

Brentwood Elementary PAC

Meeting Minutes November 22nd 2016

Opening

The meeting of the Brentwood Elementary PAC was called to order at 7.20pm on November 22nd 2016 in the Brentwood Elementary School Music Room by Michelle Martin.

Present

Michelle Martin – PAC President
Emma Shearing – PAC Vice President
Amanda Beck – Recording Secretary
Shannon Rennie – Treasurer
Lisa Martin
Riki Peacock
Caitlyn Addlestone
Meghan Anderson
Pam Carvalho
Eva Jaycox

Beverley Devries
Lindsay Taylor – CRD

School/Administration Staff

Shelley Hardcastle – Principal
Dale Jarvis – Vice Principal

Apologies

Julie Ethier – Correspondence Secretary
Kelly Hoffman – COPACS Rep

Approval of Agenda

Motion to approve meeting agenda (ES, SR): **PASSED**

Approval of Minutes of last meeting

Motion to approve October minutes (ES, SR): **PASSED**

School Administration report

Shelley presented the School administration report – copy attached.

Treasurer's report

The bank account balances are as follows:

General: \$17,282 – soon will be \$19,000 with addition of fun lunch / social monies.

Gaming: \$18,429.

COPACS report

KH unable to attend – no report. Asked if EJ could attend meeting on December 1st.

Correspondence Secretary's report

No report.

Fundraising report

MH unable to attend – no report.

There will be a fresh push for Parent Social ticket now other fundraising things are out of the way.

Pam still researching Paint Night for March/April.

Fun lunch went very well again this month – Reflex Math donations totaled \$150.

Volunteer/Class Rep report

Book Fair on this week – sickness has affected lots of the volunteers. Thanks to those who have stepped up at the last minute!

Lindsay from the CRD talked about the Active & Safe Routes to School Program - a 15-month program to see how kids are currently travelling to school and ways of improving that - removing barriers to active transportation etc. Also, looks at current routes school and analysing them with other local groups, highways, traffic safety, local police etc. From there, an action plan is formed. She will keep us updates possibly with a presentation to the PAC in the new year.

PAC Events/Discussion

No craft night this year – winter concert instead. MM will put feelers out for helpers for the 2 nights through Facebook, class reps etc.

Christmas Hampers will happen again in December. Donations are now being accepted.

Action: KH will be the main coordinator with MH and NR as helpers. KH to send out email this week.

Adjournment

Meeting was adjourned at 7:50pm by Michelle Martin. The next general meeting will be at 7pm on January 31st, 2017, in the Multi Purpose Room (MPR).

Minutes submitted by: Amanda Beck

Approved by: Michelle Martin

November PAC Meeting 2016

- reports going home on or before Dec. 2
- Soccer Jamboree this Thursday @ Panorama Leisure Centre
- Poinsettia pick up Dec. 8

This is a reminder about an upcoming parent education evening delivered through an organization called Jack.org. The presentation is delivered by young people who are working to fight stigma and open conversation about mental health. Research shows so clearly how support from family and schools works as a strong protective factor to improve the mental wellness for our youth.

Understanding the pressures, recognizing the signs of distress, and being able to have an honest conversation are key to opening up access for support. Details are below and in the attached flyer. Thanks for your help in spreading the word about this important event.

Monica

What: Understanding Mental Health; Jack Talks for Parents

When: November 29, 2016; 7:00 to 8:30 pm

Where: Claremont Secondary School; Ridge Theatre

Registration: Free; in order to track numbers, we would appreciate people registering through the link in the attached flyer

- Please mark Calendars for upcoming Winter Concert - December 'Round the World
Tuesday December 13 & Wednesday December 14 @ 6 pm

Classes performing Tuesday December 13

Mrs. Westwood	Kindergarten
Mrs. Barnes	Gr. 1
Mrs. Comer	Gr. 1/2
Mrs. Marchand	Gr.3
Mrs. Jarvis / Mr. Fry	Gr. 2/3
Mrs. Brown / Mr. Szczepanowski	Gr. 4/5
Mrs. Sinclair-Wise	Gr. 4/5

Classes performing Wednesday December 14 Cast B

Ms. Gregory	Kindergarten
Mrs. Skrivanos / Mrs. Ogden	Gr. 1/2
Mrs. Backhaus	Gr. 2/3
Mrs. McGregor	Gr.3
Mrs. Blackie	Gr. 4/5
Ms. Scott / Mr. Fry	Gr. 4/5

School District's Energy Challenge

The Green Team has been making presentations to the classrooms regarding how they can save energy in our school. BC Hydro will give us back the money that we save. The Green Team will then do an environmental school project with the money at the end of the year. We are trying to save money by: turning off the lights when we are not in a room; turning down the heat; turning off our computers at the end of the day; and, making sure our outside doors are closed when the heat is on. We are also looking into using more energy efficient lighting. Please help the students reach their target of \$600 by conserving energy when you are in the school.

