

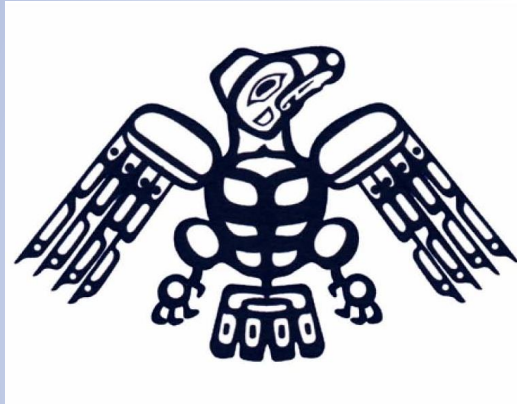
**Seycove PAC Meeting**

**January 19th, 2021**

**7:00pm**

**Online via Zoom**





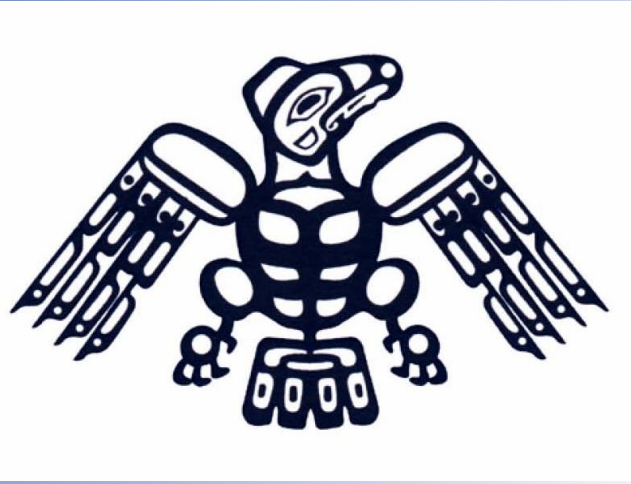
**Seycove PAC Meeting**  
**7:00 pm Tuesday, January 19th, 2021**  
**Virtual Meeting via Zoom**

**AGENDA**

Introductions

Approval of agenda & minutes

- 3) Treasurer's report – Dan Dandar
- 4) Principal's report – Mr. Rob McLeod
- 5) DPAC – Mag Caron
- 6) New Business
- 7) Close



# Acknowledgment and Appreciation



***Introductions:***

# ***Approval of Minutes:***

# ***Treasurer's Report ...* Dan Dandar**

# ***Principal's Report***

## ***January Calendar Highlights***

- **Jan 28<sup>th</sup> ... last day Quarter 2**
- **Jan 25<sup>th</sup> ... Provincial Assessments**
- **Jan 29<sup>th</sup> ... RCE “Turnaround”**
- **Feb 1<sup>st</sup> ... Quarter 3**
- **Feb 2<sup>nd</sup> ... Parent Programming**



# *Major Projects:*

## **1. Assessment Project:**

**a. ProD**

**b. Tom Schimmer**

- 8:00-8:30 - **coffee & treats** provided in the Staff room
- 8:30-9:15 - **“Introduction to the Assessment Project”**  
... facilitated by Melanie, Melodie, Emily, Sarah, Rob
- 09:15-09:30 - **Department discussion** around our “assessment challenges”  
... Please see listed groups  
We will be using the **“Padlet”** app to record our thoughts for later review  
(Please see Link below)
- 9:30-9:45 break
- **9:45-11:15 BCTF workshop** (in department groups via **Zoom**)  
... Introduced by Megan Brady
- 11:15-11:30 break
- 11:30-12:15 - **Staff Presentations** – (2 X 20 minutes ... on Teams)
  - **Technology “Teach Tools”** ... Facilitators: Dania and Maureen
  - **School Culture/community** ... Facilitator: Emily
- 12:15-1:15 – Lunch (on your own)
- 1:15 - **Introduction to the Afternoon:**
- 1:20-3:00 - **Department discussion**  
... Reflecting on the BCTF workshop ...  
Once again, we will be using the **“Padlet”** app to record our thoughts for later review  
(Please see Link below)  
  
