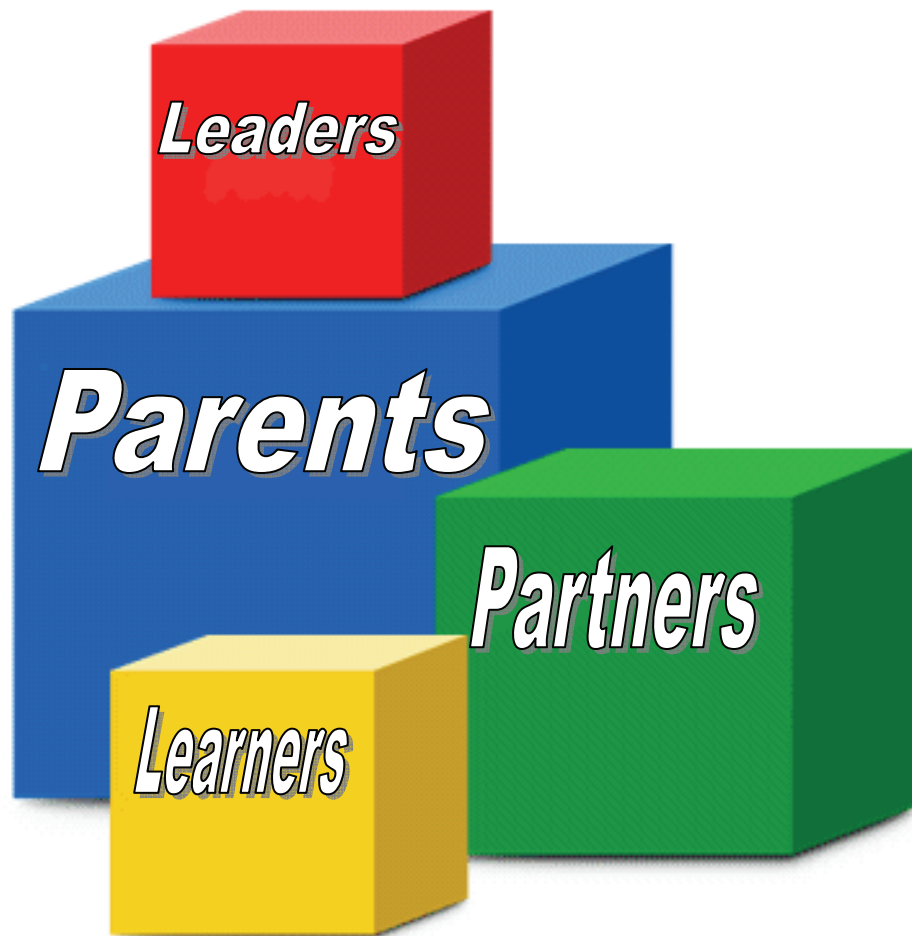




Our Voice

BC Confederation of Parent Advisory Councils



Inside this issue

- Learning in the 21st Century
- *Shake Out* BC's Earthquake Drill
- New IEP Resource for Parents

September 2010

Who We Are

The B.C. Confederation of Parent Advisory Councils (BCCPAC) is recognized as the collective voice of parents regarding public school education in BC. Every public school Parent Advisory Council (PAC) and District Parent Advisory Council (DPAC) in the province is eligible for membership. BCCPAC is a charitable non-profit organization registered under the BC Society Act.

BCCPAC purposes are:

To advance the public school education and well-being of children of the province of BC.

To carry on activities to promote and enhance meaningful parent participation in an advisory role at the school, school district and provincial level.

Our Voice

Published by the BCCPAC. Subscriptions are included with PAC and DPAC membership. Individual subscriptions are also available by contacting the BCCPAC office.

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Contact Us

350-5172 Kingsway
Burnaby, BC V5H 2E8
Tel. 604.687.4433
Toll Free. 1.866.529.4397
Fax. 604.687.4488
Email: info@bccpac.bc.ca



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Thanks to the BCCPAC News Magazine Committee for their hard work putting this edition of Our Voice together. Thanks to staff for their continued support of BCCPAC committees. Current committee members are Deborah Garrity, Ann Whiteaker and Susan Wilson.

Thank you to our advertisers who contribute to BCCPAC through their purchase of advertisements and inserts. Thanks also to those who contributed articles and our volunteer editors.





PRESIDENT’S MESSAGE

With the beginning of another school year, I find myself reflecting on the past year and marvelling at the growth, change and successes that have occurred. I watched my youngest child learn to read, and my oldest learn to drive. These accomplishments also presented numerous challenges which are all part of any learning experience. BCCPAC has also grown, changed, been challenged, and experienced many successes over the past year.

Change and growth is everywhere we look these days. Structurally BCCPAC is nearing the end of a three year Governance Audit with the completion of a new Constitution and Bylaws to be presented to the membership at a special meeting to be held the weekend of our 2010 Fall Conference – **"Parents as Partners: A Community of Leaders and Learners"**. This document will help guide us as we move forward. Many of our education partners are also restructuring their organizations in preparation for the much anticipated changes within the education system expected as we move to a 21st Century learning model.

It can be overwhelming when we start looking at EVERYTHING that needs attention. Not one of us has the answers or solutions by ourselves. There is no ONE solution, no easy button. We cannot do it alone. How do we work together? How do we best learn from one another? How do we ask questions to explore ideas, and feel safe to do so? How do we create something together greater than we could have done alone?

This is the perfect time to develop ideas and create solutions. To ask the questions. What can you do to create a safer, open environment for your community, Board, educators, parents, and children. What can you do to create a place where it is okay to take risks, to take on new challenges, to ask for help, to make mistakes, to expect more, to believe, to share, and to learn?

What if each of us felt trusted and safe to make mistakes in our own learning? What if we all felt supported and valued instead of judged and attacked? What if we could encourage, support, learn, coach and bring out the best in each other? What would that look like and feel like? How much more effective and powerful would that make our organization, our education system and our community? Imagine! How would we create a 21st century village?

While it is uncertain what the future holds and what these changes will be and the effects they will have, it is certain that BCCPAC will continue to support our membership to build capacity to support student success through parent involvement. Through resources and parent education, PACs and DPACs will continue to be the voice of BCCPAC. When PACs and DPACs are strong, BCCPAC is also strong. The enthusiasm and commitment demonstrated by all the partners in education is a wonderful indication that improvements will continue, and that the collective efforts being made will result in greater success for all learners – adults and children. We have a lot to celebrate!

Thank you to all the volunteers who have come before me, who are here with me and who will come after me – those willing to believe and put caring in to action. This edition is dedicated to you. Enjoy!

Ann Whiteaker,
BCCPAC President

CURRENT BCCPAC BOARD OF DIRECTORS

- | | |
|-----------------------------|--------------------------|
| President, Ann Whiteaker | SD #61 Greater Victoria |
| Treasurer, Jennifer King | SD #68 Nanaimo-Ladysmith |
| Secretary, Dana Arthurs | SD #79 Cowichan Valley |
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| Director, Steve Baker | SD #39 Vancouver |



MEET BCCPAC'S NEWEST BOARD MEMBER

Following the 2010 AGM the important Board position of Treasurer remained vacant. The BCCPAC Board decided to send out a membership-wide call for nominations in May 2010. As a result of this proactive strategy to fill the vacancy, a key member has now been appointed to the 2010-2011 BCCPAC Board of Directors. Jennifer King brings a wealth of knowledge, skills and experience to BCCPAC. It is commendable that she is willing to volunteer in this demanding role. Her involvement will strengthen the collective voice of parents in B.C. Through volunteerism she is **demonstrating her strong belief in the worthiness of BCCPAC's stated goal of providing the best possible education for all children in this province.**

Jennifer King, Treasurer (SD #68 Nanaimo-Ladysmith)

Jennifer King resides in Nanaimo and is familiar with BCCPAC through her participation in the Supporting Parent Leadership Seminar Series (SPLSS) and is now a Parent Information Resource Coordinator (PIRC).

Jennifer has a history of active involvement in her district. Her varied interests include volunteering on both PAC and DPAC as well as for World Vision. Jennifer enjoys volunteering for things that affect her children especially now that her three boys are all in school (ages 7, 9 and 16). She is happy to be a part of BCCPAC and feels BCCPAC is the perfect fit given her enthusiasm for empowering the collective voice of parents. Jennifer is looking forward to the new challenges involved in being part of a province-wide organization.



DOES YOUR PAC OR DPAC HAVE A WEBSITE ?

PACS and DPACS have shared their website with BCCPAC and are posted on the [PAC/DPAC List](#) link on the home page of www.bccpac.bc.ca, Posting websites from all over the province is a great way to share the collective wisdom of parent volunteers!

Email info@bccpac.bc.ca today with your information

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SUCCESSION PLANNING FOR DPACS: A PAST DPAC CHAIR SHARES IDEAS



I will begin my new role as a past chair of the Alberni DPAC (which includes Port Alberni, Bamfield, Ucluelet and Tofino) in September 2010. My involvement in School District 70 is quickly coming to an end; the idea has taken a little bit to get used to. I have been involved in PACs and DPAC since my child entered the school system. For the last 5 years, I have held the position of DPAC Chair.

