



Invest In Our Children
They Are Our Future!

DPAC General Meeting
District 39

Date: November 23, 2017

Time: 19:00 - 21:00

Location: Room 180
Vancouver School Board

GENERAL MEETING MINUTES

Chair: Rob Peregoodoff
Executive: Shaun Kalley (Vice-chair), Amanda Hillis (Secretary), Crystal Smith (Treasurer), Erin Arnold, Stephen Filbey, May Ke, Anne Montgomery
Minute Taker: Kim Trehan

Official PAC Representatives: _____

Shaun Kalley (Charles Dickens)	Paula Temrick (Maple Grove)
Alex Dow (Dr Annie B Jamieson)	Ian McDonald (Nootka)
Greg Lemkin (Dr RE McKechnie)	Rachel Wu (Norma Rose Point)
Nina Lakhani (Ecole Jules Quesnel)	Amanda Hillis (Queen Alexandra)
David Schaub (False Creek)	Leanna Warman (Queen Elizabeth)
Erin Arnold (General Gordon)	CJ Harmer (Queen Mary)
Alan Patola Moosmann (Henry Hudson)	Anne Montgomery (Sir Charles Tupper)
Shauna Cook (John Norquay)	Carrie Siggins (Sir James Douglas)
Megan Taylor (L'Ecole Bilingue)	Anna Chui (Sir Wilfrid Laurier)
Stephen Filby (Lord Beaconsfield)	Gord Lau (Trafalgar)
Erin Bartlett (Lord Byng)	Corine Willems (Tyee)
Katie Bedford (Lord Selkirk)	Crystal Smith (Xpey' Elementary)

Attendees:

Bindy Kang-Dhillon (David Livingstone), Vivian Au (Edith Cavell), Promita Abraham (General Gordon), Sheila Kirkby (General Gordon), Aisha Keyani (Henry Hudson), Tanya Noble (Killarney), Sonya Senail (Killarney), Celena Benndorf (L'Ecole Bilingue), Bree Cropper (Lord Beaconsfield), Vicky Aneliunas (Lord Byng/Queen Mary), Skye Richards (Magee), Julie Wang (Norma Rose Point), Sharon Yu (Norma Rose Point), Caroline Liang (Prince of Wales), Sophia Zhang (Prince of Wales), Fan Liang (Renfrew), Jin Malm (Sir James Douglas), Tenny Chui (Sir Wilfrid Laurier), Roy Park (William Van Horne)

Observers:

Lisa Dominato (VSB Trustee liaison to DPAC), Christopher Richardson, Ralph Fraatz

Meeting called to order at 7:20 p.m. following technical difficulties

1. Standing Items

1.1. Welcome, Acknowledgement

1.2. Roundtable Introductions - skipped due to time constraints

1.3. Identification of Official PAC Reps

- 23 PACs with official representatives. All given voting clickers.

1.4. Call for Quorum

1.5. Approval of Agenda

- **Motion to accept agenda as presented made by Anne (Tupper) and seconded by Shauna (Norquay). Motion passed.**

1.6. Approval of October 26, 2017 Minutes

- **Motion to accept minutes as presented made by Alan (Hudson) and seconded by Gregory (McKechnie). Motion passed.**

2. Old Business

2.1. Report on issues raised at last general meeting (attached)

2.2. Seismic Motion (revised)

- Rob presents revised seismic motion.

Vancouver School Board District Parent Advisory Council requests that the Vancouver School Board and associated partners (Ministry of Education, City of Vancouver) expedite the Seismic Mitigation Program (SMP) with a return to a 2025 deadline instead of the amended 2030 deadline. To assist in achieving this target, DPAC urges the following prioritization:

1. Speed -> all parents, children, and staff need to know there is progress towards all schools meeting the minimum safe designations for a significant seismic event. We urge all partners to allocate the required funding and expertise to deliberately and transparently work towards this deadline
2. Resources -> DPAC recognizes that we have to work within a limited resource envelope so we urge fiscal prudence in allocating expenditures that meet SMP standards for the greatest number of schools within the shortest possible timeframe
3. Function and form -> unless there is conflict with priorities 1. and 2., DPAC does support the preservation of heritage facilities and schools as neighborhood hubs where possible. We urge each relevant parent group, through their local PAC, begin the process of establishing a consensus position now.

