

**West Vancouver District Parent Advisory Council
Zoom Virtual General Meeting and AGM
Wednesday, June 3rd, 2020**

School Attendance:

All West Vancouver PAC executive members were invited to the June Virtual General Meeting and AGM. As a reminder, please try to send at least one representative to meetings.

Representatives present from the following schools:

Caulfeild	Chartwell	Cypress Park
Gleneagles	Hollyburn	Irwin Park
Pauline Johnson	Ridgeview	Rockridge
Sentinel	West Bay	Westcot
WVSS		

Regrets:

Absent: Bowen Island, Cedardale, Eagle Harbour, Lions Bay

Welcome and Call to Order: 9:30 am

Motion to Adopt Agenda: Bernadette and Lisa

Approval of Agenda: June agenda approved

Motion to Adopt of Minutes: Lisa and Genevieve

Approval of Minutes: March 4th, 2020 minutes approved

President’s Welcome – Kelly Richter

- Good morning and Welcome. Review of Zoom and functions. Sample poll.
- With preregistration, 59 attendees and participants today, including a large number of trustees and members of the District Leadership Team. Thank you for joining us.
- This is our first virtual general meeting and AGM. To respect physical distancing guidelines, most of our presenters are in different locations so we will be passing the meeting back and forth, thank you for your patience if there are glitches!
- Reminder that only elected PAC executive members are eligible to vote regarding passing motions and voting in polls.

Board of Education Trustees Report – Carolyn Broady

Welcome – The Past Few Months

- Thank you for your patience these last few months, it has been very stressful for families. Very pleased with support from parents, families, team of teachers and educators.
- Despite this time, some wonderful things have been happening: virtual track meet, creative leaving ceremonies for Grade 7 and graduation for Grade 12s.

Budget 2020-2021

- Postponed passing budget until June School Board meeting due to COVID-19 and as things are changing so quickly right now. Number of cuts due to lower international student enrollment, but District Leadership Team has done everything possible to mitigate the impact on the classroom and on the students . Some things postponed but very few changes for next year to classroom and school experience.

Current Enrollment - June

- Province wide, 60,000 students went back to school on Monday and estimated 60,000 to go back Tuesday, some districts have 20% enrollment, some districts 50+%, it varies by district. Things went very smoothly in our district yesterday, thank you to everyone who has attended, thank you and congratulations to teachers.

Look towards the Fall

- COVID-19 is not going away, vaccine some time away, social distancing measures will be continuing.
- Current scenarios for back to school in the fall by Ministry of Education (MoE) are predicted to be sliding between Stage 2 and 3 in the fall. Potentially Stage 1 (BC's 5 Stage Plan graphic attached)
 - Stage 3 is current stage for June: Voluntary return to in class instruction.
 - Grades K-5 students: 50% density target, 50% attendance in class instruction (about 2 days/wk), Grades 6-12: 20% density target, 20% attendance (about 1 day/wk)
 - Stage 2: Grades K-7: 100% density target, 100% attendance (5 days/wk), Grades 8-12: 40% density target, 40% attendance (2 days/wk); hybrid system with online and face to face learning, dependent on social distancing rules.
 - Stage 1 is ultimate goal, Grades K-12: full time return of all students to the classroom (“back to normal”)
- I encourage your children to attend some time this month, as it is very good for their mental health, and also to understand how the new protocols are working.
- Vulnerable students were another big reason for the big push to start again in June. There is the concern that if the most vulnerable learners didn't return soon for “face to face” time with teachers, they may never come back in the teenage years.
- Also looking at jurisdictions such as Denmark, New Zealand to see how it is going there.
- Will continue to build on what we are doing in our schools around those jurisdictions that have successfully reopened their schools.

Superintendent's Report – Chris Kennedy

Monday return to school

- Saw a lot of excitement from families, like “first day back to school” photos.
- Absolutely voluntary. Is a great experience though.
- We are one of the districts with a higher percentage of students returning.