- BC Gaming Information from the Ministry website
- Handouts for the Parent Information Sessions & Display Tables
- Common Acronyms
- Steps to follow if you have a concern
- BCCPAC Advocacy's Meeting Survival and Problem Solving handouts
- Questions to prepare parents for a Parent-Teacher Conference (www.nsd.org)
- A number of Asset Building and reading tips handouts

I am very fortunate to have worked with so many parents that have shared the same vision for our DPAC. We have worked as a team when hosting a number of events focused on helping parents and students **within our district. Don't get me wrong, there have been a few bumps in the road over the years but as long as everyone focused on the DPAC's purpose, it worked out.** During the 2009/10 school year, I started to prepare my succession plan. Throughout the year, I began letting the reps know that I would not be running for a 6th year.

Over the last few years as DPAC Chair, I have worked to build strong relationships with school district partners and community groups. These efforts have allowed me opportunities to now become a member of other Boards, which will allow me to transition from the busy schedule of DPAC volunteering. As the end of my term neared, I worked to ease the new chair into her upcoming position by: introducing her to the District Staff, walking her through the district office, organizing the DPAC storage area, and making myself available to her. The next stage of my plan was to create a binder for each DPAC representative and Executive member that contains helpful general information for all executive positions. This included :

- Minute taking tips
- BCCPAC's Parent Involvement and Roles, Responsibilities and Accountability of PAC and DPAC executive
- Alberni DPAC SD70 Constitution and Bylaws
- A copy of Basic Robert's Rules Of Order
- A list of our School District policies
- List of useful Drug Information internet sites
- "A Vision of a Successful Meeting, Making Meetings Work Better" by Eli Mina

"I am very fortunate to have worked with so many parents that have shared the same vision for our DPAC."

*Melody Burton
Past DPAC Chair*

The information I provided has been collected and created over the years by DPAC members and other parents. In the DPAC Chair binder all of the above was included plus extra handouts that are used for a display table during large parent events. All of the information was also burned to a disk included in the binder.

The reason I wanted to create these binders was because over the years, parents have stated their frustration about the practices of some PAC Executives. They rarely share information from their time in the PACs when they move on. Everyone has to continually **"re-invent the wheel"**, which can be maddening especially for potential volunteers. By simply sharing available and relevant information, I believe you create a successful succession plan.

I am excited to attend DPAC meetings in September in my new advisory role. I know that the newly elected DPAC Chair will take the involvement of parents in our district to the next level. I am very proud of the parents that continue to attend monthly DPAC meetings and take on Executive positions within our district. Recently, I was asked by two different community groups to become a Board member. I will continue to work to assist parents and students but my days will look a lot different from here on.

Is there life after DPAC? Who knows, but I am willing to give it a try! Maybe I will even sign up for those yoga classes that I have been procrastinating about. Well, maybe after my daughter's graduation year!!



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at www.bctf.ca

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CONGRATULATIONS MUNDY ROAD ELEMENTARY!

BCCPAC's *Early Bird Membership Draw* offering a free Registration (a value of \$350) to the member PAC or DPAC drawn, went to the Mundy Road Elementary Parent Advisory Council. Mundy Road Elementary is in Coquitlam (School District #43). BCCPAC is ready to welcome a PAC representative from Mundy Road Elementary to the 2010 Fall Conference or 2011 Spring Conference. BCCPAC wishes to thank all those who submitted their 2010–2011 membership fees prior to the early bird deadline of July 26th.



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LIGHTEN THE LOAD



Children will be heading back to school toting heavy backpacks this fall. Now is the time for parents to seriously consider how to help their kids with this burden given the long term effects heavy backpacks have on the developing spines of children.

It's interesting to ponder that forty

years ago, no one used backpacks. Instead, books were carried by hand. Carrying backpacks to school became common in the 1970's when students discovered the small backpack that campers used for day-long hikes. By the 1990's, backpacks became an everyday accessory in school life. They remain a convenient way to transport belongings with both arms free to do other things. In 2010 parents are likely to be even more concerned about heavy backpacks given the findings in a recent journal article from *Spine*, a Lippincott Williams & Wilkins medical journal for spinal health experts. (<http://journals.lww.com/spinejournal/>)

More than 50% of young people experience at least one episode of lower back pain by their teenage years.

A study of MRIs (magnetic resonance images) concluded that backpack loads are responsible for a significant amount of back pain in children, which in part, may be due to changes in lumbar disc height or curvature. This is the first upright MRI study to document reduced disc height and greater lumbar asymmetry from common backpack loads in children. However help is available **through the Ontario Chiropractic Association's program. Pack it Light Wear it Right** (www.chiropractic.on.ca).

This online resource provides educators, parents and students with information and tips to prevent backpack related injury. The *Pack it Light Wear it Right* materials aim to help parents and students pack, lift and safely carry their heavy backpacks on a daily basis.

All backpack materials are available, free of charge, to schools. There are order forms available online and many of the informative materials are available to download and copy. [http://www.chiropractic.on.ca/Resources/PublicEducation/](http://www.chiropractic.on.ca/Resources/PublicEducation/PackitLightWearitRight.aspx)

[PackitLightWearitRight.aspx](http://www.chiropractic.on.ca/Resources/PublicEducation/PackitLightWearitRight.aspx)

The Governance Audit Implementation Committee (GAIC)

In June 2008 the Board established the Governance Audit Implementation Committee (GAIC) whose purpose is to review the Constitution and Bylaws using the input from members and to present a proposed revised Constitution and Bylaws to the Board of Directors. The Board will present this proposed Constitution and Bylaws to the membership for approval at the Extraordinary General Meeting to be held on November 13 during the weekend of the Fall Conference.

To check out the updated Frequently Asked Questions and for other information please visit www.bccpac.bc.ca

A SPECIAL THANK YOU

GAIC thanks those members who attended the province-wide Member Input Sessions in 2009, participated in the 2009 Fall Conference GAIC sessions and participated in the Focus Group discussions, engaged in dialogue at the 2010 annual general meeting and provided feedback directly to us throughout this process.

Current committee members include: Ann Whiteaker, President; Deborah Garrity, Director; Terri Watson, Life Member (recording secretary), Lisa Cartwright, Past DPAC Chair SD 44; Susan Wilson, Past DPAC Chair SD 8 (Chair)

SAFE AT WORK: IT'S NOT TOO EARLY TO TALK ABOUT IT NOW



A typical shop class: a good place to practice safe work habits.

"The workplace can be a really dangerous place. I want parents to know that." Those words from Kathleen Higgins reflect the pain and urgency of a mother whose son, John, suffered a broken back in a forklift accident when he was 16 years old. While other kids were snowboarding, learning how to drive, and playing basketball, John was enduring multiple surgeries and four months of **intensive physiotherapy, not knowing if he'd ever walk again. It was John's first job. He was never trained to drive a forklift. He didn't know he had a right to refuse unsafe work.**

As parents of kids who may not be working yet, these events might seem tragic but far removed from your own lives. Do you really need to start thinking about workplace safety for your child now?

Instilling an awareness of health and safety in your kids *before* they start work may save them from the fate of **many young workers who've been seriously injured at work, often in industries that don't appear to be dangerous.**

On average, 28 young workers are injured on the job every day in B.C.; 41 sustain serious, life-altering injuries every week. In 2009, six youth between the ages of 15 and 24 lost their lives at work. About 45 percent of all young worker claims stem from accidents in the service and retail sectors.

As parents, you help your children to navigate the often

tricky waters en route to responsible independence. Whether this means registering them for babysitting courses, paying for their driving lessons, or arranging for tutors when their grades need a boost, you try to ensure they have the tools to make good, safe, and well-informed choices.

What can you do to help your children stay safe when they start working? Typically, kids start thinking about their first jobs in their mid-teens when they begin to want their own spending money and some independence. This is an ideal time to talk to your kids about safety at work.

A good first step is to go to the WorkSafeBC young worker web site at www2.worksafebc.com/Topics/YoungWorker/Home.asp **where you'll find resources, information, and advice.** If you know the industry that interests your son or daughter, you can even look it up, see what the hazards are, and discuss them with your child.

The key is communication. Talking to them about their right to training and orientation, encouraging them to ask questions and refuse unsafe work, advising them to trust their instincts, warning them about the dangers of working while tired or under the influence of medication, drugs or alcohol – these steps will go a long way toward preparing them for their first jobs.

On average 28 young workers are injured on the job every day in BC

Much of what you tell them will be reinforced in high school through Planning 10, a mandatory part of the secondary school curriculum that helps kids become self-directed and ready for the working world. For the segment dedicated to workplace safety, teachers rely on *Student WorkSafe*, seven modules developed by WorkSafeBC covering everything from rights and responsibilities at work to major causes of workplace injury, hazard recognition, personal protective equipment, occupational health, and workplace violence.

The most popular of the modules is one that features *Lost Youth*, a video capturing the real-life stories of four youth seriously injured at work, plus interviews with their parents. Among them are John Higgins, his mother Katherine and father John.

