

Minutes from Montroyal PAC Meeting Thursday, October 29, 2015

1. Call to Order

Meeting commenced at 7:05 p.m. and quorum declared with enough PAC members present at meeting. It was announced that meeting tonight will be chaired by Helen Casey, as Vice Chair in Jana Madill's absence.

Helen did a very brief overview of the agenda items and brief introduction of Mr. Brad Baker, who would be speaking shortly.

2. Approval of the Agenda

The Agenda for tonight's meeting has been circulated and posted. Helen asked that an amendment be made to the evening's Agenda as follows:

- Change order of agenda items to accommodate guest speaker Mr. Brad Baker from North Vancouver School District to speak first, then the remainder of Agenda items will follow his presentation.

Can I have a motion to approve tonight's agenda as posted on Thursday, October 22 and as amended this evening? Motion duly made by Yvonne Smith and Seconded by Ilona Kuligowska. All in favour. It is resolved to accept the current agenda as presented.

3. Approval of Minutes (previous meeting)

Minutes are typically posted on the MPAC website within 2 weeks of our meeting. The Minutes from our last meeting on September 24, 2015, have been circulated and posted. At this time are there any corrections?

NO corrections, amendments or changes noted.

Can I have a motion to approve the Minutes of the September 24 PAC Meeting as posted?

Motion to approve September 24 minutes by Hardish Garson and seconded by Cath Blythe. All in Favour. It is resolved to accept the minutes as presented.

4. Presentation by Mr. Brad Baker

Introduction of Mr. Brad Baker from the North Vancouver School district office, District Aboriginal Educational Programs.

Highlight of Mr. Baker's presentation:

- Welcomed us in native language; explained name in his language, and that he is a member of Squamish Nation; went first to Queen Mary Elementary, Sutherland high school, and graduated in 1988. At that time, Brad Baker, his brother and sister were the only aboriginal students at the time at Sutherland, otherwise was predominantly European.
- There was very little with respect to Aboriginal education during the time that Brad Baker was in the school system as a student - 1975 - 1988.

- Brad Baker shared some anecdotes from his family, such as the fact his grandfather was on the North Vancouver lacrosse team in 1936 (showed a picture from that era) and that the team used to fill the Denman Arena.
- Also shared a picture of the residential school that was in North Vancouver at 5th & Forbes (St. Thomas Aquinas building there now).
- Discussed the three paths re residential schools -
 - kids, they will understand it over time;
 - educators - there will be a long educational process for the educators;
 - community - community understanding also important.
- The purpose is to educate about residential schools, but don't want to dwell on it, and rather how do we go forward.
- Discussed the big ideas re teaching/learning about the Aboriginal people:
 - reflective practice, Indigenous world view; values, identity (walk between two worlds, most important for the Indigenous people); historical impacts; collective ownership - us as a society to begin a stronger understanding of how to move forward as a collective.
- Reviewed the four pillars for aboriginal education: Implement, enhance, strengthen, engage.
- Strengthen - cultural connections - inclusion, grant process, recognition, acknowledgement through four pillars of curriculum, instruction, assessment, social/emotional.
- Where are we re engaging - curriculum development and staff capacity - BC curriculum, FNEESC, district initiatives, school initiatives.
- Process will take 15-20 years to implement.
- To implement need to: be sincere, must be willing to take a risk; authentic, must be written by an Indigenous person with Indigenous knowledge; relevant - must be more than a 'one-off' such as a pow-wow.
- Brad Baker shared the slide showing the Youth Voices on Reconciliation done by students.
- Reviewed ways of working together to ensure history does not repeat itself. 150 years of difficulty means 150 years of correcting and healing.
- SD 44 - Aboriginal Education Chart shown - Go forward with courage.
- Shared a quote: Indigenous knowledge is more than the opposite of western knowledge. It focuses on the resilience and self reliance of Indigenous people, and addresses the importance of their own philosophies and educational beliefs. Indigenous Knowledge is an adaptable, dynamic system that is based on skills, abilities, and relationships ...

- Schools and society doing something right - more aboriginal kids finishing school and graduating.
- GO FORWARD WITH COURAGE

Questions for Brad Baker:

Parent Question - does Squamish Nation have an outreach program -

Brad - 4 teachers/4 CUPE members to go in for educational, emotional, recreational support. Bring kids/groups of adults to big house. Tracey Todd explained she has arranged for this group to come in to our school in the spring for presentation. Also were here last year for kindergarten salmon release. Brad - baby steps but now for all not just aboriginal. Tracey explained how all kids are interested in the education. Brad - grade 6/7 here did suitcase exercise.

Parent Question - there was an aboriginal focused school closing in Vancouver?

Brad - the aboriginal focus is now implementing into regular BC educational curriculum.

Parent Question - any recommendations on how to integrate into school?

Brad - provide resources to teachers of implementing and resources available for all teachers. Tracey - also program for grade 5 teachers to find out how to teach about residential schools. Brad - last 18 months has been busy but they don't say no to schools where they can come in because it means school interested.

Parent Question - how about social implementation?

