Shore focussing on healthy eating at schools and includes sampling of menu items of foods that fit the Guidelines for Food and Beverage Sales in BC Schools.
- For more information, or if you are interested in having Helen Yeung, Dietitian come to speak to parents at a PAC meeting please contact her directly at Helen.Yeung@vch.ca or 604-418-2139.
- Working on Sleep Week for the week after Daylight Savings Time change on March 8th.

Parent Education – Kyra Williams Smiljanic

- **Dr. Dean Kriellaars Physical Literacy Event – Feb 24**
- **“Like” Screening and Panel Discussion – April 15, 7:00 pm at Kay Meek Centre. Flyer with details will be ready for distribution later this month.**

Traffic and Safety Committee (START) – Kelly Richter

- The January Traffic and Safety Round Table was canceled because of the snow storm. The next meeting will be held on Wednesday March 4th. Please bring any traffic concerns or questions to the attention of Abbie Milavsky (abbie.milavsky@gmail.com) prior to the meeting. Comments can also be made on the Slack Channel. The concerns and suggestions brought forward by Cedardale (parking time restrictions at pick-up) and Irwin Park (rapid flasher at 4-way stops) will be brought to the committee.
- There is another mini-grant program available (information and application is attached). Applications must be submitted by May 1, 2020 and must be completed in the current school year. To date, the District has awarded mini-grants for 3 schools as part of the pilot project. Schools that have received funding through the pilot are West Bay and Hollyburn (funding to support week-long walk/bike to school events) and Ridgeview (funding to support safety equipment and signage for parent volunteers). It is important to note that the signage is not regulatory signage but rather signage to support their education initiatives (sandwich boards that say things like "student safety first, no blocking drop-off areas or walk ways")
- Any regulatory signage requested has to follow proper channels of agreement with principal and then brought forward to the Committee through the DPAC Rep or Principals Rep.
- For the mini-grant, preference will be given to schools who have not yet received funding. IF the START group opts to extend the pilot into something longer term, it is likely they would introduce something about one mini-grant per school-year.
- I would encourage all schools that have not yet submitted an application to do so. It will help prove the need for future grants.
- With respect to Irwin Park's previous application, Emily Willobee will be contacting them directly about their initial application

Visual and Performing Arts Advisory Committee – Tanya Mah

- We have had 2 meetings. Our first meeting was January 8th and our second meeting was held on January 29th.
- At the first meeting, we crafted the Vision Statement, “Visual and Performing Arts (Music, Dance, Drama and Visual Arts) are an essential part of a student’s education. West Vancouver Schools embraces the arts through education, advocacy and celebration.”

- We had our second meeting where we revisited the vision statement. We had a brainstorming session and discussion and we started working towards creating a five year plan. Additional meetings are planned in the upcoming weeks and we will be sharing further updates when we have them.

Board of Trustees Report – Sheelah Donahue

Three Example of Trustee Work at Local, Regional, and Provincial Levels

1. BCPSEA - Provincial

BCPSEA (Board Chair Alan Chell) is a full-service employers' association and is the accredited bargaining agent for the province's 60 public boards of education, for unionized teaching and support staff in the British Columbia K-12 public education system. They also provide a full range of human resource services with a focus on the development, coordination and facilitation of human resources best practices. The board is made up of 7 trustees and 4 government members. It operates in compliance with the Public Education Labour Relations Act

- a) The bulk of BCPSEA funding is by the MOE and the Public Sector Employers' Council (PSEC) secretariat grant; it's important to note that funding for public education is dictated by the Ministry of Finance (Min. Carole James), not the MOE (Min. Rob Fleming)
- b) BCPSEA manages all three phases of the teacher-public school employer (school district) collective bargaining process - preparation, negotiations, and implementation/administration.
- c) The collective agreement between the British Columbia Teachers' Federation (BCTF) representing the province's public-school teachers, and the BC Public School Employers' Association (BCPSEA) representing the province's 60 public boards of education, expired on June 30, 2019
- d) The parties commenced collective bargaining for a renewed Provincial Collective Agreement on February 19, 2019.
- e) The parties subsequently went to mediation and:
 - a. The BCTF rejected the mediator's proposal
 - b. BCPSEA and the BCTF then met with Mediator David Schaub on December 10 and 11 and engaged in discussion focused on identifying topics that the parties would discuss in the new year
 - c. Mediator David Schaub left the parties with some concepts to consider; he will contact the parties in the new year to determine availability to meet
 - d. As of Feb 5th, 2020, we're waiting for the mediator - as long as the mediator is engaged then there's no possibility of job; however, the BCTF just released a 4-phase action plan