You can access *Lost Youth* and a wealth of other parent resources from the WorkSafeBC website. To learn more, or to speak with a representative from the young worker program, visit the WorkSafeBC booth at the BCCPAC Fall Conference or email yworker@WorkSafeBC.com.

NEW IEP RESOURCE FOR PARENTS

A terrific new resource for parents with children on Individual Education Plans (IEP) has just been created by BCCPAC. The authors Catherine Abraham and Joyce Gram have been involved in parent education in British Columbia for over twenty years. Catherine Abraham has written extensively for parents in the areas of special education, parent support and policy development. Joyce Gram has written for parents in all areas through newsletters and websites. Both have held numerous executive and advocate positions on school and district parent advisory councils and have worked at the provincial level.

Below is an excerpt from the Introduction:

"Many parents are not sure what to expect at an Individual Education Plan (IEP) meeting. When they meet school staff on behalf of their child, they may feel vulnerable or even frightened. Often, they don't know what to do and are not clear about their role in the process.

Some IEP guides focus on rights and responsibilities in legislation and policy. In this guide, we take a different

approach. Our focus is to help you understand how an IEP meeting works and how you and your child, working together with the school, can get the most out of this process for the benefit of your child.

An IEP is, above all, a "living document," meaning it can, and will, be changed as your child's circumstances change.

You know more about your child than anyone else. The school needs this information to tailor its teaching to your child's way of learning. A good IEP brings together your knowledge about your child with the school's knowledge about teaching. The IEP meeting will produce a plan of what the school will do to teach your child and help them succeed.

An IEP is, above all, a "living document," meaning it can, and will, be changed as your child's circumstances change.

When schools and parents share their knowledge, children benefit. A good IEP, developed by the parents and the school working together for the child, affirms the uniqueness

of every child and helps the child learn."

Copies of this guide will be available to all BCCPAC Fall Conference attendees and is available on the BCCPAC website at www.bccpac.bc.ca.

Will he be home for dinner?

28 young workers are injured every day in BC.

Learn how you can help him stay safe.

Resources for parents available in the Young Worker section at WorkSafeBC.com

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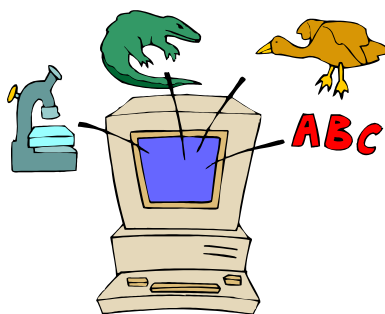
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LEARNING IN THE 21st CENTURY

The BC Student Voice publication reprinted courtesy of the BC Principals and Vice-Principals Association.



At the Spring Student Voice provincial meeting, students in grades 10-12 were asked the question "What will learning be like in the 21st century?" Students were placed into seven groups and each group worked independently to brainstorm

of the groups thought that there might be robotic versions of the traditional teacher. The artificial intelligence could present lectures where student responses or input was not desired. There was also a future need for online tutors that students could access when experiencing difficulties. Students had concerns about the structure of schools in general. If teachers become mentors, and all information can be found by anyone, anytime; what would our schools look like in the future? Students saw the need for education to become less rigid. All people should have access to education regardless of age. The concept of students as a homogeneous group sitting in classrooms listening to a teacher present material is outdated to them.

ideas and responses to the question. They organized their work on to chart paper and then each group presented their thinking to the whole group. Responses were recorded and used as the course for this document. All of the groups expressed a firm commitment to the idea that technology would play an even greater part in their education than has previously been the case. The role of the teacher would change dramatically, as would the viability of schools as learning structures. Education would be student driven and individually catered to each person. There was also a desire to see high quality hands-on learning. Because of technology advances, the global community would feature prominently as a resource for future learning.

Students in Grades 10-12 answer the question "What will learning be like in the 21st century?"

There was an interesting contradiction in the students' work with regard to social interaction. They did not seem to value the school building as a social structure. In fact, if all students had access to technology at home, students thought that the need for the building itself was quite diminished. On the other hand, students felt that they would benefit greatly from being exposed to the global community in a virtual or electronic scenario. With the advent of instantaneous translators, all students would have immediate access to the latest research regardless of its country of origin. There would be no language barriers.

While technology has been developing at an astonishing rate, students have been at the forefront of exploring the uses and benefits of several new electronic devices. They see technology, not as something special, but as something critical to their existence. For them, the use of technology in education would be a seamless extension of what they are already doing. All of the work groups made the natural assumption that technology would feature prominently in their futures. There was unanimous agreement about the elimination of textbooks and a move towards a paperless environment. They envisioned electronic libraries, iPad devices and lessons that could be downloaded. On a practical note, students felt that the need for school lockers would diminish with the move towards digital textbooks and resources. Student would no longer be carrying notebooks, textbooks or binders. The role of the teacher would change as well. Students saw the teacher more as a mentor and less as a giver of knowledge. The internet holds the information that students want, and the teacher would serve as a guide to unlock the process of finding the required resources. Several

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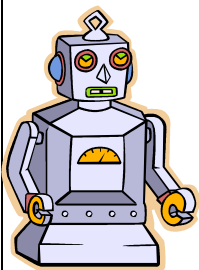
Two small photographs showing children in a science lab. The top photo shows two children, one in a pink shirt and one in a purple shirt, looking at something. The bottom photo shows a hand holding a test tube with red liquid.

It would also be possible and in fact desirable to be in contact with the greatest, most famous, most talented, most controversial individuals on our planet. In many ways, future schools might serve as a hub for coordinators and facilitators to build connections between students and experts. Perhaps future schools would be more like town centers or even shopping malls where people of all ages and interests gather to share or exchange knowledge

All of the groups expressed a desire that students have individual learning plans where some students start at a younger age and finish earlier. Learning would be more specialized as well. If a student is interested in a particular topic, that course of study would be made available. The concept of a mandatory curriculum at present is perceived by students to contain a great deal of irrelevant material. There is a shift away from students as receivers of an education towards a more empowered concept of students as educational consumers seeking what they want, not learning what they are told to learn.

Many of the students felt that their education could be much more productive and efficient if it were tailored towards their interests and skill level. Students wanted a more real educational experience in the twenty first century. Rather than learning about Canada from a textbook and teacher, students saw travel as a meaningful way to gain true knowledge of their country. There would be an emphasis on hands on learning rather than theoretical learning. Students felt that learning should be done on site rather than in a classroom. Although the student did not specifically suggest an apprenticeship model of learning in so many words, they did stress the need to be "actually doing something" rather than just learning about it.

Student response to the question "What will learning be like in the 21st century?" embraced a positive and enriching future for our next generation of learners. Technology would enable students to gain a wider and richer experience of the world around them and beyond them into the greater global community. Their desire to be better and to do more with their lives came through in all of their work.



Their vision of a school, with or without walls, that accepts all learners regardless of age or background exemplifies the solid character of these students as they work to make their world a better place.

Several of the groups thought that there might be robotic versions of the traditional teacher.

MOMS SEEKING STORIES

The **Moms on the Move (MOMS)** advocacy group is seeking stories from parents who have had challenges obtaining Supported Child Development funding for their children when they turn 13, including parents who may have to quit their job in order to look after their child. MOMS is sharing stories with MCFD staff about the challenges of teen care. Supported Child Development's primary mandate is 0 – 6. Sometimes funding is also made available to 7 – 12 year old and occasionally to 13 – 18 year olds.

Children have been asked to leave day cares because there isn't enough support for the child and there is a waitlist for support.

MOMS is also looking for stories about experiences with teen care and the following issues:

- 1) Special education: trouble accessing public education with required supports, inclusive placement, appropriately-trained staff, IEPs, consistency in programming, etc
- 2) Supported Child Care: trouble accessing supports among younger children as well as teens
- 3) Group homes/residential: individuals threatened with forced relocation from a group home to a less costly alternative; eligible individuals denied/waitlisted for a group home placement; individuals placed inappropriately in home share arrangements (note: we're not suggesting that there is anything intrinsically wrong with home share - it works very well for some but it's not the right choice for everyone and the concern is about CLBC forcing individuals into home share arrangements that are unsafe/inappropriate).
- 4) Other issues? Family support, respite, access to early intervention/therapy (autism or other special needs), adult transition, waitlists, adults with IQ>70, etc

Community feedback on these issues will shape the MOMS fall advocacy campaigns. Individuals and families who are willing to share their personal stories with government and the media will help to illustrate the issues at a human level.

Please send stories to:

momsonthemove@telus.net

Raising Money For Your School Could Be Much Easier And More Fun Than You Think

Turns Family Fun Into Thousands Of Dollars!

"This is a GREAT fundraiser!" says Wanda Coles, PAC Fundraising Chairperson from Lord Baden-Powell Elementary School in Coquitlam, BC.

"It's an excellent program – great family entertainment value!"

Raised Us \$5,000.00!



Lord Baden-Powell Elementary Coquitlam, BC

It's that "family entertainment value" which raised her school \$5,000 last Halloween. And, Lord Baden-Powell Elementary is just one of many community groups that are discovering a wonderful way to bring parents together with their children and other families for fun... and profit.