**Suggested questions for focus:**
  - In this moment I am wondering:
  - I would like to know more about/delve deeper into:

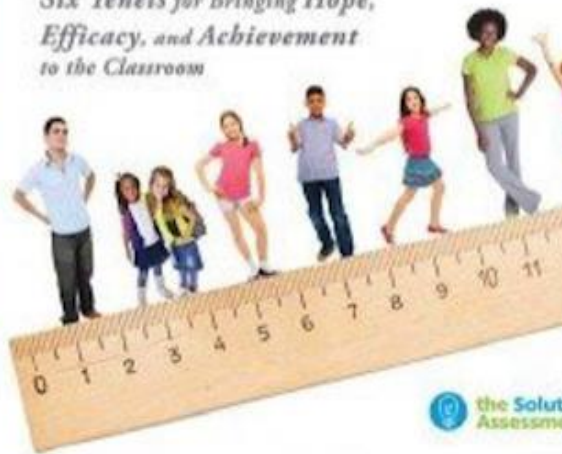
(NOTE: Please also use this opportunity to collect questions for Tom Schimmer.

***Who Is Tom Schimmer?***

# Ten Things That Matter From Assessment to Grading

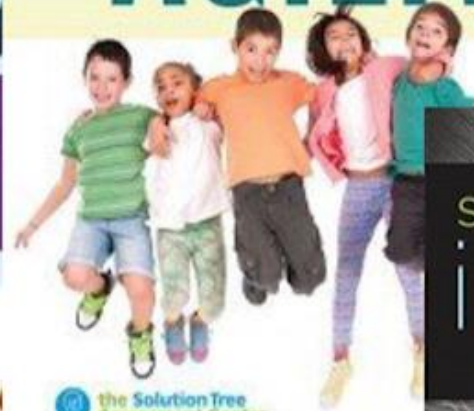
# ESSENTIAL ASSESSMENT

*Six Tenets for Bringing Hope,  
Efficacy, and Achievement  
to the Classroom*



1 2

# INSTRUCTIONAL AGILITY



the Solution Tree  
Assessment Center

CASSANDRA ERKENS | TOM SCHIMMER

CASSANDRA ERKENS | TOM SCHIMMER | NICOLE DIMICH VAGLE

the Solution Tree  
Assessment Center

# Standards-Based Learning in Action

*Moving From Theory to Practice*

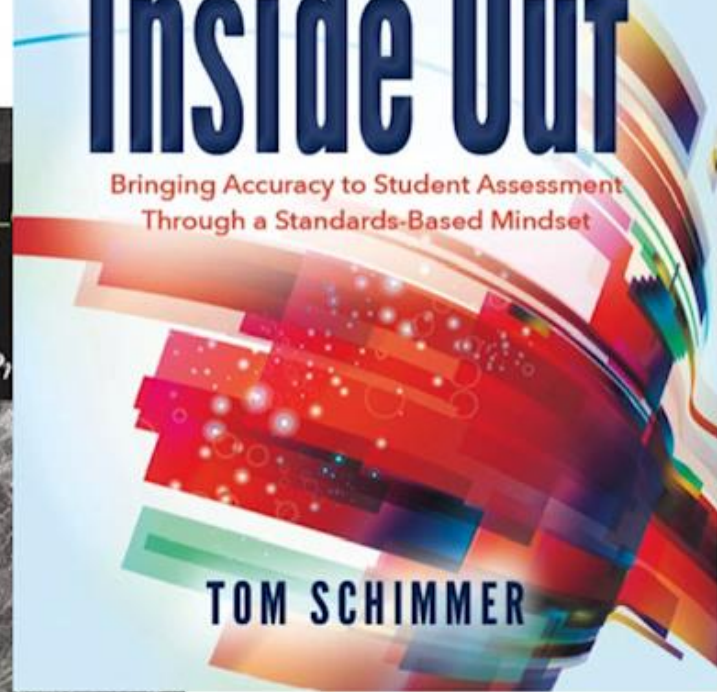


Tom Schimmer Garnet Hillman Mandy Stalets

the Solution Tree  
Assessment Center

# GRADING *from the* Inside Out

Bringing Accuracy to Student Assessment  
Through a Standards-Based Mindset



TOM SCHIMMER

# library.seycove.ca

- How do I... ▾
- BC Digital Classroom
- Commemorations and Events ▾
- Indigenizing the Curriculum



OUR BOOKS ARE READY FOR YOU AND WAITING TO BE READ!

[CLICK HERE TO LEARN MORE](#)

Search Seycove's Collection

SEARCH  
Find books and more.

Search

A graphic showing a computer keyboard with a search bar highlighted. Below the keyboard are icons for a laptop, a tablet, and a smartphone. A search bar with a magnifying glass icon is at the bottom.

Find a book!

Dystopian Fantasy Graphic Novels Romance Science Fiction More...

A row of six icons representing different book genres: a biohazard symbol for Dystopian, a green dragon for Fantasy, a red "BAM!" explosion for Graphic Novels, a red rose for Romance, a green alien head in a purple dome for Science Fiction, and a stack of three books for More...

Access EBSCO, Gale databases, KnowBC, popular magazines, and more!

BC Digital Classroom

The logo for BC Digital Classroom, featuring the text "BC Digital Classroom" in red and black, with a colorful cluster of dots to the right.

Resources for Continuous Learning

for Students for Parents for Teachers

Three icons representing user groups: a woman with a laptop for Students, a family of three for Parents, and a woman with glasses and a book for Teachers. A large black arrow points to the "for Teachers" icon.



# SEYCOVE

## DIGITAL LEARNING COMMONS

North Vancouver School District #44 / DistrictLibGuide / Seycove / Continuous Learning for Teachers / Tom Schimmer