2. ELL- Regional

- a) Continuing advocacy at provincial and federal levels in an attempt to remedy the gap created by lack of funding for specific categories of ELL students
- b) Although funding impacts the province in general, this is a regional issue in that the majority of the unfunded/under funded students are in larger population centres
- c) Next meeting March 11th

3. School Traffic Advisory Round Table – Local

- 1) Dr. Mark Lyshyshyn from Coastal Health will talk about the importance of incorporating physical activity into a child's routine at an early age in order to promote lifelong physical and mental wellbeing

- 2) One way to do this is to use active modes of transportation, not just to school but in all areas of life, vs sedentary modes of transportation and using exercise classes, etc., to compensate
- 3) Next meeting March 4th

Superintendent's Report – Chris Kennedy

TRENDS in Education – West Vancouver and Beyond

The Changing World

- Tension regarding provincial budgets for health vs education

Have to start with technology

- In 2010, every school had a computer lab, currently, no elementary school has a computer lab in the District.

Learning outside and Being Active

- How do we make more classroom like experiences for children outside

Content and Competencies

- Need “soft” skills increasingly in workplace, challenging for educators, difficult to discuss competencies with students, ie, “collaboration” or “?”

Climate Crisis

Wellness

Entrepreneurialism

- Entrepreneurialism skills and mindset

Indigenization of Curriculum

- In process of finalizing formal partnership with Squamish Nation

Flexibility

- In what students take
- Flexible classroom – different learning spaces for kids (multi-height tables, single vs group tables)
- Learning commons galvanized other class spaces to change

Inclusion

- Accessible playgrounds
- Inclusion regarding LGBTQ+

Conclusions

- Buildings haven't changed, but what we are doing inside has changed

Coronavirus Update

- In discussion with Coastal Health or your local Medical Health Authority, and updating weekly
- Recommendation that if your child is sick, keep them home until child is well again
- In general, if a child comes to school sick, with a fever, school will contact and work with the family

Math in Elementary and High School

- Topic for next month

Hockey Academy Update

- West Vancouver Warriors no longer continuing partnership with outside hockey model after this school year
- Outside students are commuting from far distances and some systems are not aligned with district

Student Assessment: What is it, why is it important, and what does it look like in WVS classrooms
Guest speakers: Liz Hill & Ian Kennedy (presentation attached and in Additional Resources)

Juggling task with Assessment

- % vs letter grade

Reflection questions

- How did this experience feel when you were given a %? How did this help you improve?
- How did this experience feel then you were given a letter grade based on a descriptor? How did this help you improve?

Group Brainstorm

As a learner, what information would make this experience more valuable?

- clear instructions
- info about how to improve
- Rubric
- specific feedback
- ask questions
- coaching
- continuum
- different instructions for different learners

Assessment in West Vancouver Schools

Clear and intentional

Inclusive

Communicates Student Learning

Shared Responsibility

Timely and Ongoing

Levels of Assessment

Clear and intentional

How does the learning experience change when teacher communicates specifically and student can articulate what is being assessed?

Timely and Ongoing

How does the learning experience change when it is ongoing and current

Communicates student learning

How does the learning experience change when the student understands WHY the task is important?

Inclusive

How does the learning experience change when students can express their learning differently? How to assess the knowledge? Is the assessment the physical act or understanding the task? Different abilities to communicate that learning.

Shared Responsibility

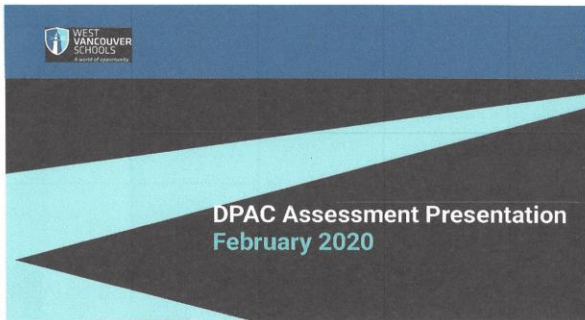
How does the learning experience change when a student is able to share what they are learning? Why they are learning it what they need to do to improve? Together, teacher and student make learning happen.