The Fundraising Magic program has been raising hundreds of thousands of dollars for school and community groups across Canada for over 20 years. It's the brainchild of Vancouver-based magician/illusionist John Kaplan.

Raised Us \$5,236.00!



"This fabulous family event raised us \$5,236.00 for our Grade 7 French Immersion Quebec trip! The kit is outstanding... answered all my questions and made the planning of our event simple and easy!"

- Michele Yonge, Ecole Marlborough School, Bby

"A lot of the groups I work with are tired of doing a bunch of itty-bitty fundraisers," says Kaplan. "They're fed up with selling coupon books and chocolate bars. Instead of the run-of-the-mill raffles and pledge drives, these groups want an event that raises big money by bringing the school and community together."

They also want it to be turn-key. That's much of the reason Kaplan's program has been so successful.

The step-by-step Project Kit he supplies to community groups makes it very easy for them to benefit from a "fill-in-the-blanks" event they can bank on raising thousands of dollars for them. Kaplan guarantees it.

"Many of the groups I've worked with have had no prior experience with an event such as this. Once they see the proven successful system that accompanies the show, and how easily it raises thousands of dollars for them, they can't wait to bring the performance to their community."

Raised Us \$4,000.00!



"We are so pumped! We are so excited! We are so darn happy! Fundraising Magic raised us \$4,000!"

- Shelly Langdon, Capitol Hill Elementary Burnaby BC

Raised Us \$6,326.85!



"A pleasure to deal with ... we were totally impressed! The day after the show we got about a dozen complimentary emails and Monday morning at the school EVERYONE had great things to say! Fundraising Magic raised us \$6326.85!"

- Sidney Chambers, Baker Drive Elementary, Coquitlam BC

Wanda Coles certainly agrees. "The Project Kit is excellent and gave us an endless lot of opportunities to take advantage of and bring in extra revenue. Very well organized... we would definitely recommend!"

Kaplan has identified the five crucial steps necessary for a hugely successful fundraising event, and put them into a special report that reveals exactly how his program turns family fun into thousands of dollars. It's free, and can be obtained by calling his 24-hour recorded message line at 604-521-8804. (Outside the BC Lower Mainland call toll-free at 1-800-616-2229)

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TALKING WITH GWEN POINT

Reprinted with permission from the First Nations Parents Club Bulletin, November 2009



Her Honour Gwendolyn (Gwen) Point from the Stó:lo-Nation is the mother of four and the grandmother of twelve. She is a professor at the University of the Fraser Valley and before that she was the education manager for the Stó:lo-Nation. For many years, Gwen and her husband Stephen Point (now

the Lieutenant Governor of BC), organized the annual powwow weekend in Chilliwack and they have been strong supporters of language, culture and First Nations education.

The First Nations Parents Club asked Gwen some questions.

Lessons learned as a parent...

"The first lessons I was taught and I share with our children are to listen - not to just listen with your ears - rather, to listen with your heart and ears. The next skill is to be careful how you 'speak' and be careful 'what you say.' "My grandmother told me that the reason your mouth is between your mind

and your heart is you consult both before you say something. She also said how are you going to think about what you've heard if you're talking all the time, and how will you think about what you've seen today if you're talking all the time?"

"As a parent, I also learned that each child is a gift and that each child is different. One child may be interested in science, one in math and another in music. A parent must nurture and support each child and provide many opportunities for each child to develop their interests."

On learning language and traditions as a family...

"I'd encourage all community members to learn their traditional language. If one grew up hearing the language, one can relearn their language. Our traditional languages

are so important as they hold our values and traditions for our families and our communities."

"Fluency in any language will happen with everyday spoken conversation. It is great to learn the basic words and expressions and then begin using the language all the time especially at home. I tell fluent speakers to only speak to their family members in the language this helps those listening to hear the sounds and in time they will learn the language in a more natural way."

"Another wonderful thing for parents to do with their children is to sing or dance to our traditional music. Families or communities can bring in those who know the songs or dances. I remember being told once that the songs were lost in one community and I suggested they then learn from other communities and perhaps that is why they were living in another community. In time the family moved home and they are now singing and dancing their traditional songs and dances.

Some were new songs and some were new dances, what was very special is someone came and shared with them songs and dances they remembered their community once had."

"A parent must nurture and support each child and provide many opportunities for each child to develop their interests."

On the role of parents in schools...

"Parents must get involved with their children's schools and not be afraid to do so. This can be as simple as volunteering for sports day or reading to their child at home. If it is difficult to take the first step to going to a child's school I would suggest parents teaming up and going with a friend or two. I would also suggest calling and requesting the principal to visit the First Nation community to meet parents and grandparents

and perhaps brainstorm activities that would be culturally relevant to the First Nation community. Hosting one annual school event or meeting a year would help parents connect with the school."

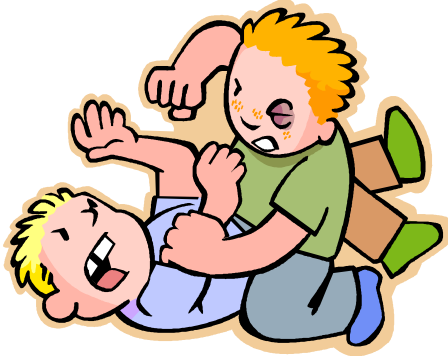
Last thoughts?

"Enjoy your children and enjoy being parents. I tell parents and communities I believe we have been through enough now. I also tell them we create our future by the thoughts we have and by what we do today. With that in mind let us create a wonderful future together with our children that is based on who we are and includes our First Nation traditions."

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PARENTING FOR FAILURE

Reprinted with permission from Heidi Hass Gable's
web site: www.iwasthinking.ca



Screaming children, kauffle in the other room. I hear the littlest one crying. And the oldest one screams "Mom! Adam hit Cam!"

Oh for Pete's sake! As I round the corner into the TV room, Adam immediately launches into his defence. "I

didn't mean to!! I was just playing with the yo-yo and Cam walked into my way and it hit him but it wasn't my fault..."

It struck me in that moment – why am I engaging in this conversation? There is a lack of empathy in this picture that bothers me, as Cam grasps his head and sobs. What do I do that makes Adam feel like he has to defend himself, feeling his "security" threatened enough (in Maslow's terms) to ignore his hurt brother?

How often do I rush in, responding quickly with "what's going on here?" or "who did this?" How often have I forced them to make their "case" to me, so that I can assess blame and assign appropriate punishment? Of course, I've never looked at it that way – I've just been doing my "appropriate" parenting duty, right? Teaching them the "right" way to act. Or so I've assumed...

But now, it's looking differently to me...

The adult as the "investigator" (or as judge/jury) sends some unhelpful messages, doesn't it? We do, indeed, teach them something, but is it what we WANT to teach our kids?

We teach them to immediately start formulating their case. We teach them to work harder to not get caught next time. Our displeasure with them motivates them to try to deflect blame or claim innocence. And we teach them that making mistakes is about the last thing you want to do, let alone admit to doing...

What I want to teach my children is that failure and mistakes are a necessary part of learning, change and growth. I want to teach my children to value themselves and each other, to care for each other, to admit when they've made a mistake and accept themselves as human, so that they can move forward without self judgment or fear.

Hmmm... Mismatch of what I want and what I am doing...

So flash back to that moment – little one crying, middle one justifying, oldest tattling...

I get down on one knee, make loving eye contact and say (in a quiet, calm voice) "Hold on Adam – I'm not blaming you. Let's have a look at what needs to happen right now. Your brother is crying. What do you think you could do?"

"Oh! Oh yeah!" He stopped and looked at his little brother. Immediately, his whole demeanour changed. He rushed over to Cam, stroked his back, looked in his face and said "I'm so sorry Cam. I didn't mean to hurt you! Is there anything I can do to help?"

Tears got wiped dry, hugs were exchanged, apologies accepted. The empathy and compassion were all there, once I shifted my attitude, took away the blame and shame, and created a safe space for them to care for one another!

And light bulbs shine brightly over my head tonight!

What I learned was that I don't need to "fix" them. I don't need to "lecture" them. I don't even need to "teach" them (in that moment).

I need to love them. I need to make sure they are feeling loved and safe. I need to plant seeds, ask questions and model authentic, compassionate behaviour. And I need to be aware of the outcomes of my actions (not just my intentions).

After the upset passed, then I took the opportunity for shared learning. I asked them what we could learn from what happened. To recognize that we're all human beings, that we all make mistakes and that we can all learn together – I didn't focus on Adam and his actions. I focused on what we could ALL learn. And it took the embarrassment and fear out of failure – by making it a shared experience and discussion.

We talked not only about remembering not to swing things around that could hurt people. We also talked about how to support each other in remembering to act appropriately – in non-judgmental, supportive ways. We talked about making sure to FIRST look after anyone that's been hurt – to act with care and compassion. And we talked about why we want to learn together instead of blame one person.

Most of all, I took the first step towards a family culture that makes it okay to fail without fear and to learn together with love!



