



DPAC MEETING MINUTES FOR OCTOBER 25TH, 2018

Held at the Chilliwack School District Office

Members Present:	Diane Braun Michelle McGrath Jessica Clarke Jamie Benton Christine Goodman	DPAC Chair DPAC Vice Chair & Acting Secretary DPAC Treasurer DPAC BCCPAC Rep DPAC Member at Large & CSSS DPAC Rep
	Angela Turner Mallory Tomlinson Debbie Milne Serene Mumford Jamie Fitzpatrick Trina Venier Sharon Proulx Tai Weatherhead Bonnie Pankratz Roop Virk Karen Layte	DPAC Rep Cultus Lake Elementary DPAC Rep Robertson Elementary DPAC Rep Evans Elementary DPAC Rep FG Leary DPAC Rep McCammon DPAC Rep GW Graham DPAC Rep Central EI & Chilliwack Middle DPAC Rep Cheam EI & Vedder Middle DPAC Rep Greendale Elementary DPAC Rep Little Mountain Elementary DPAC Rep Tyson Elementary
	Emma Bates	Student Rep Sardis Secondary
Trustee Liaison:	Sylvia Dyck	School District 33

- **CALL TO ORDER – School District Office**

- **1.1 Called to Order**

- Diane Braun, Chair, welcomed those present and called the meeting to order.
 - Quorum of 5 voting members met with 14 DPAC Members Present. Majority will be 8 votes.
 - Called to order 7:05 PM

- **1.2 Adoption of the Agenda**

- Changes to the Agenda, Next Board Meeting November 13th, 2018 and Next DPAC Meeting will be November 29th, 2018.
 - Agenda adopted with changes above unanimously.

- **1.3 Approval of the Minutes**

- **MOVED** by Christine that the minutes be adopted as circulated. 2nd Mallory.
CARRIED



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2.0 SPECIAL PRESENTATION – Kirk Savage, Director of Instruction, Angela Utley and Janine McCurdy, principals – Student Learning and the K-5 Reporting Changes

- Rational for reporting without letter grades for grades 4 & 5. A twelve-minute video was presented explaining the rational for the shift in curriculum and reporting using assessment literacy. (BCCurriculum.com)
- We are building stronger relationships with students. They have an opportunity to self assess. Students will take part in their own learning journey by setting goals for their learning path.
- Support of letter grades – percentages are a familiar measure, motivating for students, post secondary scholarships may not recognise reporting that does not contain letter grades.
- Concerns with letter grades – lack of consistency with grading, student who are successful may not be as motivated to set goals to get better once they achieve an “A”.
- Several school’s districts in BC are already not using letter grades and haven’t been for years. Surrey, Vancouver, Maple Ride, Coquitlam, Kelowna. (To name a few)
- Report cards in K-5 will be moving away from letter grades. However, a parent may request a letter grade for grades 4 to 5 if they prefer this method of assessment and the teachers will provide it.
- We currently have 3 formal reporting periods in our district but several districts that have used this model for a few years now have reduced this to 2 formal reporting periods with more frequent informal communication with students and parents.
- See School District 33 Handout images at end of the minutes.

3.0 REPORTS

3.1 Trustee Report

- Sylvia Dyck wished us well moving forward. She is our active Trustee until November 13th, 2018.
- Asked us to give the board time to settle in as they are new and will need time to learn.
- Advised DPAC to advise the new board as that is our role.
- Encouraged parents to attend council meetings regarding parking issues. Firstly, at Evans Elementary and now East Chilliwack. A parent voice needs to be heard at these meetings.



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3.2 Committee Report – CYC Committee

- City Life had programs running in 4 elementary schools, but now launching some middle school programs.
- YMCA Opening in January – Encourages youth to look on Craig's List & Website if interested in job opportunities.
- Guest Speaker: Matthew Kalssen, Services to Adults with disabilities (STADD) and navigation services.
- Agency Update from Mark Klassen, continuing to work with the RCMP. Met with youth they are finding in the community that are drinking & causing damage. (Encourage parents to look to the DPAC FB page for postings of parenting workshops being offered in the community specifically for this target age group)
- David Manuel – Discussed a bit of the disruption to staffing while waiting for the Sept 30th final student head count to come in. Again, brought up the mental health literacy training being provided to 60 teachers.

3.3 Committee Report – Special Needs Advisory Committee

- No new updates

3.4 Committee Report – CHC Committee

- Minutes to the CHC Meetings are available on their website.
<http://www.chilliwackhealthiercommunity.ca/>
- Watch for updates from Projects of the Heart presentations facilitated by BCTF. There will be two a year 2019-2021. These will cover 6 different topics surrounding aboriginal education.