Brad referred to Tracey who explained about Global learner and how it can come in with environmental stewardship. Brad - Handsworth hosting aboriginal week celebration. Brad also discussed the master carvers and the poles - 2-3 year process; from him, to funding, to execution, is quite a process. For instance, Squamish Nation donates the log, splits it, brings in the length and carve at the school.

Parent Comment - there is not much as yet at our school and we should look at opportunities to implement it; how do we start?

Brad - starts as small as art classes with clay, mural in class; wall outside by intermediate students with guidance from Brad's group.

Parent Question - We have Art Mania - is there aboriginal equivalent?

Brad there is and it just takes Tracey/Susan, admin and PAC to decide what and how to proceed.

Parent Comment - would be great for kids to be able to participate; we should be proactive on approaching. We are hungry here for ideas ...

Parent shared an anecdote: ran into Roy Henry Vickers - was caught off guard by daughter going up to him and wound up with 20 minutes of Mr. Vickers time - very special for the family.

Parent Comment - thank you for a great presentation and gave thanks to Tracey for bringing in the thank you to the Squamish Nation for allowing us to learn and work on their land.

Brad - if we continue to bring different aspects of aboriginal education into classrooms, then each generation of kids will have it better and better.

Brad shared story a few anecdotes about his family; also shared about how it was in 1917/18; how the status and 'ward of the state' is still an active law today ...

Helen - Thanks to Brad for his time and presentation.

5. PAC Survey Results

Michelle Allison presented the PAC Survey Results. Please refer to the presentation posted for detailed information regarding the results of the survey. Highlights of the presentation:

- 30% response rate, and feel responses overall reflective of parent community. Explained the areas of focus.
- MPAC Communications and Meetings - parents are receiving Sunday emails and linking to the site for more details and information. Reviewed a couple of options to increase attendance at MPAC meetings.
- MPAC programs and events: Big three - after school club, art mania, mad science. Reviewed ideas and suggestions from survey for new activities moving forward.
- What topics for parents and students - Anxiety, empowerment and leadership, anti-bullying, internet safety.
- Best forum - school meeting at night but not a PAC meeting.
- Reviewed events results.
- Reviewed volunteer Incentives option - results and suggestions for incentive results.
- Class reps review - reviewed results; main comment made was the multitude of same email information. At this point on our radar but may be better at this point for over-communication vs not enough at all.

- Online registration system and hot lunch - see Michelle's presentation. Re-usable cutlery results and options to provide to parents.

Thank you for the feedback and participation in the program!

No questions after presentation.

6. Principal and Vice Principal reports

Tracey - quite a few things going on since last meeting:

Main foyer - new white board in main lobby - teachers can add as they go by, great to see what is going on with all the clubs. School is quite vibrant, and kids seem excited about all going on.

Had first orange shirt day since last PAC - was to acknowledge residential school survivors, was not put out to kids as it has not been taught yet. As a staff, need to know how to introduce this injustice. Felt we weren't ready to ask kids to wear orange shirts, but did have assembly and read Shi-Shi-etko. (described story, showed some pictures from the book). Did ask the question "what memories would you hold in your heart if you had to leave home? Mr. T's class did a suitcase of memories. As a school we are just starting down this journey, as time goes on and more awareness in community, we can develop into orange shirt day.

Parent Question - what about Brad's idea of a mural?

Tracey - feels it is a fantastic idea. Susan - first step is to honour where we are today and coming to terms with it, right or wrong. Acknowledging where we are at and also where we want to go. It is a process and will take some time.

Extremely successful Norman Foote concert.

Very successful book fair thank you to PAC for that. Thanks to Ilona and team; it is a huge amount of work but helps school immensely.

First earthquake drill - tried to normalize it as much as possible.

Halloween Parade tomorrow!

Table tennis for intermediate students - will be giving this a try; everyone from 2-7 will get to try. Tracey has a schedule for the four days.

E-tromboni will be in on the 5th day.

Tracey - opening school procedures - stairs and stairwells are too full; suggestions from staff are: not opening doors in primary area at 8:40. Can wait under cover OR wait in foyer. All fine in foyer. Can go into foyer beforehand.

Parent Question - where best to direct student being dropped off for early activities such as choir practice? Choir still to primary door ... Mrs. Hill has agreement in place (tapping on window etc.)

Tracey will put out a school connects likely in next day or so.

Parent Question - seems doors locked and not unlocked when they should be. Susan and Tracey are working on that to ensure open when they should be and locked when it is time for them to be locked.

Tracey - upcoming next meeting will be a presentation of student leadership model.

Parent Question - no more student council?

Tracey - explained about student leadership model, numbers of students involved vs student council.

7. Financial Reports

Presented by Shannon Harris and Scott Taylor

(Reviewed spreadsheet on projector) On left, budget approved last spring (may). Actuals to 26th, not much in there yet. Targeting to be over-budget on school supplies - this is a good thing. Scott explained and reviewed where the expenses to date have been spent, noted that \$7518 is not necessarily accurate.

Scott brought Helen Casey forward to introduce Cath Blythe for presentation on IGIRL/IGUY program.

