

# MINUTES

## Coast Mountains School District #82 Parent Advisory Council

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*Date | time 12/14/2016 6:40 PM | Meeting called to order by Rebecca Georges  
Minutes taken by Krystal Miller*

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### In Attendance

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*DPAC Members: Present - Krystal Miller, Rebecca Georges, Fiona Broome, Elysia Fox, Terri Edmonds, Linda Campbell*

*Regrets - Krystal Jesson*

*CMSD82 Representative: Katherine McIntosh, Superintendent of Schools*

*Presenter: Janet Meyer, Director of Instruction, School Support, CMSD82*

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### Special Presentation

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- Presentation on Foundation Skills Assessment (FAS) testing.
    - Test is simply a snapshot of how the student is doing. It is used as a way to intervene for those children who are not yet meeting expectations in order to help them meet expectations in higher grades and eventually graduate.
  - Presented by Janet Meyer, Director of Instruction, School Support, CMSD82.
  - Copy of presentation will be provided to DPAC members by Carole.
  - Presentation ended at 7:44 pm.
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### Approval of Minutes

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Minutes from Nov 23, 2015 approved.

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### Communications/Correspondence

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#### BCCPAC Newsbytes

- Are PACs receiving this information directly?
  - Rebecca will forward these to DPAC reps.
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### Unfinished Business

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#### DPAC Logo

- Perhaps we should come up with our own logo – can be used on our FB page.
- Maybe we can have a logo contest with students.
- Executive will work on this.

## Constitution & Bylaws and Internal Policy Review

- Documentation provided to members for review.
- Will discuss at the next general meeting – what is it, how does it work, and what are we agreeing to.

## DPAC Buddies

- Outreach Idea: Those schools who currently do not have a DPAC rep could have a Buddy to help them have a connection.

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## New Business

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### Spring Conference

- Who is interested in attending? Let Rebecca know so we have an idea.
- Believe it is in Kelowna April 30<sup>th</sup> – May 1<sup>st</sup> but Rebecca will confirm this via email.

### Surveillance Cameras

- Use of cameras on certain busses have been tentatively agreed for 1 year to see how it goes.
- There is board policy on surveillance and how it can be utilized. It is highly regulated to protect students.
  - Signage must be present stating cameras are in place.
  - There must be a reason to look at the tape and they are regulated as to what can be viewed and by whom.
  - Very strict rules as to where the cameras can point.
- Bus issues are the responsibilities of school principals – there are code of conduct rules to be followed.
- A more in-depth presentation on this topic by the district can happen at a later time.

### Food Program Question

- Terri had a question regarding the contract for the First Nations worker who runs the breakfast and lunch program at her school. The contract states that a replacement can't be brought in until 5 days absent. This leaves the program without coverage and the students that need it without food. The parents are wondering what options were available to them.
- Katherine stated that the First Nation support worker are not for food programs and that the school needs to find other people to run the program. It was suggested that a conversation happen with the school principal to work this out.

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## Chair Report

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- Chair report was sent out electronically.

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## Vice-Chair Report

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- No report provided.

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## Treasurer Report

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- Fiona Broome's last meeting as DPAC Treasurer - all duties have been passed to Elysia Fox who will be the treasure until the end of the term.
- As of November 30<sup>th</sup>, gaming had a balance of \$5696.03. All payments have come out and the gaming grant has been included in this figure.
- The general account had a balance of \$2945.31 as of November 30<sup>th</sup>.

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## Secretary Report

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- FB page is live and ready for content.

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## External Committee Report

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- Linda Campbell attended the Education Committee meetings – minutes for those meetings are sent out to DPAC members via Carole.
  - There were a few presentations – one on the REM Lee and how it is accessed by the schools, and another on the Trades Centre and the courses offered.
  - Presentation by Margaret Warcup on the Early Years Think Tank - may be a good idea to have Margaret present to DPAC in the spring.
  - Agnes Caspar, First Nations Education Principle presented on the Teacher Resource package.
  - Minutes from the Education Meetings can be provided to PAC's.
  - See Addendum 1 for further notes on the meeting.