After the upset passed, then I took the opportunity for shared learning.

A BOX OF CRAYONS

We could learn a lot from crayons:
some are sharp, some are pretty,
some are dull, some have weird names,
and all are different colors, but...
they all exist very nicely in the same box.

~author unknown

Revised from newsletter article written by Ingrid Trouw, Past DPAC Chair Richmond SD #38.

I think we can say the same about parents. We all have talents we can bring to our schools to help in small ways to produce great benefits for our children – create a beautiful, colourful picture. Together we can use our differences to make positives for our children.

It has been said that you can't legislate commitment, passion or collaboration. That is true, but you need all three to reach a goal. We have great schools and districts due to all the hardworking people involved, including our parent volunteers.

What are the reasons that you have volunteered in your school and on your Parent Advisory Council? What is keeping you from volunteering? We would like to know. What can the PAC, DPAC or BCCPAC do to help you in your school? Please contact us so we can be more effective in our jobs.

The parent voice at the provincial level is the BC Confederation of Parent Advisory Councils. This has been said many times by the Premier and the Minister of Education. At a recent conference BCCPAC directors were asked why PACs and DPACs are not getting feedback from them on issues that we hear about? **Why isn't the Ministry hearing what we have to say to some issues? They asked us the same. Why hasn't BCCPAC heard more about your opinions, in your districts, at your schools?**

We all agreed that in order to be proper representatives we have to have enough feedback to properly represent **parents' views district wide, provincially and to the Ministry of Education.**

So if you want to effectively get your opinions heard all the way to the Ministry level, follow some of these steps:



Together, we can be the best box of crayons our kids will ever have.

Parents, it is your responsibility to report your opinions to your PAC executives. You can do this by attending PAC meetings. By asking to put your issues on the monthly agenda for discussion and feedback, you can be more effective. (Remember though that the PAC is not the place to discuss individual students or staff members.)

PAC Executives, it is your responsibility to **accurately report your school's parents' needs** to your District Executives and/or BCCPAC. (You can also report to School Trustees and District Staff.) Attending or sending a representative to your district general meetings can do this. Again, asking to put your needs on the monthly agenda opens up the discussion to other schools in the district; which leads to more effective collaboration.

District PAC, it is your responsibility to accurately report **parents' opinions to the District as well as to BCCPAC.** You have many opportunities to pass on **parents' views to the district through various committee meetings.** You also have connections to other District PACs, who often discuss similar issues and find out also how varied our opinions are.

BCCPAC meets with the Education Partners. BCCPAC is the voice of parents provincially and to be effective they also need to hear from as many districts and schools as possible so they can accurately report the opinions and issues of parents.

We need to hear from you. Bring your questions and concerns to your PACS, through them to the DPAC, and through them and/or directly to BCCPAC.

FIVE MINDSETS FOR PARENT LEADERS

Mindsets can be defined as a particular collection of thoughts, beliefs, attitudes, emotions and behaviours. Mindsets are learned as a result of the experiences we have had in our lives. The thoughts, beliefs, assumptions, and attitudes about ourselves and the world around us are conclusions we arrive at, based on what has happened in our lives. We learn things in different ways. We may learn from direct experiences, the media, observing what other people do, and listening to what people say. This means that our experiences in our childhood, the people who looked up to as children, the society we lived in, schools we went to, and with our friends and colleagues – all these have influenced our thoughts and beliefs about all sorts of things including leadership.

In order to talk more about the mindsets of parent leaders we must first make some assumptions about leadership. Linda Lambert, author and cofounder of the Center for Educational Leadership makes the following assumptions:

- Leadership is not a trait; leadership and leader are not the same
- A leader is anyone who engages in the work of leadership
- Leadership is about learning what leads to constructive change
- Everyone has the potential and right to work as a leader
- Leading is a shared endeavour
- Leadership requires the redistribution of power and authority

Why are parent leaders involved in public education?

When asked many parent leaders may answer this ques-

tion in a variety of different ways. However the vast majority will answer that they are involved so that they can make a difference to the life chances of each child in public education.

There are five mindsets that parent leaders have that support their involvement.

The 5 mindsets are:

1. Moral Purpose
2. Collaboration
3. Knowledge and Evidence
4. Trust and Purposeful Relationships
5. Inquiry

"It's the interactions and relationships among people, not the people themselves that make the difference in organizational success."

Michael Fullen

This article will explore what these 5 mindsets mean in conjunction with our education system.

Moral Purpose

A moral purpose can be defined as a value that, when articulated, and appeals to the innate sense held by some individuals of what is right and what is worthwhile.

According to Michael Fullan, author of *The Moral Imperative of School Leadership*, ***"moral purpose is having an education system where all students learn, the gap between high and low performance becomes greatly***

reduced and what people learn enables them to be successful citizens and workers in morally based knowledge society."

Collaboration

Collaboration is the process of developing interdependent relationships where all are focused on a common purpose and set of goals. It is a process where people must rely on each other to achieve these goals. In education, collaboration is about creating an environment where everyone contributes their skills, knowledge and experience to continuously improve student achievement. True collaboration extends to include everyone who can contribute to the schools success which in turn will contribute to student success. It involves multiple partners: teachers, support staff, principals, parents, students and even community members.

Knowledge and Evidence

Knowledge can be divided into two types: basic information and research and data. Basic information separates



fact from opinion and fact from emotion. Knowledge through research and data has asked the questions: is the data the right kind of data? Is it authentic? Does it answer the question we are asking? Good decisions are informed by evidence about learners, learning, schools and about communities.

Inquiry

Inquiry is a search for knowledge. It conveys information and asks for a reply. Positive inquiry honours those involved and the experiences and knowledge they bring. It clarifies purpose. It provokes thought, surfaces assumptions, opens new possibilities and generates energy.

Genuine inquiry tends to produce home-grown solutions. Never underestimate the power of a good question or two.

Trust and Purposeful Relationships

Relationships can be defined as a connection which exists between people. People have to work at relationships continuously. Relationships are things people do, not just have. Purposeful and authentic relationships are fostered by personal conversations, frequent dialogue, shared work and shared responsibilities. Through such relationships people can understand and respect each other's experiences, values and aspirations. They can make public and discuss their fundamental beliefs, when they know that they can count on others to respect them for who they are, regardless of their differences. Trust is a fundamental aspect of purposeful and authentic relationships. What do you look for when identifying and assessing trust in a relationship? Respect, competence, personal regard and integrity.

Michael Fullan has this to say about relationships and leaders, **"It's the interactions and relationships among people, not the people themselves that make the difference in organizational success."** The factor most common to every successful change initiative is that relationships improve. If relationships improve, things get better. If relationships remain the same or get worse, ground is lost.

Leaders must be able to build relationships with and among diverse people and groups, especially with people different from themselves. Leaders need to pay as much attention to how they treat people as they pay to structure, strategies and statistics. Successful businesses have a commitment to results supported by deep regard for people inside and outside the organization.

As parent leaders begin to understand the mindsets of parent leaders and become more comfortable using them they will notice they are moving forward. Parent leaders may use one, two or all of mindsets when specific issues arise. Each mindset may relate to them differently depending on the situation at any given time and what 'hat' they are wearing. **An individual parent, school, district or provincial representative hat will each require unique perspectives.** However parent leaders can always utilize these 5 mindsets with a clear purpose in mind—to **make a difference for each child in BC's public education system.**

Selected Reference: Linda Lambert. (1998) Building Leadership Capacity in Schools /Elliott, Hobbs-Johnson, Jensen (2007) Supporting Parent Leadership Seminar Series /Michael Fullan,(2003) The Moral Imperative of School Leadership/Anne Conzemius & Jan O'Neill. (2001)

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Start refund-raising at your school.



In the 2009/2010 school year, 365 schools (153,334 students) are participating in the Encorp School Recycling Program.

Encorp's BC School Recycling Program provides your school with the tools and resources to make recycling easy, convenient and profitable. Your school keeps 100% of the deposit for each container collected and the program costs your school nothing. Recognized elementary and high schools from all parts of British Columbia are encouraged to participate.


The schools and the environment both benefit from this popular program. Schools find it's an easy way to fundraise for special projects like field trips. Keeping beverage containers

out of landfills helps save precious resources within our environment. The containers are recycled and used as raw material. For example, drink boxes are mashed into paper pulp which is used to make cardboard boxes and toilet paper. Thousands of tonnes of paper pulp are recovered in this process. And for every tonne of paper pulp recycled, approximately 17 trees are saved.

Since the program's inception in 2000, about 32.6 million containers have been recycled, and Encorp has refunded more than \$1.9 million in deposit refunds to participating BC schools. In

the 2009/2010 school year alone, 365 schools (153,334 students) participated in the Encorp School Recycling Program and raised \$264,037.10. That means over 4.1 million beverage containers so far this school year have been kept out of BC landfills.