### Continuous Learning for Teachers

Home

District Educational Continuity  
Guide

Indigenizing the Curriculum

Instructional Design for Remote  
Learning

Professional Development

Tom Schimmer

Tools to Connect With Student: ▾

Virtual Field Trips

#### Meet Tom Schimmer



Tom Schimmer is an author and a speaker with expertise in assessment, grading, leadership, and behavioral support. An educator for more than 20 years, Tom is a former district-level leader, high school principal, school administrator, and teacher. As a district-level leader, he was a member of the senior management team responsible for overseeing the efforts to support and build the instructional capacities of teachers and administrators.

Tom is a sought-after speaker who presents internationally for schools and districts.

He earned a teaching degree from Boise State University and a master's degree in curriculum and instruction from the University of British Columbia.

To learn more, visit Tom's [website](#).

## The Tom Schimmer Podcast

Apple Podcasts



The Tom Schimmer...  
Tom Schimmer

The Tom Schimmer Podcast is a show about learning, leadership, and [more](#)

▶ Latest Episode

MONDAY · 1 HR 15 MIN

Rehumanize Each Other | Tom Hierck | Grading: Verb or Noun?

JANUARY 4 · 1 HR 3 MIN

Celebrating You! | 5 Leadership Lessons | Assessing Collaboration

DECEMBER 14, 2020 · 1 HR 37 MIN

Attitude of Gratitude | Erik Francis | Repacking Standards

DECEMBER 7, 2020 · 1 HR 14 MIN

Harm of Hyperbole | Cassandra Erkens | Year-End Standards

NOVEMBER 30, 2020 · 1 HR 32 MIN

Get it Wrong | Tara Barton | Memorization

NOVEMBER 23, 2020 · 1 HR 42 MIN

[See More Episodes ↗](#)

## 2. School Surveys/School Plan:

Student/Staff/Parents

- **Focus:**
  - SEL
  - COVID (Hybrid Model)
  - Vision for Seycove
  - Reflection on Seycove ... where we are, where we want to be
- **Timeline:**
  - Content finalized end of Jan/beg of Feb
  - Survey administered mid February
  - Results avail by March



# Together we transform lives

Giving every child the opportunity to thrive

Quality education should be a right for all children. We believe that inclusion, diversity, and equality make us stronger. Find out how we are working with caregivers, educators and communities to reduce vulnerability and improve equality and equity to give all children the opportunity to thrive.