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## Next Meeting

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1/25/2016 6:00 PM, School Board Office board room

*Meeting Adjourned 8:34*

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# Addendum 1 – Education Committee Report

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By Rebecca Georges for DPAC for January 13, 2016

## 1. Curriculum Redesign

*Presenting: Helen McAskill: Resource Teacher at Skeena and Janet Meyer: Director of Instruction, School Support. Both are part of the team who are working on "Curriculum ReDesign" and gave an update.*

Helen explained it has been a "good experience, thoughtful discussion emerged for District staff by not having such a strict agenda" as they explored the changes with the teachers.

Team visited three communities and met to learn about how best to implement considering the unique needs of student in these communities, the need and experience of teachers, and meeting with people on their own. They noted being mindful that they had differences in the staff, levels of involvement and engagement and differences in community/school needs in working how to implement the curriculum and the training for teachers.

Reframed to note this is a "redesign" rather than a "new" curriculum, i.e. teachers are doing much the same of things they already do using a different name, helping them to be more comfortable in the implementation and change. – more a process or journey and it will look different for different communities and schools based on their students needs and staff.

Two committees were formed. One was for implementation and the other for planning. Ministry is making a change in curriculum. Janet explained it starts with contractual obligation to produce a curriculum implementation committee by ministry. Teachers Admin etc meet and design implementation.

Planning Committee was provided 24 spots for replacement of 1 day for teachers to be involved. Rather than one day, the team decided to involve 12 teachers for two days of release time. Planned 2 pro d times, one Jan 15 and one April 29 to work with teacher.. i.e. this Friday is NID

See handout ... The message is the same for all the communities but consideration has been made to adapt the format to suit the community and teachers so what Terrace is doing may look different than Hazelton or Kitimat. Some want break-out sessions, i.e. high school versus K-9 are at different stages of implementation ... Caledonia... still working on drafting the curriculum versus K-9 focus on implementing. An important process is getting feedback from the teachers (Example was use of an app for smart-phones they designed.) Incorporating the feedback and using it for April implementation. The evaluation will ask what worked/excited them, what were their apprehensions etc. (App example). There is a lot of work (volunteer hours) put in by the team members albeit rewarding work. Greatest concern is to have technology WiFi etc up and running. They hope teachers will leave with a "thumb drive with lots of resources."

\*\*\*Curriculum and the goals are viewable at <https://curriculum.gov.bc.ca/>

Team explained the core *competencies are the same for K-12* which is interesting. To demonstrate they did an exercise using the Personal and Social Development component which hold 3 basic components learning but the learning "outcomes" are identifiable "I-statements" which would fall under the 3 main components. Our exercise was to work as appointed teams to sort out the I-statements and put them up under the proper components. As an interesting small group exercise which resulted in more discussion and use of I statements, it helped to focus on personal learning.

## 2. Career Education Society 2015 Fall Conference Debrief

*Presented by Doug Brewer, District Vice Principal, Career-Trades and Brigetta van Heek District Trades Coordinator.*

Attended a conference by Career Education Society in BC . -Combined Government, Industry and Education in discussion. District got \$20,000 for apprenticeship scholarships - for 1000.00 requires students to complete and do 900 hours work/volunteer during the time. Various programs "shoulder tapper", internet website materials introduced.

Key note speaker was Cathy Campbell discuss “career crafting” suggesting that careers now are no linear but more circuitous and people may do various jobs along the way. They want students and parents to understand that this perfectly okay; that students can learn important things with every job; and with things that don’t turn out on their circuitous path. I.e. going into nursing... then child and youth, worked in the school then decided to go into teaching and does Nurses Aid work and loves Riding and is involved in that. They want the negative sense of failure “gone”. They suggest and promote that youth have access to the internet and so that things are changing, that there are no failures, and each experience provides something to learn about, and toward gathering employment skills and experiences. It was proposed that this is a proactive process of “creating” a career. “Times of learning one thing, getting a job with a pension are gone.” (Showed overhead slide on Career Crafting.)

They learned that although students are going through school they need post high school graduation support, not only for accessing transcripts, but also encouragement and guidance.

