



DPAC General Meeting Agenda
February 16th, 2023 @ 7pm
DRAFT

In Person – SD 35 Office

1. Call to Order: 7:04

2. Establish Quorum (44 schools total 20% (9) needed) *Quorum established – 30 schools represented: Dorothy Peacock, LFMSS, Langley Fundamental Elementary, Lynn Fripps, Langley Meadows, Blacklock, D G Robins, Richard Bulpitt, Fort Langley, Alice Brown, Peterson Road, Vanguard, Langley Fine Arts, Willoughby Elementary, DWP, Wix Brown, REMSS, West Langley, HDS, Langley Secondary, Gordon Greenwood, James Hill, James Kennedy, Noel Booth, Shortreed, Betty Gilbert, Yorkson Creek, Aldergrove Secondary, Brookwood Secondary, Walnut Grove Secondary*

3. Welcome and Housekeeping

- A. Territory Acknowledgment
- B. Executive Introductions
- C. Introductions from the Floor

4. Adoption of

- a. Agenda February 2023 adopted as circulated
- b. Minutes from January 2023 adopted as circulated

5. Langley School District Presentation

A. Jessica Bain, Respect and Diversity Week

- Proposed by Trustee Ward that it evolve from a single day into a whole week.
- Several initiatives over the years: “We all Belong” stickers, “Be an Ally” posters, “Colours of the World” crayons for every Kindergarten class, fresh “We all Belong” stickers for every student with BIPOC and Trans Flag, window clings
- 2023 – “Every Child Matters” T Shirts with rainbow feather and World map posters with stickers
- Examples of what schools are doing this year:
 - Elementary – heart of hands
 - DGR – kindness tickets
 - Peter Ewart – rainbow colour
 - LFA – older kids going into younger classes to do buddy reading
 - Langley Meadows – diverse abilities day

B. Marcello Moino, Assistant Superintendent:

Professional Learning Collaboration (PLC) / Hubs

- Professional Learning Communities (team approach) and Response to Intervention (action taken, review, revise as needed)
- Based in the District’s Strategic Plan
- Systems and Structures / Ensouling our Schools in the Continuous Improvement Plan

- “*Collective Teacher Efficacy*” #1 Effect size in Hattie’s Meta-Analysis (most impactful)
- District Continuous Improvement Plan – focused approach built on the foundation of Social & Emotional learning: Creating compassionate classroom communities
- Topped by: Systems & Structures – *response to intervention* and Instructional practice – framework for teaching & learning

John Hattie’s Meta Analysis – 0.4 and above is considered impactful

Most impactful:

- 1.57 *Collective teacher efficacy*
- 1.33 Self reported grades
- 1.29 Teacher estimates of achieving
- 1.29 Cognitive task analysis
- 1.29 *Response to intervention*

PLC and Response to Intervention:

- What is it that we want students to learn (curriculum and instruction)
- How do we know if they have learned it? (assessment)
- What do we do if they haven’t learned it (Intervention: Tier 1,2,3)
- What do we do if they have? (Extension / Enrichment)

This all requires a team based approach; no one teacher can accomplish this with each student. Collaboration time builds staff capacity and supports alignment as these questions are answered.

PLC time at Secondary level:

- There is already time for collaboration implemented at middle and at most elementary schools
- There is complexity at secondary schools due to the timetables so they’ve been working on these plans over the past 12 months.
- Secondary Plan includes both time for (1) staff collaboration and (2) student interventions / extensions
- 3 schools prepared to implement for Semester 2: ACSS, REMSS and WGSS
- Mandatory for teachers so PLC has to be at a time that all teachers can partake
- Each secondary school working on its own plan with some common elements:
 - Take place on Wednesdays (every 2-3 weeks: 8 days over 5 months)
 - Be between 40 and 56 minutes and be scheduled for either the beginning of day or end of day
 - Some staff will be a part of PLC time to support students while the rest will collaborate and then will rotate / alternate for the following Hub day
 - PLC time will only be curriculum that has already been taught or opportunities to extend
- Students can choose which subject to attend or may be invited by their teacher
- PLC time is optional if students are fully caught up
- Sample activities for Hub Time
 - Staff time to identify essential curricular competencies
 - Staff time to develop and code common assessments
 - Staff time to examine assessment results and identify students who are struggling / succeeding
 - Staff time to provide support for student interventions and / or extensions

Q: Does this replace I-Days at semester turnaround?