- **Motion to accept Seismic Motion as presented made by Stephen (Beaconsfield) and seconded by Erin (Lord Byng). Motion passed unanimously. (SMP Polling Results attached)**

3. New Business

3.1. New Business/Questions/Issues

- Parent raises concern regarding a lack of substitutes (TTOC - Teachers Teaching on Call).
- Introduction of Lisa Dominato, VSB Trustee liaison to DPAC
- Reminder to PACs that an email nomination ratification was sent out recently and needs to be completed by December 13. Possibility to complete on-site this evening after meeting.

3.2. Close formal meeting

- **Motion to close formal meeting made by Ian (Nootka) and seconded by Alex (Jamieson). Motion passed.**

3.3. Presentation - New Student Reporting Model

- [Link to presentations](#)
- Questions and answers (attached)



Date: November 23, 2017

Responses to questions raised by parents at the October 26, 2017 General Meeting:

1. How much say do PACs have in spending of GST rebates received by schools for materials bought by PACs.

- The following was supplied by VSB: The School District makes the purchase and the PAC reimburses the School District, with the GST reimbursement already factored in. When VSB makes the purchase the GST is set up as a receivable for VSB and the PAC is charged with the net amount only. The example below was provided by VSB Finance Department.

⇒ *For any purchase paid by VSB Finance the amount charged to a budget is net of the GST rebate. In the example below the invoice total is \$105 but only \$101.60 is charged to a budget (the difference of \$3.40 is the rebateable portion of GST and is recorded as a receivable). When we hold PAC funds in trust for a playground project PAC funds are charged \$101.60 not \$105, so there is no rebate to return to the PAC.*

	Cost of item	GST	Total
Per invoice	100.00	5.00	105.00
Per GL	100.00	1.60	101.60

2. Impact on CASL on teachers obtaining parent/guardian contact information from MyEdBC

- Current impression is this is a relevant use of MyEdBC data.
- VSB's Senior Management Team is looking into further.

3. The need to share personal health numbers on field trip forms (secondary school) when the schools have the numbers on file (security)

- Current impression is this is a relevant use of MyEdBC data.
- VSB's Senior Management Team is looking into further.

4. Understanding gaming fund spending regulations and reporting

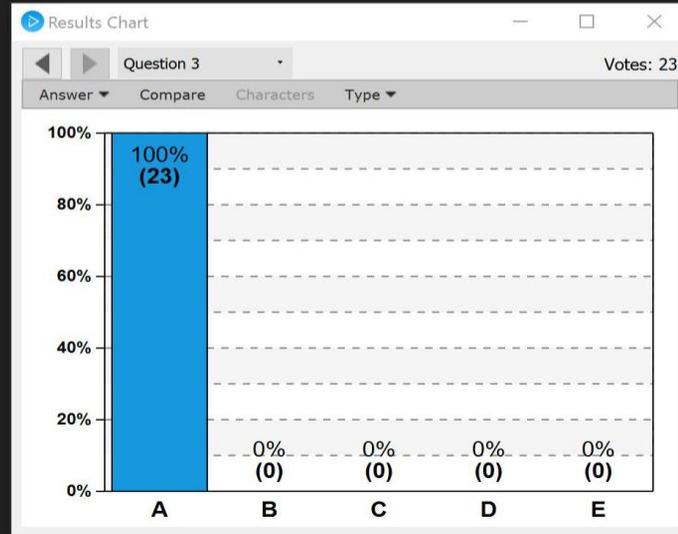
- Suggestion made on October 26th meeting: PACs bring their forms to DPAC to help fill out.
- Suggestion: PAC Treasurers/ex-treasurers who are willing to help other PACs by being a 'Gaming Grant mentor' could let DPAC know. When a PAC has a question, DPAC will connect them with a mentor.