Cath Blythe proceeded to explain to group what the IGIRL/IGUY program is. Explained body science education (one part) and the empowerment workshops. IGIRL going for several years and ages to target is 9-12. Developed boy program just two years ago. Boys very different!

IGIRL/IGUY program is in two parts: part one is foundation and building blocks, healthy body image, self esteem. Gets right into the scenarios all the kids are faced with, assertiveness, bullying, standing up for themselves. Part 2 how to have healthy friendships and relationships. Builds on part one, and then also goes into internet safety.

Cath and Jana Madill have talked and created a plan that offer grade 4-7 for part one, and then grade 6-7 for part 2.

Parent Question: Why only part one for grade 4?

Cath - it boils down to financial. Everyone will get part 2 before they leave the school.

Parent Question - is this alternating with body science?

Cath - yes.

Cath also indicated that as with body science, there can also be a parent information night and workshop for IGIRL/IGUY. Cath - examples of IGUY/differences - I don't need to be superman; I am not just about my muscles, etc. Cath - getting more schools on board.

Parent Question - is this not something teachers can cover?

Tracey - this group can do it far better and these are seasoned professionals and message is consistent vs having several different teachers presenting in several different ways. The presenters giving message are more powerful than the teachers trying to reach the kids. Better to bring in the professionals that the kids can relate to and connect with on what can be more sensitive and perhaps kids feel better with someone in for the one day vs seeing the individual every day. Cath also pointed out about having to be careful about words used and how it is presented to students.

Helen Casey - normally PAC supports the body science and Jesse Miller - however, feedback was not as strong this past year and perhaps a better option would be IGIRL/IGUY. Tracey explained that feedback re Jesse was more about it being the same. For someone to come in and speaks about it in an engaging way it just seems to work better. Cath said kids often open up more than seeing person the next day and having to working on math. Tracey explained that when the opportunity comes up to do this, if the funding is there would be worth it vs bare bones approach of teachers.

Overview by Helen: There is currently \$2000 in the program; in order to include grade 4s, need additional \$1000, this would mean that they would get part one, and then 6-7 get both.

PAC has reviewed budget proposal found that funds could be re-allocated from performing groups - 3 booked and no 4th planned so will likely be underspent.

Helen: Can I have a motion to relocate the funds from performing groups to the IGIRL/IGUY program?

Motion relocate by Yvonne Smith and seconded by Cory Kinney. All in Favour. It is resolved to accept the relocation of funds as presented.

Helen: Can I have a motion to amend the budget to reflect the relocation of the funds?

Motion to amend budget by Scott Taylor and seconded by Ilona Kuligowska. All in Favour. It is resolved to accept the amendment to the budget.

8. DPAC update by Hardish Garson

Family of school grants - up to \$500; Foodsafe at \$80, safety grant \$200. Talked about BC PAC registration. Had two kids from Seacove at DPAC meeting to present about using technology to keep kids engaged and how to use to really get them engaged. Example - you tube videos on French revolution; only school in district as they have two teachers who are passionate about it. Susan also spoke about program in more detail as her kids involved in it at Seacove. Tracey - programs can be looked up online on north van website.

Hardish - other point of note is that Carol has re-designed DPAC website and it should be up soon.

9. Volunteer Programs

Helen - There are still a number of ways to get involved. Would like to reinstate committee concept. Some big goals for getting other parents to get involved.

Specifically - playground, review options, work towards replacement; technology - Helen to be tech PAC rep on the committee, is really a due diligence, don't need to be tech savvy, what to replace, anyone wanting to help please let us know.

Parent Question - is there a teacher re tech?
Mr. Teed.

Speakers and clubs - Ilona spoke about this. Would like to have a bit more planned and goal oriented approach to speakers and clubs and presentations. Surveys showed and certainly discussion tonight including guest speaker that many very interested in this. Part of committee process is including more people and having feeling of knowing what is going on. The more people involved the more a collaborative the process is.

Parent Question - is there parent social in February?
Ilona and Michelle explained there is and had a group come forward who wants to do this. Committee came to PAC and it is now in the works.

Playground committee - Hardish provided comment re playground committee - was on it two years ago, were looking at minimum \$40,000, then informed no money so project not going anywhere. Tracey - we have been led to believe wooden structure can last a few more years, so there is time to fundraise. Agree that no point to pick out equipment if not coming up for 4 years.

Helen Casey clarified that the upcoming big expenditures would be technology and playground.

Tracey and Ilona explained that there is the cost to remove; and doesn't need to be an expensive alternative. There are many options and ways to go, and a committee can explore these and put together the options. One thing is to not fight the topography but work with it. Can't go to the parents and ask for the money without a plan in place and options explored.

Next PAC meeting is November 26.

It was moved to officially adjourn the meeting at 9:10 PM.

All in favour.

Thank You and Good-Night.

In attendance:

Helen Casey
Tracey Todd
Cory Kinney

Brad Baker
Ilona Kuligowska
Scott Taylor

Susan Teegen
Yvonne Smith
Michelle Allison

Sandy Milone
Shannon Harris
Cath Blythe

Unreadable name
Judith Brain
Ailish O'Keefe

unreadable name
Hardish Garson
Hema Patel