A: We recognized that having time at the end of the semester was not ideal so this allows instead several opportunities throughout the semester to catch up or extend

Q: Is this a pilot program that will be reviewed before fully implemented?

A: This will be in every secondary school within ideally the next 12 months or as soon as the individual schools have a solid plan that they are ready to implement well

Q: Is this only Secondary schools?

A: Elementary and middle are already able to work collaboration time into their existing timetables by extending lunch with noon hour supervisors or principals. Secondary is far too complex to implement as easily.

Q: How is this different from CLAWS?

A: CLAWS is student support, but missing teacher collaboration / efficacy

Q: Vanguard has already been doing this.

A: Vanguard and LFA are already on their own unique schedules. This applies to comprehensive high schools since they are all on the same schedule.

Q: Is there another level to PLC where we could also bring in specialists or experts?

A: Not right now, but we do have School Based Team tier 3 supports: psychologists, speech & language pathologists so this could become a natural progression for the use of PLC time.

Q: Hubs are set up so students can come and work with a group of teachers, but how do teachers then collaborate?

A: Staff is split in half: one half helps students, one half collaborates and then rotate each Hub

Q: Are you planning on a certain percentage of students utilizing this?

A: It doesn't have to be a certain percentage or maximum, the concern is that too few students are going to use this. The intention is that this doesn't become just another early dismissal.

Q: Is there an option for peer tutoring at this time?

A: Absolutely: REM is already planning to implement peer tutoring in their Hub days.

Q: If students are up to date and not invited, how do we get them to attend? Is there an incentive for them?

A: This is not currently club time but it could progress to become club time with access to teacher support to evolve into extension learning / passion learning.

Q: If students are finished their work they will feel left out and not welcome. This should be considered as part of inclusivity.

A: This is part of the Universal Design for Learning. How to plan for vast difference in levels of understanding. This is the end of "average". We are promoting and teaching teachers how to teach using UDL and moving toward competency. Alternately, if a teacher sees a student achieving 94%, they can then assess what the student's next step should be to extend beyond that.

Q: ACSS parent perspective: our first Hub day was yesterday. It didn't go well, it ran in the am and students didn't attend. Students that did go did nothing, were told to read a book. Students were told not to come, just sleep in.

A: This is not the same as the feedback received from the school. Good feedback, if pieces didn't work as planned, as reported, the district is very interested in looking into it.

Q: First or last part of the day makes it too easy to not go or leave early.

A: There was a reason RTI / REP was between first and second period; research indicated that was best and it did work. Again here, research indicates that the best time for RTI is beginning or end of day.

Q: Will you look at attendance at the end of Semester 2 and analyze the data?

A: We will review that at the end of the year. All other comprehensive schools are also watching to see how best to implement.

Q: What is the plan for tracking? Is there a mechanism in place? Is there a way for parents to determine what their kids are doing?

A: No attendance being taken through our MyEd system since they are not going to a specific class

Q: How will you know then if this is a success?

A: Report cards. This is how we determined that Flex time was working. We saw the entire population have a positive shift in their grade and knew it was working.

Q: Early dismissal in the morning was not working because kids didn't show up. There has to be some kind of attendance.

A: There is no attendance through MyEd, but students do need to sign in for Hub blocks.

Q: My son is planning on taking advantage of this time. Happy to give a bit of my kid's time up so teachers can collaborate.

Q: At elementary, students only have 10 minutes to eat and are having to choose between lunch hour activities and not eating. This needs to be taken into consideration.

A: Fair. At elementary, collab is not at lunch but rather is an extended outside time. Teachers often actually end up collaborating through their own lunch while the kids are outside playing.

Q: Two problems that can solve each other. (1) what are kids doing (2) parents who want to contribute passion as club leader

A: At secondary there may be the potential for this to evolve into clubs.

Questions culled in the interest of time.