[LEARN MORE >](#)

[CONTACT US >](#)



Hello Rob ,

Welcome to **The Learning Bar** Survey System - Home Page

## News

**(new)** Interested in our Professional Learning sessions? Click here for details!

**(new)** COVID 19

**(new)** Ensure your survey is aligned to your goals with the help of our Engagement team.

Educational Prosperity: Adopting a life-course approach to student data.

[View More News](#)

## Tools

[Close all surveys](#)

### My Admin



[Add / Reactivate Schools](#)

[Add / Reactivate / Transfer Members](#)

[View School / District Info.](#)

### My Surveys



[Survey Composing](#)

[Survey Setup](#)

[Set/Revise Open-Ended Questions](#)

[Set/Revise Multiple-Choice Questions](#)

[Survey-Taker List and Passwords](#)

[Monitor Progress](#)

[Close Survey](#)

### My Reports



[View Reports](#)

[View Single Indicator Reports](#)

[View Roll-up Interactive Charts](#)

[View Scrapbooks](#)

### My Resources



[Knowledge Base](#)

[Live Training](#)

[View Survey Questions](#)

BC Seycove Secondary School

2018-19 Open-Ended & Multiple-Choice Questions

- 1.- (TLB) In this last part of the OurSCHOOL survey, we want you to give us your opinions in your own words. Like before, your comments will be mixed with those of other students, and as long as you do not include your name or other identifying information, we will not be able to tell that they are yours.
- 2.- Our school question I: If you could do anything, what changes would you make to school so you could be more excited about your learning?
- 3.- Our school question II: What do you think are the most important issues that need to be addressed in our school?

### MCQ 1

Question title for reports: Elementary School

Question the survey taker sees: Which elementary school did you attend before starting Seycove?

Response options for answers (what the survey taker sees)

#### Response Options

Cove Cliff
Dorothy Lynas
Sherwood Park
Other Public Elementary S
A Private Elementary Sch

#### Label for reports

CC
DL
SP
ONV
OBC

## MCQ 2

Question title for reports: Program Involvement

Question the survey taker sees: Please select any of the following programs that apply to you:

Response options for answers (what the survey taker sees)

### Response Options

Choices
International Students
Performance Learning Progr

### Label for reports

CH
IS
FLP

# Transition Back to School



Remote learning refers to learning away from the school, including at home, online, and distance forms of education. We would like to know about your remote learning experiences during the COVID-19 situation. Please think about this period while you answer the following questions:

**I am:\***

-Back at school

-Learning at home

-Both learning at home and at school

\*Parent version: My child is.; Teacher version: My students are:

Topic	Survey Items	Response Scale
<b>Continuity of Learning: New Teaching Methodologies</b>	<b>Student (Secondary):</b> I would like my teachers to keep using remote learning methods.	<ul style="list-style-type: none"> <li>• StronglyDisagree</li> <li>• Disagree</li> <li>• Neither Agree nor Disagree</li> <li>• Agree</li> <li>• StronglyAgree</li> </ul>
	<b>Student (Elementary):</b> I would like my teachers to keep using remote learning activities.	
	<b>Parent:</b> I would like my child's teachers to keep using remote learning methods.	
	<b>Teacher:</b> I will continue to use remote teaching strategies.	
<b>Equity of Access: IT</b>	<b>Student (Secondary):</b> I have access to the technology I need for remote learning (e.g., tablet, laptop, internet access, etc.).	<ul style="list-style-type: none"> <li>• StronglyDisagree</li> <li>• Disagree</li> <li>• Neither Agree nor Disagree</li> <li>• Agree</li> <li>• StronglyAgree</li> </ul>
	<b>Student (Elementary):</b> I have access to a computer or tablet, and the internet to do my school work.	
	<b>Parent:</b> My child has access to the technology they need for remote learning (e.g., tablet, laptop, internet access, etc.).	
	<b>Teacher:</b> I have access to the technology I need for remote learning (e.g., tablet, laptop, internet access, etc.).	