Look towards Fall

The 5 Stages

- BC K-12 Education Restart Plan graphic
- Current Stage 3 for June

- April-May was Stage 4
- Essential workers' children, students with disabilities and diverse abilities, students who require additional supports, and vulnerable learners have been 5 days per week and will continue to be offered this (teachers' children are now under this umbrella too, as teachers are deemed essential workers)
- Movement and fluidity between Stage 2 and 3, will be dependent on school density
- All hoping for Stage 1 eventually

Hot lunch

Do not plan for September yet, hold off for now. If we are in Stage 1 or Stage 2, may see hot lunch programs start middle of October. If we are in stage 1 or 2, new additional health protocols vendors and volunteers need to follow, so September would be dedicated to setting this up and training.

Feedback

Invite parents to communicate with Chris, re: what has and hasn't worked for you since spring break. Request feedback. Will be communicating with parents next week regarding Asynchronous and Synchronous learning.

Looking Towards the Fall

Speakers: District Leadership Team: Liz Hill, Ian Kennedy, Diane Nelson

Presentation slides can be found: https://westvancouver.schools.ca/wp-content/uploads/sites/28/2020/06/dpac-june-summer-learning-and-synchronous_asynchronous_learning-.pdf

Synchronous/Asynchronous Instruction and Summer Learning – Ian Kennedy and Liz Hill

Synchronous vs Asynchronous Learning – Ian Kennedy

- Need to be fluid to move between Stages in BC's 5 Stage Plan.
- There have been many timetables/plans written up, which means there is flexibility in movement and planning from and between stages
- Synchronous vs. Asynchronous Learning (www.differencebetween.com)
 - Synchronous Learning definition: Learning that involves a group of students engaging in learning at the same time
 - Associated activities: conducting instant messaging, live chats, video conferencing for real time learning
 - Asynchronous Learning definition: A student-Centre's learning method using online resources to facilitate information outside the constraints of time and place among people
 - Associated activities: interacting with course management systems, communicating using email, posting in discussion forums and reading articles
- Both Synchronous and Asynchronous instruction require a degree of student independence or support (slide attached)
 - Effectiveness increases with relative independence, ie, the higher the grade, the more independence in learning
 - Factors affecting independence and learning:
 - Access to tech

- Support at home
 - Executive functioning
 - Skills and motivation
- The higher the grade level (ie, primary vs secondary grades), the more effective or independence students have and and more effective synchronous and asynchronous instruction can work
- Vulnerable learners do not do as well with synchronous and asynchronous learning due to the independence factor, among other factors
- High Level System Learning and Future Thinking
 - As a system, the province went from in-person instruction to emergency remote learning over Spring Break.
At WVS, we were fortunate to have school and district based expertise, district platforms and resources that allowed us to shift to remote (asynchronous) instruction with relative ease; however, this required capacity building and system learning while in a pandemic. At WVS, before jumping into synchronous instruction we needed to make sure it worked from a privacy perspective, that we had the skills and capacity and we had to acknowledge that real time does not mean better (just because it is there, does not mean we should necessarily use it).
As we look to next year, we will be fluid and responsive to the appropriate stages of learning and build district wide consistencies around blended learning.

The Summer School Example – Liz Hill

- This year’s summer learning provides us with a great opportunity to use different synchronous/asynchronous learning models
- Summer Learning 2020 – Overview
 - Summer school learning programs align with Stage 3 of MoE 5 Stage Plan and BC Public Health Guidelines
 - Grades K-5 will have 50% in-class instruction
 - Grades 6-12 will have 25% in-class instruction
 - If guidelines change prior to July 2nd, we will adjust accordingly
 - Registering for summer learning is a choice, and once registered, students will be expected to participate fully in the structure in place at the time.
 - To accommodate ratios – Grade 6 and 7 courses will take place at West Vancouver Secondary (previously scheduled to take place at Hollyburn and PJ)
 - Summer learning will operate using a blended learning approach combining in-person, remote synchronous instruction and asynchronous (remote) learning opportunities.
- Summer School – Secondary
 - Full credit vs. Preview course vs. Completion course schedule
 - Full credit and preview courses will be a combination of synchronous virtual lesson, face to face instruction and Asynchronous (remote) learning
 - Completion course will be in-person instruction
- Summer School – Elementary
 - Consistency and connection with teacher are very important at this level
 - Meets Stage 3 Ministry guidelines (K-5: 50% density, 6-7: 20-25% density)
 - Elementary K-5 and Elementary 6-7 schedule

- K-5: Group A and B, both in-person instruction (either early morning or late morning grouping) and asynchronous (remote) instruction
- 6-7: Group A, B, C, D. Group A & C alternate days in-person learning early morning. Group B & D alternate days in-person learning late morning. Both in-person and asynchronous (remote) instruction.