Call for Vote

On the Seismic Mitigation Program motion as tabled, my school votes:

- A. Yes
- B. No
- C. Abstain
- D. Spoiled vote
- E. Spoiled vote

Multiple Choice





Questions submitted by attendees of DPAC's November 23, 2017 workshop "Student Reporting Models"

VS: How does the sliding scale report (beginning – extending) help students to be confident to apply concept of individualized learning if the perceived goal for all is the same? (i.e. towards extending)

While the category names are the same, we know that each of the terms used means different things for each child. For example, whereas letter grades are strictly tied to percentages (i.e. an A is 86%), the definitions for each category (see below) will ensure that the teacher's assessment of the student's ability will be based on his or her knowledge of the individual child in that particular subject area. We believe that this is also more easily understood by students than perhaps percentages and letter grades, particularly at the elementary levels.

Beginning – "I'm just getting started." "I learn best with help."

Developing – "I'm getting there" "I am beginning to do more and more on my own."

Applying – "I get it." "I can do it on my own."

Extending – "I get it and go beyond what is expected of me." "I can teach it to a friend."

(Nancy Brennan, Associate Superintendent, Vancouver School District)

VS/MoE: Will the new reporting model be more helpful in guiding students with their post-secondary education?

The new reporting order is currently in place for grades K-9 only. The assessment practices in the new curriculum are intended to provide students with an understanding of how to use criteria and feedback to enhance their learning. It is also intended to help them set goals for future learning. Most of all, communicating student learning is intended to ensure students are full participants in their learning.

We are still working with the post secondary institutions (PSI) to ensure that our students' K-12 learning experiences are understood and supported. The reporting order for 10-12 will be revised to align with the new curriculum and core competencies once the curricular drafts are completed and the discussions with the post secondaries are completed.

What we are learning in our discussions with the PSI is they want students with thinking, communication and personal/social awareness and responsibility competencies. They want students with the capacity to learn and adapt in a variety situations, and value the direction that our new curriculum is heading in.

In conclusion, the goal of our new curriculum and communicating student learning practices is to ensure that students have the competencies to be successful at whatever they choose to focus on after graduating from school. (Lynn Archer Richmond A. Superintendent and Ministry Consultant)

VSF/VTF: How will the new reporting model impact teachers workload, i.e. Have you received pushback/resistance? Or is it being received positively?

As we are still in the initial phases of the pilot project, we are only beginning to receive feedback from the teacher currently using the new model. To date, most of the comments have been extremely positive. Teachers are able to provide “real time” suggestions through group meetings, visits to schools and questions that are emailed directly to the district staff who are working on the pilot. In this way, we are able to incorporate their suggestions for change and help them to navigate through any possible issues and concerns. (Nancy Brennan, Associate Superintendent, Vancouver School District)

We have not heard as of yet any specific issues from Secondary teachers in Vancouver. Here is the BCTF document with the results of a survey from teachers across the Province - <http://bctf.ca/uploadedFiles/Public/ContactUs/Research/DigitalReportingToolsRApres.pdf>. The VSB has been clear that they do not want to create a model that will be onerous for teachers and teachers in Vancouver are working with the Board to develop the new model. (Katharine Shipley, VSTA President)

UBC: What is the proportion of domestic students to world being accepted now compared to 1997? How do you account for a qualitative personal profile that was aided by a professional editor?

In 1996, roughly 8% of UBC’s new student intake on the Vancouver campus comprised of students studying on a student visa. This past year, the proportion was 31%. As for the personal profile, in the application process, applicants sign off that the information they are submitting represents their own original ideas and work. Submitting a personal profile that has been written or heavily influenced by someone else is tantamount to plagiarism and results in the immediate cancellation of the application. Although it is difficult to police such behaviour, UBC does take some measures, such as comparing writing in the personal profile with the student's English grades and verification of the originality of data via an online database of university admissions essays.