Fiona Mosher and Tamara Scott (Green Team Leaders)"



SD63 Energy Challenge

WHAT: The Green Team has entered our school in the SD63 Energy Challenge.

WHY: To help the environment and to make a little money for a Green project.

HOW DOES IT WORK?:

- ⑩ the school saves power and gets the money back that it saves. If we turn the lights off in rooms we are not using the estimated savings is **\$600**. If we reduce the heat even a fraction, that will be even more savings. This will be spent on a Green project in the school.

WHAT OTHER WAYS CAN WE SAVE?:

- ⑩ turn off plugged in devices, like computers, at the end of the day
- ⑩ Do not leave outside doors propped open when the heat is on
- ⑩ change fluorescent lights to LED (we are working on this)
- ⑩ Use desk top lighting when you are in your classroom by yourself instead of overhead classroom lighting.
- ⑩ Look at your classroom thermostat. You should be at '0' and then try to go lower if you can. Put on a sweater or down vest.

WHO CAN HELP?:

- ⑩ **Everyone!!!!**
- ⑩ When you are not in a room, turn the lights off. Every time you turn the lights off you give the school money \$.
- ⑩ The custodians will do the same after school
- ⑩ The Green Team will make CD signs and post them around the light switches and at doors to remind people to turn off the lights.
- ⑩ The Green team will make classroom presentations.
- ⑩ BC Hydro will tell us how much we save weekly and the Green Team will record it on a big thermometer in the main hallway so everyone knows how much money we have saved. They will also make some announcements on the PA when we reach

big milestones like \$100.

WHEN DOES IT START?: Right now!



Curriculum to the Classroom Understanding Multi-Age Classes

November PAC Mtg
2016

What????

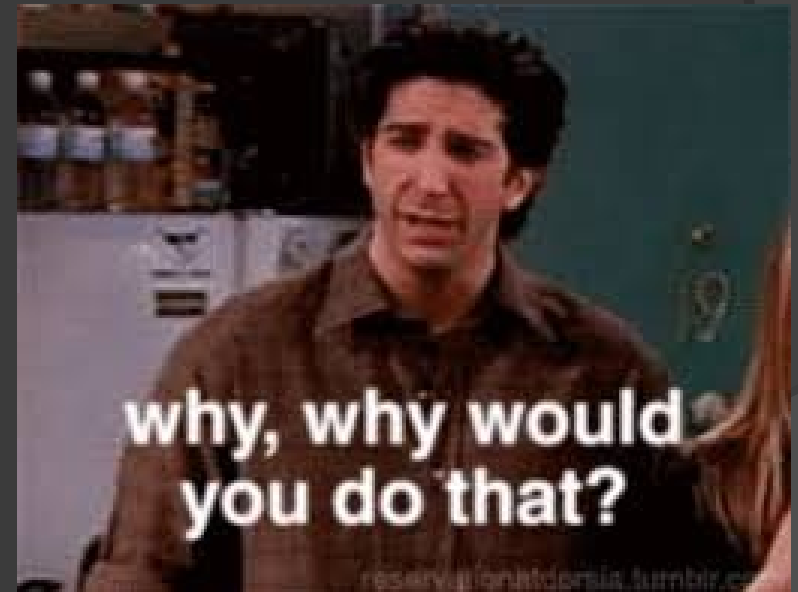


Why is my child in a split class??

- How will my child learn in that class?
- My child is the oldest in the class-they will be bored.
- Does my child need extra help because they are in this class?
- Multi-age is not as good a learning place than a straight class

- The lower grade are the brightest students. The students in the upper grade are less able students
- A multi-age class has a far greater range of needs than a single grade class

- Kids won't learn what they are suppose to (socials/science)
- How can a teacher teach to all the different levels
- They learned *that* last year -



Changing the paradigm for learning.....

A Video Clip by Sir Ken Robinson

Keep in mind this is targeted at the US school system so only minutes 5:35 onward are relevant to our PAC conversation.

Ken Robinson: Changing education paradigms | TED Talk | TED.com

https://www.ted.com/talks/ken_robinson_changing_education_paradigms

Back up to the bigger picture.....

CORE Competencies

Please see a small clip giving an overview of the Competencies. The competencies are like the umbrella over all aspects of the curriculum.

[https://www.youtube.com/watch?
v=uP4ndQ5ckoY](https://www.youtube.com/watch?v=uP4ndQ5ckoY)

Each Strand has:

BIG IDEAS

LEARNING STANDARDS

SPECIFIC CONTENT

Student Learning

- Old/Traditional/Accepted way of teaching:
 - tell the student information or how to do something and it's their job to remember and apply it.
- Where we are evolving to:
 - having students doing,
 - learning in an environment where they have more say in what they are learning about and more opportunity to explore, ask questions, collaborate and receive feedback.
- Students don't learn by being told facts or how to do something.