Future: Looking Towards the Fall – Ian Kennedy

- We have a number of plans that are working. Thinking of this as a province, not just as a school district. Collecting teacher, student and parent feedback. Have capacity and have run many different models that show we can be adaptive and fluid
- Sample Planning -Stage 2 Timetable 8-12
 - If Stage 2 in September:
 - Build a timetable to allow for 40% density and 2 days/week in person instruction
 - Synchronous and asynchronous timetable where students would have a daily schedule and required attendance (at home or in person)
 - Students at home and in school would likely receive same lesson in “real time” or all students would receive a virtual lesson, followed by grouped in person learning.
 - This year’s summer learning provides WVS with a great opportunity to use different synchronous/asynchronous models.

Planning for Academies – Diane Nelson

Update re amateur sports organizations

- With easing of restrictions, enabled WVS to move forward with a number of academies
- Keeping in mind that this is not a return to normal, but a new normal. Requires modifying behaviours, ensuring we are staying informed, applying protective measures and following public health advice.
- Currently, every organization must have a specific plan for implementing measures that they will maintain over the next 18 months in compliance with orders and guidance from the provincial health office.
- Via Sport has been tasked to develop A Return to Sport Guidelines document for BC. <https://www.viasport.ca/return-sport>
- Prior to restarting, all sports organizations and their clubs will have their Return to Sport Guidelines/Plans in place. WVS will “piggyback” onto these guidelines and ensure we are aligned as well based on our guidelines

5 Guiding Principles for Executing Academies

- 1. Personal hygiene – key piece
- 2. Stay home if you are are sick
- 3. Environmental hygiene, ie, frequent cleaning in high touch areas
- 4. Safe social interaction – working in small groups, maintaining physical distancing, looking at the size of location or facility or venue that students will be participating in
- 5. Physical modifications and movement within those spaces, ie, spacing within the venue and even busses, room design, plexiglass barriers,

Working with Adult Stakeholders (staff, coaches) and Students

Education Piece

Training and communication session for all adults (staff, teachers, contractors, coaches), protocols procedures and good practices to educate adults and students.

- Long term plan is to develop a digital module
- Similar to concussion awareness training that any coach or instructor must go through a training module before coaching students

How to ensure protocols, procedures and good practices happen (enforcement piece)

Teachers will be “safety officers”. Will ensure coaches and other adults working with students are doing what they are supposed to do regarding safety protocols, all proper procedures followed, etc.

Examples in and around academies

- Outdoors is better. Anticipate that this winter, will stay outside as much as possible.
- Points of access – designated drop off and pickup at facilities, manage flow of people to limit contact, directional limitation of space
- How long a training program should be? Recommendation between 60-90 minutes. Academies run 75 minutes, so within those recommended guidelines
- Equipment use: minimal equipment use. Most kids have their own equipment. Everyone to learn the hygienic practices to take of themselves, their own equipment and for communal/shared equipment.

The New Normal for Training Sessions

- Specific modifications will be made to many of our sports.
- For example, for team sports, focus will not be on teams but on drills and training exercises, small groups with 1 instructor, non contact skills training, no games or defending type skills.

Examples of what is happening with academies:

Robotics – 3 classrooms, teams of 2 students, will no longer have both students scheduled together, will be one student day 1, other student day 2, to ensure they are not working side by side in close quarters. Equipment restrictions (each student will have their own kit, no communal set of extra tools), no migration of students regarding movement from room to room instead teacher will broadcast information on monitors in the other 2 classrooms, dividers or separators at tables

Fencing- we are partners with these stakeholders. They will be working this spring and summer with independent individuals before September start of academy. Return to sport plans include students having their own equipment, no non essential items will be left lying around(ex, no borrowing foils or masks), outside cleaning companies to come each evening to do deep clean, no food or snacks in facilities

Field hockey and soccer-down at Rutledge field at Ambleside together this year. Both club teams will have similar return to sport plans, those plans will be somewhat similar, so that students, staff and parents will start to get a sense of what those common processes are.

Wrap Up From District Learning Team - Chris

- Level of complexities that WVS are dealing with at this time and the seriousness we are taking regarding all of this.
- Comment about Q&A: broad questions, have answered through Q&A function. If questions are student specific please contact your principal.