<b>Safety at School: Prevention</b>	<b>Student (Secondary):</b> My school is doing everything possible to prevent the spread of COVID-19.	<ul style="list-style-type: none"> <li>• Strongly Disagree</li> <li>• Disagree</li> <li>• Neither Agree nor Disagree</li> <li>• Agree</li> <li>• Strongly Agree</li> </ul>
	<b>Student (Elementary):</b> My school is working hard to keep us safe from COVID-19.	
	<b>Parent:</b> My child's school is doing everything possible to prevent the spread of COVID-19.	
	<b>Teacher:</b> My school is doing everything possible to prevent the spread of COVID-19.	
<b>Safety at School: Re-emergence of COVID-19</b>	<b>Student (Secondary):</b> I feel uncomfortable going back to my school because of COVID-19.	<ul style="list-style-type: none"> <li>• Strongly Disagree</li> <li>• Disagree</li> <li>• Neither Agree nor Disagree</li> <li>• Agree</li> <li>• Strongly Agree</li> </ul>
	<b>Student (Elementary):</b> I feel uncomfortable going back to my school.	
	<b>Parent:</b> I feel uncomfortable about my child going back to their school because of COVID-19.	
	<b>Teacher:</b> I feel uncomfortable going back to my school because of COVID-19.	
<b>Mental Health</b>	<b>Student (Secondary):</b> On a scale from "0" to "10", where zero means 'not impacted' and '10' means 'very impacted', how has COVID-19 affected your mental health?	0-10 scale*
	<b>Student (Elementary):</b> How does COVID-19 make you feel? 0 being sad and 10 being happy.	
	<b>Parent:</b> On a scale from "0" to "10", where zero means 'not impacted' and '10' means 'very impacted', how has COVID-19 affected your child's mental health?	
	<b>Teacher:</b> On a scale from "0" to "10", where zero means 'not impacted' and '10' means 'very impacted', how has COVID-19 affected your mental health?	

\*Content is subject to change, and reporting has yet to be determined.

<b>Equity of Access: Support/Resources</b>	<b>Student (Secondary):</b> I have access to all of the class materials and supports that I need to successfully complete my school work.	<ul style="list-style-type: none"> <li>• StronglyDisagree</li> <li>• Disagree</li> <li>• Neither Agree nor Disagree</li> <li>• Agree</li> <li>• StronglyAgree</li> </ul>
	<b>Student (Elementary):</b> I have access to the class materials and supports that I need to do my school work.	
	<b>Parent:</b> My child has access to all of the class materials and supports they need to successfully complete their school work.	
	<b>Teacher:</b> I am able to adapt the materials my students need to successfully complete their school work.	
<b>Continuity of Learning: Gaps in Learning</b>	<b>Student (Secondary):</b> I feel prepared to be successful this school year.	<ul style="list-style-type: none"> <li>• StronglyDisagree</li> <li>• Disagree</li> <li>• Neither Agree nor Disagree</li> <li>• Agree</li> <li>• StronglyAgree</li> </ul>
	<b>Student (Elementary):</b> I feel that I can do well this school year.	
	<b>Parent:</b> I feel my child is prepared to be successful this school year.	
	<b>Teacher:</b> I feel prepared to be successful this school year.	
<b>Relationships &amp; Advocacy</b>	<b>Student (Secondary):</b> I feel connected to my school community.	<ul style="list-style-type: none"> <li>• StronglyDisagree</li> <li>• Disagree</li> <li>• Neither Agree nor Disagree</li> <li>• Agree</li> <li>• StronglyAgree</li> </ul>
	<b>Student (Elementary):</b> I feel that I am a part of my school.	
	<b>Parent:</b> I feel connected to my child's school community.	
	<b>Teacher:</b> I feel connected to my school community.	