3.5 BCCPAC Education Access Advocacy Conference – Sarah Bruniski

- DPAC sent Sara Bruniski to this workshop and she said there was huge value in it.
- The purpose of this is to help parents advocate at a systemic level.
- There were 5 separate sessions. BC People First (advocacy group for individuals with special needs), IEPS & Language (Susan Perrault) EMBRACING A STRENGTH BASED LIFE.

3.6 Treasurers Report

- Gaming Balance: \$4,929.97
- General Balance: \$1,322.77

3.7 BCCPAC Report

- Quite a number of schools have now been signed up for BCCPAC Memberships, we are working through this. If your school has an active DPAC Representative and you



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have paid your membership fees please submit proof of payment to Jessica for reimbursement.

- Former BCCPAC Chair, Jen Mezei was elected to the Burnaby School Board as a Trustee on October 20th
- Diane Braun and Michelle McGrath will be attending the DPAC Summit November 1st – 3rd, 2018.

3.8 CHAIRS Report – Diane Braun

- **ELECTIONS:** Over 24,000 people voted in the recent election. The successful Trustee Candidates were Dan Coulter, Barry Neufeld, Willow Reichelt, Heather Maahs, David Swankey, Jared Mumford and Darrell Furgason. There has been lots of questions as to how we proceed and I first need to say that we need to respect the system that we have in place. If we are asking the Board to respect DPAC as the parent voice for Chilliwack we need to be mindful that this is the Board that the people of Chilliwack has voted in and we need to try to find a way to work together.
- **FACEBOOK PAGE:** Just a reminder to everyone that the DPAC page has been left open for posting and commenting but discussions need to remain respectful. We need to respect the fact that people have different views. DPAC does not wish to alienate any parents or risk losing credibility in our collective voice.
- If PACs have concerns about specific Trustees visiting their schools or GSA clubs, they need to be speaking about these concerns at their PAC meetings and get a consensus on how to move forward.
- Throughout the campaigning period many candidates expressed they support increased parent involvement. This being said DPAC is only legislated voice to speak on behalf of parents at the district level. We only know what is happening at your schools if you have a current DPAC Rep. We need to ensure all schools are dialed in and engaged. If your school does not have a DPAC Rep put this on the Agenda for your next PAC Meeting.

4 UNFINISHED BUSINESS

4.1 DPAC Executive Vacant Positions

- We presently have TWO vacant positions on the DPAC Executive. The positions of Secretary & DPAC Member at Large. Our C&B restricts us in terms of filling these positions. We are only able to appoint an existing DPAC Rep. In order to have these positions open to everyone the DPAC Executive has opted to hold an election to fill these positions. Nomination forms will be posted to the Facebook page. The nomination period will be open until November 12th. Nominated candidates will be posted to our Facebook Page.
- We are also looking for parent representatives for parent committees. Please email dpac@sd33.bc.ca. Policy Committees, Playgrounds, Parent Presenters to go to PAC meetings and increase DPAC membership, planning of DPAC Events and Presentations are all areas that we could use more representation.



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4.2 Constitution and Bylaw proposed changes for Adoption this meeting:

- THAT "External Representatives" is added to section 8 title.
1st Jamie, 2nd Roop MOTION CARRIED
- THAT the third paragraph in Section 1 be replaced with the paragraphs circulated which read, "The business of DPAC will be unbiased in respect of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and/or age, ~~politics,~~ ~~sexual orientation, and physical or mental ability.~~
1st Jamie, 2nd Mallory MOTION CARRIED

Any section of the BC Human Rights Code or Canadian Charter of Rights and Freedoms will supersede the above statement."

- THAT a sentence is added into Section 4 – Executive, Eligibility that states "An executive who runs for political office must request a leave of absence as soon as the nomination process begins."
1st Christine, 2nd Debbie MOTION CARRIED
- THAT a sentence be adjusted under Section 4- Executive, Vacancy to read "If an executive member resigns or ceases to hold office for any other reason, or if an executive position remains vacant after the elections, the remaining executive members may appoint an eligible DPAC representative to fill the vacancy until the next annual general meeting."
1st Mallory, 2nd Roop MOTION CARRIED
- THAT Section 7- Duties of executive and representatives, Vice-Chair be amended to read "be a signing officer if needed."
1st Bonnie, 2nd Angela MOTION CARRIED
- THAT Section 9- Financial Matters, Auditor be amended to read "Members at a general meeting will appoint an auditor who is not a member of the DPAC executive when an audit is requested by 2/3 of the voting members in attendance at any general meeting."
1st Angela, 2nd Sharon MOTION CARRIED

5 NEW BUSINESS

5.1 PAC 101/Treasurer 101 – December 5th, 2018 at 7:00 PM at the NLC

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5.2 White Hatter Presentation – March 5th, 2019 at 6:30 PM at Sardis Secondary Theatre. This is a Cyber Safety Presentation. Admission is FREE.