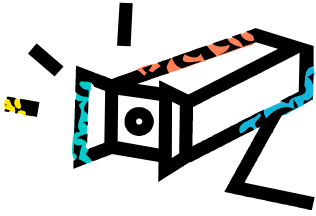
Encorp has also spiced things up a bit by adding a little incentive. Schools that raise the most containers per student are eligible for a top prize of \$750. Twenty-seven cash prizes are given out on an annual basis. The contest is designed to allow schools of similar size to compete against each other in respective categories. There are also award certificates for schools, classes and individual students recognizing exceptional dedication to helping our environment.

School spirit really pays off thanks to Encorp's BC School Recycling Program. So find out how your school can get involved in next year's Recycling Program by visiting return-it.ca/youth. 



Learn more at return-it.ca/youth

ADVERTORIAL



WHO'S WATCHING NOW?

On June 3, 2010 the British Columbia legislature amended the School Act to give Boards of Education the authority to install video

surveillance cameras in public schools for the purpose of "protecting individual safety, personal belongings, and school property." The changes, contained in Bill 20 amendments, legally entrench the ability of schools to put cameras in classrooms, hallways, playgrounds or anywhere on school property. Prior to these amendments, decisions to install cameras in schools could be challenged and was open to review by the Information and Privacy Commissioner. Now, these decisions are in the hands of Boards of Education with approval from the school's School Planning Council (SPC).

Concurrent with this green light for increased use, is a lack of rules or guidelines to say where they're deployed, how they should be operated, how student privacy rights will be safeguarded, who has access to the images and in which places they are inappropriate. Parents might want to think about and question if this new empowerment of Boards of Education is indeed a potent and necessary tool for improving school discipline and reducing theft and vandalism.

The BC Civil Liberties Association (BCCLA) has made the following observations that may assist parents in fully considering the implications of this new legislation. They also form a solid basis for discussing the issue. The Victoria Confederation of Parent Advisory Councils <http://www.vcpac.ca/> has also done research in this area from a parent perspective. BCCPAC is encouraging this DPAC to develop a resource on this topic for members to alert them to what is most relevant to parents as more of these cameras appear in public schools.

Here in brief are several points raised by the BCCLA:

Need. School boards must be able to identify that there is a pressing problem that needs to be addressed. For example, real evidence of gang activity or significant criminal activity like arson may justify the consideration of video surveillance as a means to address a substantial problem.

Effectiveness. The proposed use of video surveillance must clearly provide a solution to a problem. Do cameras provide the most effective solution? Violent crimes are often unplanned and these will not be affected. Perpetrators also often have little regard for consequences. Can it be proven that cameras will deter these students from acting? Perhaps a policy that is targeted towards after school hours will be more protective of student privacy yet provide both deterrence and investigative

evidence. Finally, much of the behavior that cameras are intended to deter will not simply go away. Research suggests that activity will simply be displaced to unwatched locations.

Alternative Measures. School administrators would be prudent to also consider other less intrusive means to address problems. For example, greater human supervision may be a better choice to keep tabs on suspected gang activity. The use of real people to increase surveillance when there is justification also permits a measure of reciprocity. Students may be observed but they can also observe those that observe them to adjust their behavior.

Under the new law such decisions are totally in the hands of boards and school planning councils.

Cost. The cost of surveillance technology, and its alternatives, is a practical concern to school boards. Often video surveillance is seen as a cheaper alternative to other options such as additional personnel. Has there been a comprehensive study of the costs of this technology? Cameras are not a one-time capital outlay. They require maintenance, repairs and upgrades. Associated costs include impact on administration time (personnel must deal with storage of recordings, erasure, requests to view from students, parents and staff, privacy complaints, access to information requests under the *Freedom of Information and Privacy Protection Act* etc). Boards must also be aware of the potential that a student, staff member or parent could bring a legal challenge to the use of the equipment.

Privacy. It is unquestionable that the cameras will view and record behavior that is perfectly acceptable. Moreover, the cameras will view and record student behavior that is, while not perfect, also not violent or destructive. Students will be recorded while talking to friends, holding hands with their romantic interests and engaging in a wide variety of acceptable, personal behavior. Some students might not engage in such behavior because it is being recorded. They might lose something of the school experience along with growth as individuals and citizens if being constantly monitored.

Psychological Impact. There is undoubtedly something creepy about being watched by cameras. There is something disconcerting about knowing that your activity is being monitored at all times. Being treated as a potential criminal, when you have done nothing to merit that treatment, impacts the psyche of any person. Does being watched by authorities send students a mixed message? If privacy and free choice are devalued does this negatively impact a young person's view of Canada as a free society?

Decision-Making. Students are presented with many choices during their school lives. Some choose to act inappropriately and hopefully learn from their mistakes. Is fear of being caught on tape a good enough reason to act

Continued on page 23



The BC Earthquake Alliance would like to invite your school to join the

1st Annual ShakeOut BC Earthquake Drill!

January 26, 2011 @ 10am

British Columbia is located in a seismically active region where a few thousand earthquakes occur each year. Although only a small number of these earthquakes are large enough to cause damage, the threat of a major earthquake in the province is real. On January 26, 2011 – the 311th anniversary of BC’s last magnitude 9 earthquake and tsunami – a locally-driven, province wide “Drop, Cover, and Hold On” drill will take place called ‘The Great British Columbia ShakeOut’. All residents across British Columbia are encouraged to take part in this largest earthquake drill in Canadian history!

In addition to the “Drop, Cover, Hold On” drill, schools are encouraged to practise portions of their emergency plan, such as simulating an evacuation, involving parents in the pick-up of students and other emergency response drills.

The ShakeOut BC drill is planned to occur during the morning; however, the drill can be carried out during the afternoon if it is more appropriate for your school schedule. Schools are requested to register at www.ShakeOutBC.ca.

As January 26, 2011 is the 1st Annual ShakeOut BC wide earthquake drill, we are asking schools, individuals, businesses and community groups etc, to join us in the basic *Drop, Cover, Hold On* earthquake drill – Drop to the

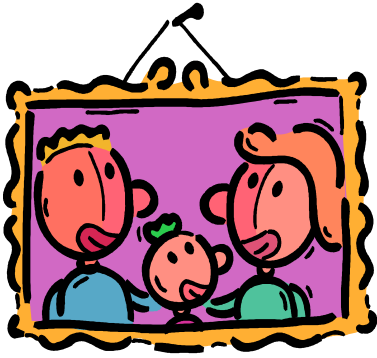
ground, Cover (under a table or desk), and Hold On (to legs of desk) and count to 60 twice (once during shaking or until shaking stops and a 2nd time after the shaking stops to ensure safety).

This basic drill uses the general earthquake response of *Drop, Cover, and Hold On* (www.dropcoverholdon.org) as its foundation. There are many ways for [individuals, businesses, schools, faith-based organizations, community groups, scouts, and others to participate](#) in the ShakeOut BC drill, to get prepared for earthquakes, and other disasters such as floods, landslides, forest fires, severe storms etc. Consider what hazards your region of BC is prone to, including if you live/work in a tsunami zone and need to move to higher ground. (Go to the website www.ShakeOutBC.ca for resources and general emergency preparedness information.)

Be part in making your school, home or work place to be a safer and better prepared place and for expanding your efforts in emergency preparedness. *Participate in the largest earthquake drill in Canadian history,*

*‘The Great British Columbia ShakeOut’,
January 26, 2011!*

NURTURE A SEED - A STUDENT'S VIEWPOINT



Parental and family involvement has been a key component in my success. From a very young age my family has been integral in helping me grow and learn. I am very fortunate to have parents that sought every opportunity to expose me to

new things. For example, when I entered kindergarten my mom put me in French Immersion. Now that I am close to graduating I look back and thank her. I am completely bilingual. Furthermore, my parents have brought me up to be physically healthy and involved in sports. Today I am very active in the cycling community.

Additionally my parents gave me piano lessons. I still love playing as much as the day I started. Perhaps most importantly my parents taught me the value in helping others. When I was young my mom took me to nursing homes to help feed and visit the residents. I have continued this legacy of helping others as I volunteer my time and many meaningful organizations. I truly believe that if one is going to be successful at anything, including education you must be well rounded.

I thank my parents for exposing me to the world without putting pressure on me to experience it all. Anything I did was completely by choice. I am also appreciative for having a very loving and caring family to set a good ex-

ample for me. In order to be successful in education one must have confidence in life which comes from parental and family involvement. Regrettably, as society continues to get busier and more individualized through things such as the iPod and iPhone, strong bonds such as the one my family shares will grow less and less common.

My school's PAC is an integral part of the school. It has raised money to buy the school a new bus and is important in helping our service clubs do their work. The PAC keeps a caring, watchful eye over our school for current

PACs and student leadership groups turn a building into a school community.

and future students. As well, my school's PAC is involved in easing the transition process for new students and new parents. PACs and student leadership groups turn a building into a school community. I am very proud of the one I belong to. Lastly, strong relationships with parents and community are of utmost importance. For example, in France there exists a very strong sense of family and community.

Unsurprisingly, France was ranked to have the highest quality of life over any other country. Furthermore, France has one of the lowest incarceration rates in the world. Relationships form a sturdy support network for individuals to take positive risks so they can be successful. Unfortunately, the communities of the world are disintegrating into their monomer family units and I strongly believe the world would be a much better place if we could keep a sense of pride, belonging and community alive.