Coffee & Conversation

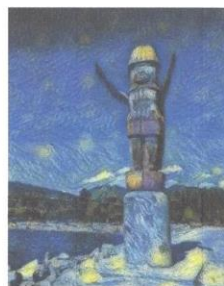
- Participants invited to participate in Coffee & Conversation to continue the dialogue around assessment framework informally with Liz & Ian.

Invitation to add a note to Ideas Easel.

Adjournment: 10:54am



Introduction:
 According to some recent research from LHIK Inc., Juggling has been identified as a critical skill for 21 Century Learning. It is through the experience of learning how to juggle that we will dive deeper into the **WVS 5 Guiding Principles of Assessment.**



Juggling task:

1. Find a partner
2. Give each team three tennis balls
3. Partner A juggles 3 balls with 2 hands for 30 seconds
4. Partner B assesses them by giving them a percentage grade

BC Percentages
95-100 %
86-94 %
67-72 %
60-66 %
50-59 %
49-0 %

Juggling task:

1. Find a partner
2. Give each team three tennis balls
3. Partner A juggles 3 balls with 2 hands for 30 seconds
4. Partner B assesses them by giving them Letter grade based on the word description

Assessment Flow

Letter Grade	Description
A+	The student demonstrates outstanding performance in relation to expected learning outcomes for the course or subject and grade.
A	The student demonstrates excellent performance in relation to expected learning outcomes for the course or subject and grade.
B	The student demonstrates very good performance in relation to expected learning outcomes for the course or subject and grade.
C+	The student demonstrates good performance in relation to expected learning outcomes for the course or subject and grade.
C	The student demonstrates satisfactory performance in relation to expected learning outcomes for the course or subject and grade.
C-	The student demonstrates minimally acceptable performance in relation to expected learning outcomes for the course or subject and grade.
F	(Failing) The student has not demonstrated, or is not demonstrating, the minimally acceptable performance in relation to the expected learning outcomes for the course or subject and grade.

Group Brainstorm

As a learner, what information would make this experience more valuable?

Reflection Questions

How did this experience feel when you were given a %
 How did this help you improve?

How did this experience feel when you were given a letter grade based on a descriptor?
 How did this help you improve?

ASSESSMENT IN WEST VANCOUVER SCHOOLS

Our most visible tool for assessing student learning is public reporting. In West Vancouver Schools, assessment tells the story of the learning journey: where we are, where we want to go, and informs how we get there.

THE 5 GUIDING PRINCIPLES OF ASSESSMENT

Formative Assessment guides next steps for learning and learning.

Summative Assessment demonstrates learning at a given time.



ASSESSMENT IN WEST VANCOUVER SCHOOLS

The school articulates our core values and assessment and highlights our guiding principles. In West Vancouver Schools, assessment tells the story of the learning journey where we are, where we want to go, and where we get there.

THE 6 GUIDING PRINCIPLES OF ASSESSMENT

- | | |
|---|---|
| <p>Formative Assessment
guides next steps for teaching and learning.</p> <ul style="list-style-type: none"> • Multiple smaller pieces to support growth and challenge. • Feedback that communicates strengths and challenges. • Provides opportunities for students to explain and take ownership of their learning. • Focuses on enhancing teaching and learning. • Not represented by a percentage, score, grade or percentage. | <p>Summative Assessment
demonstrates learning at a given time.</p> <ul style="list-style-type: none"> • Usually done at the end of a term, unit, or course. • Evaluates progress. • Focuses on understanding, application and transfer of learning to an authentic situation. • Represented by a percentage, score, grade or percentage. |
|---|---|



Clear and Intentional

How does the learning experience change when...

- ... The teacher communicates what is specifically is being assessed?
- ... The student can articulate what is being assessed?



Revisiting Juggling Exercise through the Lens of the Assessment Principles



Timely and Ongoing

How does the learning experience change when...

...the feedback is part of the learning experience (not only at the end)?



Communicates Student Learning

How does the learning experience change when...

... The student understands why the task is important?



Shared Responsibility

How does the learning experience change when...

... a student is able to share what they are learning? Why they are learning it and what they need to do to improve?



Inclusive

How does the learning experience change when...

... students can express their learning differently?



ASSESSMENT IN WEST VANCOUVER SCHOOLS

The school articulates our core values, assessment and highlights our guiding principles. In West Vancouver Schools, assessment tells the story of the learning journey where we are, where we want to go, and where we get there.

THE 6 GUIDING PRINCIPLES OF ASSESSMENT

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| <p>Formative Assessment
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