Scholarships: Local, School Based and District Authority

- Encourage students to take advantage of these opportunities
- Once you've written one scholarship application, you can re-use; they mostly ask what are you passionate about
- Biggest barrier to scholarships is students applying
- Approximately 40 open awards, approximately 28 school based awards (LSS)
- Criteria: 67% average, attend post secondary within 2 years, must have SIN

- Qualifications: career interest, parent / family connections, community / team / association involvement, based on your passions, based on the elementary school you attended
- Take the time to sit down and complete the application; most are now online and are approximately 75 yes / no or short answer questions
 - Have your top 2 career intentions
 - Have your top 2 post secondary institute planned
 - List extra curricular for grades 10 – 12 and your supervisor(s)
 - List your community involvement and your role(s)
 - Hardship and Financial Need
 - Learning disability or chronic health condition
 - Extenuating circumstances or hardship
- Also: District Authority Awards – must be Canadian Citizen \$1,250 voucher with up to 5 years to redeem
 - 7 different categories
 - Deadline: Friday, March 3, 2023
- Each school has grade 12 counselling website with link to scholarships
- Mostly based on leadership, not GPA
- Also link on District website: <https://www.sd35.bc.ca/students-parents/scholarship-information/>

6. Report: Trustee Neufeld

- Working on Strategic Plan, meeting with community partners at the end of month, have heard back from students
- DW Poppy – Tuesday – final vote for new rugby academy
- Attended Brookwood PAC meeting
 - Protocol to have trustees at PAC meetings is to speak first with school principal
- Feel free to contact Trustee Neufeld via social media, email etc. to help with any issues

7. Superintendent Report - Mal Gill, SD 35 Superintendent – sends regrets - Marcello Moino

- Strategic plan – met with at least 2 students from every high school for their input
 - What do we do well, what can we improve
 - Do you feel you're getting the academic supports you need for graduation
 - What can we do to improve your supports for graduation
- April Trustee meeting will be presentation of the findings
- This is a new Strat plan with new board but many goals are enduring
- Pro D – representatives from all 4 land-based nations presented to district as well as Glen Pierre – ways for organizations to understand indigenous views
- Looking ahead to next year: Kindergarten registrations continue
- Looking at strong growth in the district based on projections so already looking at all possible solutions with regards to space utilization and purchasing as many portables as we can get our hands on
- Middle transitions are or will be connecting with elementary schools and Secondary transitions are connecting with middle schools
- Secondary course planning is under way – talk to your students about long term goals and consider elective options as an opportunity to explore passion subjects for free

8. Old Business

A. DPAC Parent Ed Reminder –

- i. Feb 23, April 27 (Two-part series with Michael Morgan)
- ii. April 13th “Let’s Talk Youth Exploitation” with Tiana Sharifi, Sexual Exploitation Education
 1. Please bring the flyer back to your PACs; the QR code will bring you right to the free Eventbrite registration and share on your social media

9. New Business

A. PAC Constitutions & Template – Chantale

- A reminder that one of the services offered by Langley DPAC is the storage and archival of your PAC Constitutions
- We have here a list of all schools and the date of the most recent constitution on file for that school. You may have more recent versions, but they just aren’t on file with DPAC so please remind your PACs that they can send in copies of their constitutions to info@langleydpac.ca
- Likewise, have a look at when your constitution was last updated. Some on file are over 10 years old and still refer to SPC which is now obsolete as it has been removed from legislation.
- If you need to overhaul your constitutions, Langley DPAC has a template for you to use as a jumping off point. It was created in 2016 so also a little stale. We are just now in the process of updating it so there will be a new 2023 template available which can be sent out with our next newsletter and made available on our website
- If you don’t have or can’t find a copy of your PAC constitution, please reach out to us and we can send you what we have on file.

Q: Will there be a chance for PACs to say what should be in the template

A: The template is just a jumping off point. Every PAC is different and will need to customize the template to best suit their needs.

Q: How old is too old?

A: Ideally PACs review their constitutions every year but if the document is still working for you there is no need to make any changes. That being said if your constitution is 10 years old and still refers to SPCs it should be updated since they have now been removed from legislation.