Q&A

#	Question	Answer(s)	
1	Can you elaborate on the budget cuts that the district is looking at for the 20-21 year?	The largest impact will be on our secondary schools - that is where most of the reductions are in the number of international students. We will have fewer students, thus less funding. We are looking to reduce supply accounts to all schools and make reductions in professional development. We have also had some cost savings this spring - for examples in busing and TTOC costs that can be applied to next year's budget shortfall.	
2	If in the fall we will be in Stage 2, will returning to school be mandatory or voluntarily?	We don't have this answer yet. This would be a decision of both health and the Ministry of Education. As of now there is nothing firm in the plan from the Ministry as to whether it would be mandatory or voluntary	Ok, thank you.
3	Does that mean to cafeteria services in high school too?	We are not sure yet on the cafeteria answer. As of now we are not offering cafeteria services. Our provider is working through health protocols so they could open with limited numbers and social distancing. If we are still limited to gatherings of no more than 50 this would impact how we organized cafeterias.	
4	Shouldn't remote learners get exactly the same level/quantity/quality of education that in-class learners are receiving? They are not currently and this is not equitable.	The specifics of an individual situation are best answered by the classroom teacher and / or principal. In general, students in elementary school are supplied with a weekly plan. For those students who choose to attend, they are supported in-person, while the remaining students are supported online. Since classroom teachers are providing in-class instruction up to 4 days a week at elementary - they will not have the same time to be providing support to those learners at home. But I ask for patience, we are only 3 days into this. In addition, for those on remote learning (and really all learners) we are providing additional activities - for example through our district website, and I think Cari Wilson, has, or will be sharing activities to our	On Monday morning all elementary students received an email outlining additional learning opportunities in the areas of literacy, numeracy and STEAM. These learning opportunities were designed to provide extensions for students who are not attending in-class instruction, although all students can access them. This will be updated weekly.

		primary students. Please follow-up with your teacher / principal around your specific questions of your own situation.	
5	Summer School - The blended learning approach may not work for all families. i.e. face to face instruction. Is there no option for students to be able to do summer school completely remotely? What happens we go back to stage Stage 4 during this time?	Summer Learning is an optional program and students attending are expected to engage in the model provided. We recognize that the structure may not work for all families but we have done our best to meet the Ministry guidelines as well as provide a structure that allows us to meet the learning needs of students, as well as course requirements. Summer Learning will continue to be responsive and if necessary will make the adjustments to be in stage 4.	I would add that if a family was looking for a 100% remote summer learning option they would be best to look at various DL options in BC - more information would be available from a school counsellor
6	RE: Summer learning - did West Van Schools consider using one of the locations in the Western area (such as Gleneagles, Caufeild, or West Bay). Some families might be driving 15-25 minutes each way for 90 minutes of in person instruction. (Fine for a once a week class - tricky for daily program.)	Summer Learning locations were identified well in advance. We need to work around summer facilities work and many other factors. It was not possible to add or change sites at this point in time.	
7	For Elementary Summer School what does the remote learning piece look like? Is it instruction or is it back to Freshgrade and Google Classroom and children working on their own pieces with parent supervision.	Remote learning will be asynchronous for elementary school and will vary depending on the course, the grade of the student and the teacher. As students will hopefully be attending everyday, many learning opportunities will be provided directly to students. The Google Classroom will also be an online tool that teachers will use to communicate learning.	
	Followup to Question 7 (above): Thank you, so the online learning piece for grade 3 or 5 will not be online instruction by a teacher, it will be assignments they have to work on by themselves and turn in every day?	Yes. Students will be expected to in the remote learning opportunities every day but when they do this will be flexible.	
8	then would you consider offering the outdoor academy to younger grades?	We have not contemplated an outdoor academy for younger grades, but are and will be offering additional supports for teachers looking to engage in place based learning outside. We want all our students and teachers taking kids outside more.	For a resource for teachers and families - I really like the work of Megan Zeni at the elementary level: https://meganzeni.com/playful-learning-outdoors-in-june/
9	Are yo reconsidering reopening the kickboxing academy?	We will not be running the kickboxing academy next year - we did not have enough enrolment (I suspect that COVID played a part in this).	