## Provincial Survey:

**FOR ACTION, SUPERINTENDENTS AND PRINCIPALS/VICE-PRINCIPALS: Due April 30: 2020/2021**  
**Student Learning Survey:** The [2020/2021 Student Learning Survey](#) is now available for students in grades 4, 7, 10, and 12, as well as parents, staff and principals/vice-principals. The student and staff surveys are available in English and French, and the parent survey is available in 16 languages. The survey closes April 30, 2021. For technical and administrative support, or to receive paper copies of the survey, please contact AWIS at 1-866-558-5339 or at [support@awinfosys.com](mailto:support@awinfosys.com).

# ***Course Programming:***



[Career Centre](#)

[Clubs](#)

[Course Programming](#)

[Expect Respect and a Safe Education \(ERASE\)](#)

[Grad and Grade 12 Information](#)

[Grade 7/8 Information](#)

[Office 365](#)

[Parking and Driving at Seycove](#)

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[School & Community Service Hours](#)

[Student Council](#)

[Student Resources](#)

[Transcripts and Records Requests](#)

[Microsoft Teams Info and Support](#)

## Grade 7 into Grade 8

For current Grade 7 students transitioning into Grade 8 for September 2021:

Ms. Ruby Willems                      Grade 8 Counsellor

Ms. Sarah Best                         Vice Principal

[Letter to Parents - Invitation to Phase One](#)

[Grade 8 Course Program Form - CLICK HERE](#)

### Parent Presentation and Tour (January 20 @ 6pm)

We are pleased to invite parents of current Grade 7s are to a Parent Presentation via ZOOM. The purpose of the Parent Meeting is to provide general information about Seycove, specific information about Grade 8 course selections and program offerings, and to introduce parents to important information about grade 8 at Seycove. Additionally, parents will have the opportunity to meet Ruby Willems, the Grade 8 counsellor, and the administrative team at Seycove.

**Date:** Wednesday, January 20<sup>th</sup>

**Time:** 6:00pm

**Place:** Virtually on ZOOM

**Live Event Link:** <https://zoom.us/j/91717131023?pwd=QmFaSG8rUXdUYmlxVElPdWlVclNhZz09>

**Meeting ID:** 917 1713 1023

**Passcode:** 8fPwiC

### Student Visits and Orientation to Seycove

In the spring, Grade 7 classes will hopefully visit Seycove to tour the school (COVID-19 Health Restrictions Dependent), meet teachers, and make connections with Seycove students. Grade 7 teachers will provide you with these dates in the future.



Career Centre

Clubs

Course Programming

Course  
Information and  
Descriptions

GRADE 8

GRADE 9

GRADE 10

GRADE 11

GRADE 12

Expect Respect and a  
Safe Education  
(ERASE)

Grad and Grade 12  
Information

Grade 7/8 Information

Office 365

Parking and Driving at  
Seycove

Provincial Assessment  
Information

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Transcripts and  
Records Requests

Microsoft Teams Info  
and Support

## Course Programming

### Course Programming

Selecting a program of studies is an important process that should involve students, parents, teachers, administrators and counsellors. After careful consideration, courses should be chosen based on the student's strengths, interests and future requirements. Students are asked to list alternative choices on their course selection sheets, as their preferred choices may not schedule due to timetable constraints. Courses with low enrolment may not be offered. Students are advised to review course programming information carefully when planning their courses for next year.