Another speaker was Wade Davis, a UBC professor who is fighting for and standing up for FN Headwaters Presentation. Is an engaging speaker whose speech was full of concepts that challenge our way of thinking regarding employment: i.e. building a culture of hope, ‘entrepreneur of knowledge’, honouring different ways of knowing, value of work and being patient, strength of relationship, kindness last forever versus \$\$ and things are temporary”, “There is no correlation between wealth, happiness or fame”, “An elderly taxi driver has as much to teach me as a university professor.” Etc.

Also workshop by Brian Campbell from Fort St. John speaking to job readiness for students explaining a program where working with Peace Energy Corp. and other places where business provide feedback and a learning profile about what they need for students to have readiness for work in the trade sectors. i.e. having H2S training, Intro to trades leading to work.

Spoke to service industry and hospitality industry where retirement of workers in next while will open up for many jobs and in response developing a certificate course during the summer where students got 4 credits toward high school developing these skills between correspondence and work experiences etc.

LNG Canada “connect” is giving out a million dollars ... developing a “Learner profile” for entry level. Developed a program for 3 years where students can go on their own, get credits with work experience and become trade ready.

Learned about Intro to Trades in Port Albernie, much like Terrace where integration of math etc where the students learn the math and then use it. Money earned via making sheds to sell. Terrace is partnering with making a scaling shed for an agency. Noted that safety is first and foremost and so new standards are being developed.

Also talked about the Youth date ITA... (Industry Technology Authority) sponsors.

Like other areas technicians are aging and opportunity for youth to develop skills to replace them will be critical. Youth cited on the short video reported they learned it is hard to keep employees and that the goal was to be further reaching going down from grades 9-10-11 to inform about trades toward younger ages and grades to begin readiness. Also to note that, “all trades are open” even if someone is exploring or to preferring one or the other. - Noted the “Youth Entrepreneur Mentorship” program. Employers are suggesting getting youth into the workforce asap to get the “soft working skills” and understand the work world and tools to be successful such as knowing how to take direction, or negative feedback, etc.

Various programs or projects: Maker Days, Project based creative thinking and hands on activities for students. Industry reps in table to table discussion noted that readiness could include things like manual dexterity, having students more exposed to real work settings, learning about better reporting, how to take direction, have driving skills , etc.

Hoping to create more “dual credit” opportunities for students. Some areas include adults as well noting that beyond high school needed. Intro to Trades has the outcome of greatly building the confidence of students.

It was noted that Terrace has been ahead of the game in having a trade centre set up, prior to that a variety of expansions and improvements to support trades development of students.

Discussion regarding US where some programs in the mainstream school assume responsibility to support students to the age of 24.

### 3. Aboriginal Enhancement Agreement

The last topic on the Education Committee was about the update on the Aboriginal Enhancement Agreement. This is an agreement between the District regarding the goals for education for all First Nation students, students who reside on or off reserves. (see pamphlet)

November and December, the leadership team had meetings with parents, teachers and community to gather input on the definition of success for aboriginal students, what is needed to achieve success as it comes to be defined and how will this be done/ what is needed to implement this.

The process was to divide the participants in to groups at tables, facilitate discussion, record thoughts on paper and provide 15 dots to help narrow the suggestions to the things that would make the most significant difference and to do this in various communities. Then, they looked for trends and groupings.

The team felt it was important to hear directly from aboriginal parents who were invited and others who attended and were interested. Some common goals are emerging from the parents, community and upcoming there is a plan to have a group of students picked by the principal for participation for a session. They note these are not the super star students, but rather a cross section including students who are perhaps struggling and have various perspectives to contribute.

They will need to collate the information noting too many goals would not be as effective to implement. The collation would be done by Agnes and the district Aboriginal Committee.

Katherine stated that this is a great model, that there was good turn-out at the meetings, that this is more than consultation; it is "consent" as the ideas are generated from the parents and community with "honest, thoughtful and informative" discussions. She noted that Kitselas has asked for them to come to do the same with their community and they would be open to invitation from other Bands in our area. It is obvious that Agnes and the team have put a lot of effort.

END.