10 Is the basketball academy going ahead next year? thanks	Yes	
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General Meeting Adjourned

Annual General Meeting

Adoption of June 2019 Minutes: Lisa and Bernadette

Approval of June 2019 Minutes: June minutes approved

Chair’s Annual Report – Kelly Richter

When I sat down to write my notes for the DPAC year in review, it made me think beyond just the unprecedented and challenging times that we are all experiencing, but also how this year seems to have a line drawn through it at roughly March 13th.

Prior to that date, we were focussed on fostering greater interaction between the PACs through the coffee and dialogue sessions at the end of our meetings and exploring other channels for communication. These helped to further develop best practices and enhance networking within our group.

Meeting topics and special presentations this year have included:

- PAC 101
- Treasurer’s Meeting
- Trustee Liaison Meeting featuring Technology Use in Schools
- PAC Web Training Session
- Indigenous Education in West Vancouver Schools
- Results from 2018 BC Adolescent Health Survey
- Student Assessment
- All things MATH!
- Physical Literacy presentation by Dr. Dean Kriellaars

Before Spring Break, our team were actively working on our annual Parent Education event – a screening of Like at Kay Meek Centre in April. We were also working on a Community Grant application to support a planned Parent Dinner & Dialogue event for the fall, geared toward improving understanding of Indigenous Education and how it is woven throughout the curriculum.

And that brings us to March 13 and the start of spring break. We were all looking forward to a relaxing period before the start of the busy third term.

As COVID-19 became a pandemic and health policies were implemented to flatten the curve, in-person classes were suspended. We watched as school district leaders worked through spring break to put a comprehensive remote learning plan in place for our students, and our lives shifted to adjust to this new reality.

Just as teachers and students found new ways of learning, PAC leaders found new and innovative ways to support our school communities through online meetings, acknowledging the amazing staff at our schools, and working together to solve problems and support one another.

As our physical contacts got fewer and fewer, our online communications exploded. I want to acknowledge all of the hard work that everyone is doing to keep our communities connected and healthy.

Many of our plans have changed; we postponed the Parent Ed event, and backed away from the Community Grant funding opportunity to ensure that any grant money was available to support the West Van Community COVID-19 response. The DPAC team will continue to plan for these larger events once it has been determined that it is safe to do so by the Provincial Health Authority.

Looking forward to Fall

Looking forward to next year, we will be holding our regular DPAC General Meetings on the first Wednesday of each month – and if we are not able to meet in person we will continue online.

In closing, a few reminders:

- As new PAC executives are being elected either at the end of this year or the start of next, please be sure to send in your new executive contact information so that we can ensure that we are able to communicate about events and updates to all of the PAC teams. Please email the new contact info to dpac@wvschools.ca
- Gaming grant applications are due by June 30th. More information can be found at: <https://www2.gov.bc.ca/gov/content/sports-culture/gambling-fundraising/gaming-grants/pac-dpac-grants>

Thank you

Our DPAC team would like to acknowledge the time and efforts of the District Leadership team and Trustees, who have attended meetings, fielded questions, and provided leadership during this challenging time. We especially thank Liz Hill and Ian Kennedy, who have been presenters at pretty much every DPAC meeting this year. I know I remember assessment much better through the process of trying to learn how to juggle.

We also thank the school board staff who are always so helpful to the DPAC and parents in general. A special thank you to Tricia Buckley and Sharon Pierce for everything they do to help us with communications and organization.

And a very special thank you to both Chris Kennedy and Carolyn Broady, for attending all of our meetings, answering our many questions and providing us with input into what is happening in our school district and the province as a whole. Their expertise has been invaluable and we are fortunate to share the collaborative and positive relationship that we do within this district.

Finally, I personally would like to thank our 2019-2020 executive for their commitment and dedication:

Kyra Smiljanic, Tanya Mah, Christina Argyros, Danielle Katerberg, Abbie Milavsky, Monica Scoles, Nina Cheema, Linda Gour and Cora MacDonald.

Two members of our current executive will not be returning next year.

- Cora MacDonald – thank you for your time; we have appreciated your voice in advocating for students.

Abbie Milavsky

We thank Abbie Milavsky for her many years of leadership and support. With her last child graduating from West Vancouver Secondary this year, she is stepping down from the executive.