VSF: Reporting of communication – would be useful to have before the end of the school year for evaluation.

Thank you for the suggestion. We will be seeking parent feedback throughout the year and will look to incorporate these idea in the final model that will hopefully be in place for the 2018-2019 school year. (Nancy Brennan, Associate Superintendent, Vancouver School District)

VSF: Pilot – if end of pilot is at end of June how will feedback from parents at year end be considered?

There will be several opportunities throughout the year for parents to have input. District staff will be receiving feedback both at the individual school level with PACs who would be willing to meet with us to discuss the pilot project, as well as through online parent surveys and a larger Parent Focus Group which will be planned for shortly after the mid-term written reports have been sent home. (Nancy Brennan, Associate Superintendent, Vancouver School District)

VSB/VTF: What about teachers who don't want to take the time for communicating outside of "formal" reports. What options do parents have to get more feedback? (in my own experience, there have been a number of teachers who don't communicate even when asked)

If you have a concern with a teacher, the VSB policy clearly outlines the steps to take - <http://www.vsb.bc.ca/sites/default/files/conflict-resolution.pdf>. (Katharine Shipley, VSTA President)

VSB: What about ESL families and those who don't feel they can speak up? What will encourage them to ask for better communication?

As is the case with our current methods of reporting, District staff such as Multicultural Workers or other support staff such as Aboriginal Support Workers are available to assist those families who may not be familiar or comfortable with school and district procedures, policies, and documents. Translations explaining the 4 categories on the new CSL template (beginning, developing, applying, extending) will also be available in multiple languages and we are exploring the possibility of creating electronic links that would allow the text in the template to be translated (i.e. Google translate). (Nancy Brennan, Associate Superintendent, Vancouver School District)

VSB: Why can't it be a combination of comments and grades?

As stated in the first response, "the assessment practices in the new curriculum are intended to provide students with an understanding of how to use criteria and feedback to enhance their learning. It is also intended to help them set goals for future learning. Most of all, communicating student learning is intended to ensure students are full participants in their learning." We believe that the new format will help students to better understand their learning strengths and areas requiring further support. Having said that, the Ministry Reporting Order states that parents are able to request letter grades from their child's teacher if they feel that this information is important.

At the present time, this is a pilot project and we will be considering all feedback from teachers, parents and students. That feedback may indicate that we need to implement a different model than we are currently proposing. (Nancy Brennan, Associate Superintendent, Vancouver School District)

VSB: Feedback about reporting – want feedback prior to January to ensure ability to help child.

Thank you for your feedback. While a written report will not be provided to parents before January, it is assumed that teachers will be providing ongoing assessment feedback to parents in a variety of other ways (interviews, phone calls, emails, electronic portfolios) all throughout the school year, beginning well before the written report is received. This is not different from current expectations that parents be made aware of any concerns in a timely manner. If you have not received any such information from your child's teacher, we encourage you to speak to them directly and request more information. (Nancy Brennan, Associate Superintendent, Vancouver School District)

Questions asked by attendees during DPAC's November 23, 2017 workshop "Student Reporting Models"

VS: Access to internet for lower income parents.

Not mandating any of this is digital. Teachers know their communities so won't create false barriers.

VS: There isn't an effective way to tell VSB which teachers aren't teaching in an effective way/aren't buying in.

There is a process when parents have concerns. First to talk to teacher and then to school administrator. There are district policies and are parts of collective agreements that deal with this.

It is a pilot so lots of teachers are not currently engaged in it. Change is more uncomfortable to some than others.

VS: How will the pilot program impact acceptance into mini-schools?

Mini-schools have been told not to expect Nov/Dec report cards from pilot schools. There are other ways to get assessments.

VS: Who were the drivers on changing the reporting model?

The redesigned curriculum didn't match the current methods. There was also encouragement from Ministry and conversations with stakeholders including parents about what they find most valid/meaningful.