Written by Jeremy Christensen, 2010 BCCPAC Educational Award Recipient, Grade 12 Esquimalt High School, Victoria

BCCPAC

EXTRAORDINARY GENERAL MEETING (EGM)

4:00 PM November 13, 2010

Delta Hotel & Conference Centre

4331 Dominion St. Burnaby, BC

IS YOUR PAC/DPAC ELIGIBLE TO VOTE?

If in doubt call or email BCCPAC

1-866-529-4397/604-687-4488 or info@bccpac.bc.ca

Make the healthy choice the easy choice by registering with School Milk BC!

School Milk BC is a BC Dairy Foundation initiative that provides schools with free tools and resources for serving milk at school.



Why serve milk at school?

- Canada's Food Guide recommends all Canadians aged 2 and up have 2 cups of milk every day.
- Canada's Food Guide recommends 2 servings of Milk and Alternatives per day for children aged 2 to 8, and 3–4 servings per day for children aged 9 to 18.
- Children who drink milk at school are more likely to meet this recommended number of servings. Make the healthy choice the easy choice!
- Milk and milk products are rich in protein, calcium, riboflavin and vitamin B12 — nutrients essential to good health. It is difficult to obtain your daily requirements of calcium and vitamin D without consuming milk or milk products.



To register your school, call
BC Dairy Foundation
604.294.3775 or 1.800.242.6455

WHO'S WATCHING NOW?

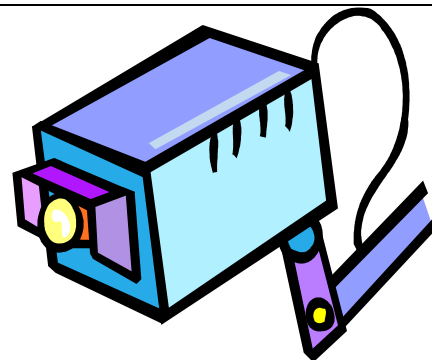
Continued from Page 19

correctly? When cameras are watching, student decision-making will be affected by their presence and by a desire to avoid being caught. The impact of cameras might act to reduce student capacity for responsible decision-making.

Potential for Abuse. Even with safeguards in place, the technology can be abused. With real time surveillance cameras can be used to monitor behavior like tardiness. Cameras can also be used to inappropriately profile students. Some may be the subject of increased surveillance because of ethnicity, appearance, past history or other discriminatory reasons. Also the technology itself may be subject to interception (in the case of wireless signals) by technologically savvy students or members of the public.

Real Time Monitoring. Typically, real time video surveillance is much more intrusive than simply being watched from afar. Because cameras have the power to zoom in close and pan wide angles this type of monitoring can "see" more and take in more at one time than the naked human eye. Is such monitoring appropriate even when it allows the viewer to see more than anyone naturally observing would be able to observe, including relatively private behavior?

These concerns will undoubtedly be balanced with other serious concerns for school safety in cases where the benefits of video surveillance will outweigh the negatives. Parents might think the use of cameras is indeed acceptable outside of normal school hours when it is targeted, problem-specific use. For example, where a school has been the subject of repeated thefts from a computer lab, installation of a camera in that lab may be an appropriate response. General monitoring of student behavior is a more complex issue and may be an intrusion that parents find unacceptable within the private lives of their children while at school.



Dates to Note

September 1: New Membership year begins

September 10: Proposed Constitution and Bylaws posted on website

October 15: Those who have not renewed memberships, Members Only website access ends

October 22: Deadline for special conference room rates at Delta Burnaby Hotel

October 29: Deadline for early bird Fall Conference registration

October 31: Deadline for membership to be received by BCCPAC to vote at Extraordinary General Meeting. You must be a member to be able to vote.

November 12-14: 2010 Fall Conference Delta Burnaby Hotel

November 13: Extraordinary General Meeting 4:00 PM Delta Burnaby Hotel





Q. What do you get with your membership in BCCPAC?

Parent Advisory Councils (PACs) and District Parent Advisory Councils (DPACs) who are members of BCCPAC are able to participate in education in a way that reaches beyond their school and district.

BCCPAC members are:

- provided with information about parenting and public education issues so they can make informed decisions and advocate for change and improvements.
- part of a network of parents from around the province who all benefit from sharing their own experience and knowledge both in person and online, through dialogue.
- helping to make every child's hopes, dreams and learning potential become a reality.

All BCCPAC members receive:

- access to parent education opportunities, at a reduced rate, including spring and fall conferences.
- the chance to share parent leadership and to gain knowledge about how to make the most of their involvement.
- the right to bring forward and vote on resolutions at our Annual General Meetings and support the collective voice, either in person or via proxy.
- the right to elect your BCCPAC Board of Directors who represent the collective voice of members in BC.
- great networking opportunities.
- **access to the members' only section of the BCCPAC website.**
- information directly through regular *Newsbytes*: an email newsletter on educational programs, changes, opportunities for input and what is happening in our public education system today.
- access to all resources produced and distributed by BCCPAC to support the parent voice at all levels.
- the newsmagazine, *Our Voice*.



*The 2010 – 2011 BCCPAC Membership Year starts September 1st
Join or renew now!*

The B.C. Confederation of Parent Advisory Councils

Membership Application Form for the year of September 1, 2010 – August 31, 2011

#350-5172 Kingsway, Burnaby, BC V5H 2E8 Ph: 604-687-4433 Toll Free: 1-866-529-4397 Fax: 604-687-4488 info@bccpac.bc.ca

Member Information (please print clearly and complete in full)

School or DPAC Name			
SD#:		School District Name:	
<input type="checkbox"/> Elementary	<input type="checkbox"/> Secondary	<input type="checkbox"/> Middle	<input type="checkbox"/> Other (specify):
School Mailing Address:			
City:			Postal Code:
PAC/DPAC website:			
<input type="checkbox"/> Please post link on BCCPAC website	<input type="checkbox"/> Do not post link on BCCPAC website		
*Chair Name:			
Chair email:		Chair Phone:	
**Authorized Signature:			

I am hereby authorized to apply for membership on behalf of our PAC/DPAC to the B.C. Confederation of Parent Advisory Councils and agree to abide by its Constitution and Bylaws and policies. www.bccpac.bc.ca

Additional Contact Person

Correspondence and time sensitive information will be sent electronically to the PAC/DPAC Chair. Please indicate below any additional name/s to receive BCCPAC correspondence on behalf of your organization. Please advise the BCCPAC office of any changes to contact information by completing a Change of Information Form. www.bccpac.bc.ca

Name:	Position:
Email:	Contact Ph:
Name:	Position:
Email:	Contact Ph:

*BCCPAC is committed to protecting your personal information. The information collected is used solely for BCCPAC business and kept in confidence; we do not sell, rent or trade our mailing lists. Please contact the office with any questions.

Payment Information

Fee for the 2010-11 membership year: \$75			
Payment by:	<input type="checkbox"/> Cheque	<input type="checkbox"/> VISA	<input type="checkbox"/> MasterCard
Card Number:	Expiry Date:		
Name on card:	Signature:		
Special Instructions/comments:			

Important

**Authorized Signature: Please note that this form must be signed by the PAC/DPAC Chair.
Membership: The membership year is September 1 – August 31. Membership begins once a completed and signed form, and membership fees are received by the BCCPAC office.
Voting Privileges at the 2011 Annual General Meeting: To vote at the 2011 AGM, a signed membership application form and fees must be received by the office by December 15, 2010.

KIDS TO PUT IN A FULL DAY: UBC PROF DESIGNS LONGER KINDERGARTEN DAY PROGRAM GUIDE

by Heather Amos Reprinted with permission from UBC Reports | Vol. 56 | No. 8 | Aug. 5, 2010



Marilyn Chapman hopes full-day kindergarten will be more playful and stimulating. Photo: Martin Dee

Playing and inquiry are on the agenda for kindergarteners this September. As full-day school is implemented in kindergarten classes across B.C. this fall, there won't be anything new in the already jam-packed curriculum, but there will be more time to learn through play and to build on children's curiosity about the world around them.

"Children learn to cooperate, to be nice, and to think of someone else's point of view through playing," says Marilyn Chapman, the lead researcher and author of the new guide for full-day kindergarten, and the director of the Institute for Early Childhood Education & Research <http://earlychildhood.educ.ubc.ca/> in UBC's Faculty of Education.

"With only a half-day of school, educators had a hard time fitting in everything that they know is important for kindergarten children's learning. The new guide is designed to address both the prescribed curriculum and other important aspects, such as social-emotional learning and self-regulation."

Instead of adding more things to the list of what children should learn in kindergarten, the extra time will leave room for more physical, social, emotional, creative, language and cognitive development. The new guide explains to educators how to use the extra time to achieve the development goals. It suggests how to plan a school day and how to incorporate the arts, physical activity,

relationship building, language and nature into planning programs and activities.