Abbie joined DPAC in 2011, and over the past nine years she has held a few positions – most notably Vice Chair and then Chair for a three-year term. She very generously stayed on as part of the executive team and has provided us with a wealth of experience. Abbie has the ability to see a situation from many sides, and always provides a level response. She is able to calmly handle situations that may be controversial or challenging.

She has participated on many committees over the years, has been a trusted voice to many of us, and has given her time and expertise freely and with a smile on her face.

I know that from personal experience it is very difficult to say no to Abbie, she is a great motivator and she will be missed by all of us next year. Thank you Abbie!

Treasurer's Annual Report – Christina Argyros

- Good morning everyone.
- Review of spending in the 2019-2020 year.
- Our bank balances as at May 1st on our gaming account was \$1645.82, and with uncleared cheques still to go through, our closing balance will be \$743.99
- Our balance on our general account as at May 25th was \$9 956.71, with and uncleared cheque still to be banked, our closing balance will be \$9706.71
- For additional information regarding AGM budget information, please contact DPAC executive.

Adoption of 2020-2021 Preliminary Budget:

Moving on to our preliminary budget for 2020/2021. This assumes that we will resume our normal operations in September, but as the COVID crisis evolves, we will be able to make amendments to this budget in the fall, and will be addressed and passed in our October meeting.

We have budgeted in receiving our gaming grant of \$2500. Please note that the information we received from the BCCPAC is to apply as per usual for your gaming grants and that deadline for this is June 30th. We are encouraged to spend our funds, if you still have a balance leftover, but this should not stop you

from applying for the next year grant. Please also refer to the news and updates section on the gaming grant website, dated April 3rd for more information.
We will post the link to this page in our minutes.

For specific information or questions regarding budget, please contact DPAC executive.

Motion to adopt Preliminary Budget 2020-2020: Tanja and Lisa, passed.

Election of 2020-2021 Officers and Directors – Abbie Milavsky

Election of DPAC Executive

Abbie Milavsky: Elections Officer

Nominated DPAC Positions:

Chair: Kelly Richter

Vice Chair: Kyra Smiljanic

Secretary:

Treasurer: Kelly Kerklaan

Directors: Christina Argyros, Tanya Mah, Danielle Katerberg, Monica Scoles, Nina Cheema, Linda Gour

Election of Officers

No nominations from the floor.

Confirmation of DPAC Officers 2020-2021

Election of Directors

No nominations from the floor.

Confirmation of DPAC Directors 2020-2021

Chair	Kelly Richter
Vice Chair	Kyra Smiljanic
Secretary	
Treasurer	Kelly Kerklaan
Member-at-Large	Christina Argyros
Member-at-Large	Tanya Mah
Member-at-Large	Danielle Katerberg
Member-at-Large	Monica Scoles
Member-at-Large	Nina Cheema
Member-at-Large	Linda Gour

As we are required to have the Chair, Treasurer and Secretary positions filled, and DPAC has not received a nomination for Secretary, DPAC executive members will alternate through this position until a Secretary is in place. If anyone is interested in learning more about this position or the DPAC executive, please contact Kelly (dpac@wvschools.ca).