**PROGRAMMING TIMELINES** - refer to [calendar](#) for specific dates

Jan 19	Performance Learning Program (PLP) Information Evening 7:00pm (ZOOM)
Jan 20	Gr 8 Parent Course Programming Meeting (ZOOM) @ 6:00 pm
Jan 20	Grade 8 course programming classroom visits to elementary schools via MS Teams
Jan 18 - Feb 21	Applications for Academies due via School Cash Online
Feb 2	Next Years' Grade 9-12 Parent Course Programming Evening (ZOOM)
	Grade 9 & 10: Tuesday, Feb. 2 @6:30pm
	Grade 11 & 12: Tuesday, Feb. 2 @7:30pm
Feb 2 -3	Student Course Programming Meetings/Assemblies (MS Teams)
	Next Year's Grade 11 & 12: Feb 2 @8:30am
	Next Year's Grade 9 & 10: Feb 3 @8:30am
Feb 8	Applications due for Performance Learning Program (PLP)
Feb 19	Course Selection Forms Due

#### PROGRAM REQUIREMENTS:

Click on the grade link below for course programming information for the 2021-2022 School Year.

[GRADE 8](#)

[GRADE 9](#)

[GRADE 10](#)

[GRADE 11](#)

[GRADE 12](#)

Students currently in Grade 7 going into Grade 8, [click here](#)

Performance Learning Program, [click here](#)

For Academy Information, [click here](#)



**Seycove Secondary**  
*North Vancouver School District*

[Mail](#) [NVSD Portal](#) [Parents](#) [NVSD](#)



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[GRADE 8](#)

[GRADE 9](#)

## GRADE 8

Grade 8 Counsellor: [Ruby Willems \(rwillems@sd44.ca\)](mailto:rwillems@sd44.ca)

Grade 8 Programming Requirements: [CLICK HERE](#)

Course Descriptions Link: [CLICK HERE](#)

Grade 8 Course Programming Presentation ([pdf linked](#))

Grade 8 Course Programming Sheet: [CLICK HERE](#)

Grade 8 Q & A ([link to another page](#))



## Course Information and Descriptions (this page is under construction)

[Career Centre](#)

[Clubs](#)

[Course Programming](#)

[Course Information and Descriptions](#)

[GRADE 8](#)

[GRADE 9](#)

[GRADE 10](#)

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Course Description (Click on Course Name)	Course Outline	Ministry of Education New Curriculum	GR.	Code	CR.	Notes
ADST - Applied Skills Courses - Course Description						
<a href="#">Drafting 11</a>		<a href="#">Drafting 11</a>		MDDF-11	4	Open to students in Grades 10, 11 and 12
<a href="#">Drafting 12</a>		<a href="#">Drafting 12</a>		MDDF-12	4	Open to students in Grades 10, 11 and 12
<a href="#">Economics 12</a>	<a href="#">Economics 12</a>	<a href="#">Economics 12</a>	12	MEC-12	4	
<a href="#">Engineering 8</a>	<a href="#">Engineering 8</a>	<a href="#">Applies Design, Skills, and Technologies 8</a>	8	MADGE08ENG		Supplemental Fee Applies
<a href="#">Engineering 9</a>		<a href="#">Applied Design, Skills and Technologies 9</a>	9	MADGE09ENG		Supplemental Fee Applies
<a href="#">BA Engineering 10</a>	<a href="#">BA Engineering 10</a>	<a href="#">BA Engineering 10</a>	10	YERT-OA	4	Supplemental Fee Applies
<a href="#">Engineering 11</a>	<a href="#">Engineering 11</a>	<a href="#">Engineering 11</a>	11	MENR-11	4	Supplemental Fee Applies
<a href="#">Engineering 12</a>	<a href="#">Engineering 12</a>	<a href="#">Engineering 12</a>	12	MENT-12	4	Supplemental Fee Applies
<a href="#">Food Studies 9</a>	<a href="#">Food Studies 9</a>	<a href="#">Applied Design, Skills and Technologies 9</a>	9	MADFS-09		Supplemental Fee Applies

- Questions?

- DPAC Report, Mag Caron



- New Business
- Close