Learning is organized around:

- Thinking,
- Communication, and
- Personal and Social Responsibility
- Rather than subject areas, think:
 - Inquiry
 - Inter-disciplinary (connections, predictions)
 - Provocations

More info on BC Curriculum and

www.sd63.bc.ca

www.gov.bc.ca/bced

“Teachers encourage thinking by making sure students have something confusing to think about”

Changing our approach to learning

Use to....

Now might.....

Solve these equations:

$$2 + 6 =$$

$$4 + 8 =$$

$$7 - 5 =$$

Solve each of these equations in three different ways. Which is the most efficient way to solve it?

Humanities

- Gather fact on Canada/BC/?
- Create a project to show what you know.
- Share your project.

Provocation:

- What does it mean to be Canadian?
- What does it mean to be a British Columbian?
- Convince someone that they should move to Brentwood Bay?

Science

- Study Domestic animals.
- Write a report on your favourite animal.

Which pet would be the best if you lived in Brentwood Bay?

Why is this good?

- It fosters engagement.
- Allows opportunities to create and construct meaning.
- Allows the opportunity for depth and time.
- Adds value; it's not about replacing or displacing.

Misunderstandings

- Choice and flexibility = “free for all”
- Fewer PLO's = lower standards
- Big Ideas = units of instruction

Some things that might look different....

- Noisy
- Task/Challenge Based – not necessarily on paper
- Collaborative
- Assessment
- Reporting – Fresh Grade or other digital means

Teaching has changed and the curriculum is finally catching up and allowing us to do more of what we know is right for kids.

“We must teach students how to think
and reason for themselves, not tell
them what we already know to be true.”

Roger Schank

If this is the goal, how do we build our school
to work towards those goals?

Provincial perspective
District Perspective

Learning in Saanich Schools

Optimal learning environments allow for a range of possible classroom organizations to meet the diversity of student needs.



The construction of meaning takes place within the social context of the learner and that interaction with supportive, competent language users is integral to developing language skills. Vygotsky

Saanich Schools support a culture that promotes the best possible outcomes for children and families. We believe all classrooms present a unique opportunity to personalize instruction and support a diversity of developmental learning needs. As educators, our task is to respect, value and respond to the diversity that occurs among students in classrooms leading to a more effective, exciting and enabling learning environment.

What Do We Believe About All Learners?

- Every child is unique and every child can learn.
- All learners are valued and belong to a community of learners.
- Learners thrive in a safe, caring environment.
- Learning is a journey- we support children from where they are.
- Learning is active, ongoing and builds on prior experience.
- Diversity is the norm and is something to be embraced.
- All learners need opportunities to wonder, talk, question, discover and explore in order to make sense of ideas and construct understanding.
- Children learn in a variety of indoor and outdoor environments.
- Public education is the responsibility of the whole community.
- Healthy relationships are the foundation of an optimal learning environment.



Provincial perspective

to District

to individual Brentwood School....

As we begin the process of putting classes together there are numerous factors and beliefs that are put together to create the most optimal learning community for all children.

Where do we start?

Factors that contribute to Process

- Staffing Allocation from School Board
 - Derived from formulas but most prominently students registered at the school
 - Need to staff within these boundaries
 - Room for growth
- Numbers of students in each cohort
- Collective Agreement Boundaries
- Special Considerations – social dynamics of a particular cohort

What we Believe about Class Placement

Created by Brentwood Staff

- Transparent, collaborative and co-operative process for staff
- Students should be placed with at least 1 good friend
- Teacher workload is equitable by minimizing discrepancies
- Listen to parent concerns
- Goal is to create Balanced Learning Communities that equally distribute need - we consider the following:

Other Factors taken into consideration to Balance Learning Communities.

- Student need
- Balance of diversity
- Leaders/Role Models
- Opportunity to make new friends
- Academics
- Student service time
- Social dynamics – separated or combined
- Gender balance

What is a Multi-age Class?

- Combining different age levels in one classroom



In Saanich, we believe the term “multi-age” more accurately reflects the cohesive learning environment we expect to find in all classrooms.

Groups not Grades..... changing our language.



Benefits of Multi-Age Classes

- Composition more socially balanced therefore better learning environment
- Opportunity for new relationships
- Wider range of learners can be a benefit to other learners

Teacher support the diverse needs of
students in the classroom by....

- Getting to know each child's strengths, needs and interests
- Using a variety of instructional strategies and learning materials, flexible groupings, and consistently monitoring learning, students are able to participate at their own level of development.
- Giving opportunities to be both a model for others as well as learning from others

Does this mean creating 30 different lessons
in an Intermediate Classroom?

Quote from a Brentwood Teacher:

“I wish we could get rid of the word,
“Grades””

Consider groups rather than grades.

Questions?