Motion to extend meeting by 10 minutes: 1st Jenn, 2nd Brian, MOTION PASSED

B. Motion – Noel Booth Elementary

Mover: Noel Booth Elementary PAC

Seconder: Vanguard

Langley DPAC writes a letter to the Langley School District requesting clarity and understanding on the following:

1. Statistical data and report through budget as to how they disperse and/or allocate the funds they receive from the Ministry of Education and Jordan’s Principle (if applicable) for students with designations/diagnosis or Neurodiverse Learners to schools within the district to pay for Education Assistants (EA’s) and Resource Teachers, including what is moved into contingency funds;

2. Rationale/criteria as to how many educational assistants' schools will receive based on the number of designations within each school and need of student(s);

RATIONALE

We understand from our families at our school and neighbouring schools, that there are many students who are not receiving support by means of Education Assistants and/or Resource Teachers in the classrooms due to lack of funding from the district. The shortage in our classrooms affects the mental health and education of our children and staff. On average we believe there is 1-3 children per class who bring in extra funds with their designations to the school district yet these funds are not shown in the staffing to support the children and teachers. At our school we have 6 EAs all of which are 1:1 support for medically fragile students; this leaves the estimated 50 children unsupported.

Q: 50 unsupported students; how was that determined?

A: Statistics 1 in 3 estimated 50 IEP – estimated 15 receive funding.

Q: How many hours?

A: We don't know that data and they can't tell us because it's confidential.

Q: This is seen at Blacklock as well. It is evident that there is frustration due to limited time to accomplish goals / meet needs.

Q: Has your PAC already tried to get this info from the district?

A: Yes, Mike Morgan and Principal have been invited to PAC meeting to speak. PAC is still unsatisfied with the result.

Q: Is this an effective use of DPAC time? Should this go directly to BCCPAC to lobby the Ministry?

A: That would be a completely different motion and we don't know yet if there is anything to lobby. If this motion passes, and the results are delivered and the membership deems it appropriate to take further action, that could be considered.

Q: Has a letter like this ever come up in the past?

A: DPAC has written letters to municipal bodies but not to the District before (during the last 4years) and nothing on this topic (data reporting) that we know of.

Q: Is the upcoming DPAC parent ed not about this?

A: Yes it will touch on it, but not specifically about funding and reporting of numbers

Q: Not all schools have a March PAC meeting due to spring break.

A: The question was asked of the mover, "are you open to delay the vote on this to the April General DPAC meeting?" Yes.

Q: A school is in distress; why don't we just move forward now?

A: That is our process so that everyone in the PAC has a voice and a vote.

Instructions to DPAC Reps to bring the motion back to your PACs to determine how they would like to vote at the April meeting. Any questions or new motions can be sent in to DPAC in advance of the April meeting.

10. Committee Reports:

A. Scholarship Committee – Alicia – over 35 applications received, team is now reviewing.

11. Executive Reports:

A. President's Report - Alicia Rempel – in the interest of time will forego a verbal report and will submit a written report to be attached to minutes.

- We have been busy planning parent education sessions happening over the next couple of months, we ask DPAC reps to please share the events with their parent community. If your school has a Principal's Blog, that would also be an excellent place to promote the opportunities.
- Our Ad Hoc Nominations committee has resumed, with VP2 Jenn Pyper Chairing the Committee and VP1 Brian Martens supporting. We will soon share nomination forms for next years DPAC Executive. Open positions will be: President, Treasurer, Vice President 2 and all Member at Large positions. Please consider joining! It isn't a huge time commitment and gives a unique perspective to the education system in Langley.
- We were pleased to provide feedback to the District on the upcoming 4 year Strategic Plan.
 - Our overall thoughts were that we felt the district was moving in a very positive direction and felt most items in the current plan would be beneficial to stay a focus.
 - We highlighted a number of areas we would like to see more progress on, transition rates for some students being one area.
 - We hope as well, for more in-depth support around student assessments, including staff and parent tools for Student Inclusive Conferences and a general understanding of the methods used to assess students.
 - Overall, supporting schools and students with an equity lens is important to us and we are pleased to see it remains important to the district as well. We look forward to being able to offer feedback as the plan progresses.

B. Treasurer's Report – Jodi Stiglic - attached

12. Announcements

A. Next School Board Meeting: February 21, 2023

B. Next DPAC Meeting: March 30th – online via teams

C. DPAC AGM May 25th – please consider joining DPAC! Email us to inquire! Info@langleydpac.ca

13. Adjournment 9:12