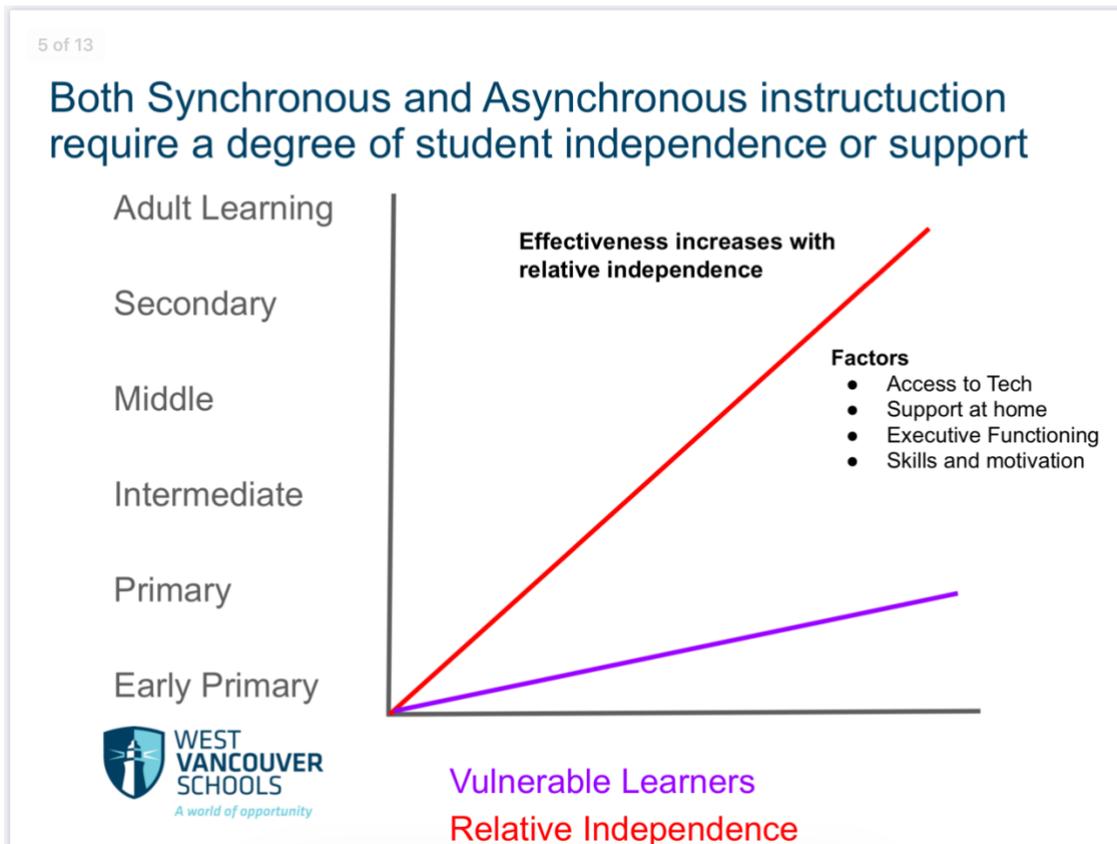
Adjournment: 10:53am

Have a great summer everyone!

BC Ministry of Education K-12 Education Restart Plan

STAGE 1 SCHOOL DENSITY TARGETS 100%	STAGE 2 SCHOOL DENSITY TARGETS K-7: 100% Grade 8-12: 40%	STAGE 3 SCHOOL DENSITY TARGETS K-5: 50% Gr. 6-12: 20%	STAGE 4 SCHOOL DENSITY TARGETS K-12: 20%	STAGE 5 SCHOOL DENSITY TARGETS K-12: 0%
<p>In-class instruction:</p> <p>K-12: 5 day per week</p>	<p>In-class instruction:</p> <p>K-7: 5 days per week</p> <p>Grade 8-12: 2 days per week</p> <p>-----</p> <p>5 days per week available for:</p> <ul style="list-style-type: none"> ✓ Children of essential service workers ✓ Students with disabilities/ diverse abilities ✓ Students who require additional supports <p>-----</p> <p>Remote/online instruction:</p> <p>Balance of learning</p>	<p>In-class instruction:</p> <p>K-5: 2 to 3 days per week</p> <p>Gr. 6-7: 1 day per week</p> <p>Gr 8-12: 1 day per week</p> <p>-----</p> <p>5 days per week available for:</p> <ul style="list-style-type: none"> ✓ Children of essential service workers ✓ Students with disabilities/ diverse abilities ✓ Students who require additional supports <p>-----</p> <p>Remote/online instruction:</p> <p>Parent/Guardian choice to return to in-class instruction optional</p> <p>Balance of learning</p>	<p>In-class instruction:</p> <p>K-12: Limited</p> <p>-----</p> <p>5 days per week available for:</p> <ul style="list-style-type: none"> ✓ Children of essential service workers ✓ Students with disabilities/ diverse abilities ✓ Students who require additional supports <p>-----</p> <p>Remote/online instruction:</p> <p>K-12: Majority of all students</p>	<p>In-class instruction:</p> <p>K-12: None</p> <p>-----</p> <p>Suspend all in-class instruction for all grades and students</p> <p>-----</p> <p>Remote/online instruction:</p> <p>K-12: All Students</p>

Source: <https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/k-12-education-restart-plan.pdf>



Source: Liz Hill and Ian Kennedy, District Leadership Team, WVS Presentation to DPAC June 3, 2020