5.3 Communicating Information from DPAC Meetings to Parents – It was reiterated the importance of the DPAC Reps ensuring they have a designated spot on their regular PAC meeting agendas to give a DPAC Report. The job of the DPAC Rep is to ensure they are relaying the information from the DPAC meetings back to their respective schools.

5.4 New Ideas of Concerns – Round Table Discussion on management of the all candidate's information on Facebook.

- General consensus was that DPAC did a good job with the all candidates brochures
- For the Q&A it was suggested we provide a limit as to how long the answers could be as some were quite long.
- It was suggested we also choose an answer format for consistency. (i.e. Paragraph or bullet points)
- People would have liked DPAC to hold a live all candidates forum

6 DATE OF NEXT MEETING: NOVEMBER 29 AT 7:00 PM AT THE BOARD OFFICE

7 AJOURNMENT: 9:00

Ongoing Communication

Communicating student learning that is focused on ongoing formative assessment provides students and families with: clear learning intentions, criteria for success and descriptive feedback in order to guide further learning.

Communication requires ongoing interactions and dialogue about student progress throughout the school year, involving the teacher, the student, and the parent, to provide up-to-date information about the student's learning. This information should:

- *be descriptive, and include suggestions regarding ways that parents can support their child*
- *reinforce the importance of self-assessment and goal setting*
- *include feedback from multiple sources, as appropriate, including the student, teacher, peers, and parents*
- *encourage students to work toward their goals, build student ownership, and make clear their role in the communication process*
- *encourage students to use this information to make necessary revisions to their work and set new learning goals*
- *where appropriate, take advantage of current technological tools to promote and support communicating student learning*
- *Communication can happen in a variety of ways, including in person, electronically, or in written form.*

-BC Ministry of Education, October 2016



Moving Beyond Letter Grades

Communicating Student Learning Reporting Guidelines

A Parent Guide



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The Provincial Context: Improving Assessment and Reporting Practices

As the curriculum evolves, so must the assessment and reporting of student progress. The goal of reporting and communicating student learning is to ensure that parents are well informed about their children's progress, while being aligned with the directions of the revised curriculum.

Effective communication between the home and the school is central to student success. The goal of communicating student learning is to ensure that communication between home and school is effective and ongoing, so that:

- *parents are well informed about their child's progress*
- *parents are involved as partners in a dialogue about their child's progress and the best ways to support and improve learning*
- *students are provided with information that is meaningful to them and helps them to improve their own learning*

-BC Ministry of Education, October 2016

SD 33 Context

The Chilliwack School District is committed to supporting the provincial directions of communicating **with all parents and guardians** through ongoing and responsive forms of reporting. We continue to identify better and more effective assessment and evaluation processes that align with the redesigned curriculum.

The redesigned curriculum reflects a continuum of learning and emphasizes a fundamental shift in how we design engaging learning environments and how we communicate the process of learning to students and parents. With the implementation of the redesigned curriculum, it is difficult to align the historical use of letter grades to effectively report on a learning framework that is based on a learning continuum and a competency-driven approach to learning.

To effectively communicate students' accomplishments and their progress towards the learning standards; teachers will use a reporting template that places an emphasis on learning as a continuum, that celebrates students' successes and describes learning in relation to the learning standards.

IN 2018-2019, CHILLIWACK SCHOOL DISTRICT (KINDERGARTEN TO GRADE 5) REPORT CARDS WILL MOVE AWAY FROM REPORTING WITH LETTER GRADES AND WILL FOCUS ON COMMUNICATING THE CONTINUUM OF LEARNING WITH SPECIFIC PERSONALIZED COMMENTS.

Assessment

Classroom assessment is an integral part of the instructional process and can serve as a meaningful source of information about student learning. Feedback from ongoing assessment in the classroom should be immediate and personal for a learner in order to further guide the learner to reflect on their current level of understanding and to set new personalized learning goals. Assessment "for" learning is central within the redesigned curriculum and assessment framework. Assessment is ongoing and inseparable from the instructional, assessment and the learning cycle.

Given its many benefits for learning, classroom assessment is being given a much higher profile in B.C. than in the past. The province will be providing new supports for this program over the next two years. These tools and resources will be aligned to B.C.'s Know-Do-Understand curriculum model - what students are expected to know, be able to do, and understand.

-BC Ministry of Education, October 2016

*Letter grades will be provided to parents/guardians upon request.

Beginning	Developing	Applying	Extending
to acquire knowledge, skills, strategies and processes. With support, student is beginning to understand grade level concepts and competencies.	the ability to apply knowledge, skills, strategies and processes. Student is further developing their understanding of grade level concepts and competencies, but still requires support.	knowledge, skills, strategies and processes consistently. Student is working independently and is meeting grade level concepts and competencies.	knowledge, skills, strategies and processes creatively and strategically. Student can apply concepts and competencies innovatively in another context.