Having more time to address the prescribed curriculum will also give teachers more time to explore other subjects the students are interested in. For example, if children hear about a volcano erupting, teachers will have **the time and opportunity to build on the students' curiosity**, even if it is not part of the official science curriculum. *"I hope school is more playful, more fun, and more stimulating and interesting,"* says Chapman.

The provincial government made the decision to implement full-day kindergarten for all children in 2009. In parts of B.C., all-day kindergarten is already available to certain groups — children with low incidence special needs, those whose first language is not English and Aboriginal students. Across Canada, Nova Scotia and New Brunswick already offer all-day kindergarten and other provinces, like Alberta and Quebec, offer some full-day programs. Up to half of B.C. children will start full-day kindergarten in September, and by 2011 all Boards of Education in the province will be required to offer it.

The research shows full-day programs help develop social-emotional skills, positive self-esteem and language and literacy skills.

Research indicates that having children in full-day developmentally appropriate early learning programs, before Grade 1, is beneficial for children, parents and society. The research shows full-day programs help develop social-emotional skills, positive self-esteem and language and literacy skills. Students also get individual attention and do better in later grades. Parents benefit because childcare expenses are reduced, and they have more time to pursue their own goals,

allowing for a better work-life balance. Chapman says children who get enriched educational experiences early in life also become better citizens, providing a huge economic benefit. *"There are lasting effects. These children are less likely to bully, abuse drugs or be put in jail, which are all very expensive for society."*

Putting together the new kindergarten program involved consulting a wide range of research on how children learn and brain development.

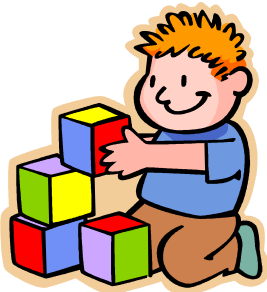
"The research supports providing opportunities for children to learn through their senses, by learning how to

manipulate things, and extended dialogue” says Chapman “We’re giving them time to play so they learn real-life uses of literacy and numeracy.”

The idea is that teachers will be guiding the learning during playtime too. If a student is pretending to read a map, a teacher might point out that a blue area means there is a lake or ocean. Playing is also important because it teaches children about self-regulation and about proper conduct, says Chapman.

In today’s society, children have less time to play; everything is more organized and regulated. Chapman says in the past children would play together to entertain themselves, and younger children would learn a lot from older children. But now, with more children growing up without siblings and with nannies and organized programs, they have fewer opportunities to learn how to initiate play and play on their own. For more information about B.C.’s kindergarten program and the new program guide, please visit:

www.bced.gov.bc.ca/early_learning/fdk



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UN DECLARES INTERNATIONAL YEAR OF YOUTH

On August 12, 2010 the United Nations declared the start of the International Year of Youth (IYY) with the slogan *Our Year Our Voice*.

The IYY focuses on the three key areas:

1. Create awareness (increase commitment and investment in youth)

Increase recognition of youth development as a smart investment by the public and private sectors

Advocate for the recognition of young people's contributions to national and community development and to achieving the Millennium Development Goals

Promote understanding of inequalities amongst youth and how to effectively address the needs of the most disadvantaged

Foster research and knowledge building on youth to better inform youth policies and programmes

2. Mobilize and engage (increase youth participation and partnerships)

Institutionalize mechanisms for youth participation in decision-making processes

Support youth-led organizations and initiatives to enhance their contribution to society

Strengthen networks and partnerships among Governments, youth-led organizations, academia, civil society organizations, the private sector, the media and the UN system, to enhance commitment and support for holistic youth development

3. Connect and build bridges (increase intercultural understanding among youth)

Promote youth interactions, networks and partnerships across cultures

Empower and support youth as agents of social inclusion and peace

The IYY website

<http://social.un.org/youthyear>

is seeking participation from youth on its Facebook page and YouTube channel. **The year's slogan is Our Year Our Voice and there's a logo people can use on promotional materials for events or activities.**



18 WAYS TO VOLUNTEER @ YOUR CHILD'S SCHOOL



Parent involvement in a child's learning has an important effect on their achievement, attitude and aspirations. There are many ways in which a parent can participate in supporting the education system.

No one form of involvement is more important than another. Here are some of the ways parents can help make a difference at their child's school:

1. Attend PAC meetings
2. Become part of your PAC Executive
3. Sit on the School Planning Council
4. Volunteer to help on field trips
5. Listen to students read
6. Help with hot lunch, cupcake and popcorn days
7. Volunteer with lunch hour programs and clubs
8. Organize a milk or breakfast, or a *Kids Without Lunch* program
9. Help with a call back program
10. Be a Class Representative
11. Chaperone dances or sports events
12. Take on a project like improving traffic flow around the school
13. Help with the crossing guard patrol
14. Volunteer in the school library
15. Attend DPAC meetings and report back to your PAC
16. Attend a School Board meeting and report back to your PAC
17. Help with a staff appreciation event
18. Organize a Welcome Tea for new parents



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for \$3

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10 buckets
per case
Start off with 1
bucket per seller

No. 2
pencils

- 5 Grape
- 5 Orange
- 5 Rootbeer
- 5 Cinnamon
- 5 Very Berry
- 5 Bubble Gum
- 5 Watermelon
- 5 Black Cherry
- 5 Cotton Candy
- 5 Tropical Blast

SMENCILS (BAG SETS)



sell for
\$15/bagset

10 per bag
50 bags per case
Start off with 5
bags per seller

- 1 Grape
- 1 Orange
- 1 Rootbeer
- 1 Cinnamon
- 1 Very Berry
- 1 Bubble Gum
- 1 Watermelon
- 1 Black Cherry
- 1 Cotton Candy
- 1 Tropical Blast

SMENS (BOXES)



sell for
\$3/smen

50 per box
5 boxes
per case
Start off with 1
box per seller

Black
ink

- 5 Aloha
- 5 Mocha
- 5 Creamsicle
- 5 Ninja Berry
- 5 Red Licorice
- 5 Passion Fruit
- 5 Mystery Scent
- 5 Black Licorice
- 5 Pink Lemonade
- 5 Banana Fo Fana

SMENS (BAG SETS)



sell for
\$30/bagset

10 per bag
25 bags per case
Start off with 5
bags per seller

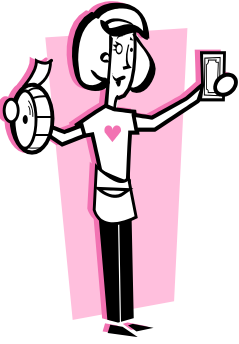
- 1 Aloha
- 1 Mocha
- 1 Creamsicle
- 1 Ninja Berry
- 1 Red Licorice
- 1 Passion Fruit
- 1 Mystery Scent
- 1 Black Licorice
- 1 Pink Lemonade
- 1 Banana Fo Fana

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SEPTEMBER "PAC WORLD" ADVICE: VOLUNTEERS GET 'EM & KEEP 'EM!



*Reprinted from BCCPAC IMPACT
Newsletter Sept. 2001*

It's September! Time to think about your first PAC meeting of the year, for many PACs the first meeting is the best attended, most energetic and has the highest level of enthusiasm. How can parents volunteering on any Parent Advisory Council capture this initial energy and enthusiasm and make it last all year?

PACs can be creative throughout the September month to encourage parents (especially potential new volunteers) to linger in the school. Any informal social event is the best way to start off the year. It helps renew friendships and welcome new volunteers. Above all such an event captures that beginning-of-the-year excitement that makes September such a hopeful time.

Informal events to consider:

- A hospitality event at morning drop off, afternoon pick-up, or in the evening
- A PAC display and hospitality table in conjunction with the school's first Open House or Meet the Teacher Night
- A regular drop-in for coffee at a set time every week, especially through September.

Food and beverages are always enticing. Include it whenever possible. Be sure to advertise PAC events with eye-catching notices, banners or signs in front of the school. Most effective by far is a vigorous word of mouth campaign. Invitations to upcoming PAC meetings or events can be extended in the parking lot, playground and hall-

ways. Consider a phone fan-out where ten parents make ten phone calls. This type of personal communication can have a huge impact! When the ice is broken with one or more informal events in September volunteers are primed to give their time to help with PAC work.

With today's hectic pace of life everyone needs reminding. Advertise where possible. If you have a PAC newsletter, great. If not, either create one (it doesn't need to be long or beautiful), or ask your principal for space in the regular school newsletter for PAC announcements and news. A good practice to solidify new contacts is for

Making a PAC accessible to all parents is a key step in achieving effective representation.

members of the PAC Executive to phone new volunteers after their first meeting to thank them for coming and ask them for their impressions, feedback and to answer any specific questions they may have thought of after the meeting. It is always useful for PAC to have a look strategically at who was missing from your first meeting. If all cultural and language groups are not represented consider ways to reach out to these parents. Ask for assistance from the

broader community to help fill these gaps. Try phone calls, meetings or social events in other languages. Try a buddy system whereby parents who share the same challenges either attend future meetings together or share babysitting so they can both engage in volunteer work more easily. Making a PAC accessible to all parents is a key step in achieving effective representation. Do not hesitate to contact the BCCPAC office if you require referrals to other volunteers who have experience organizing and working in PACs and DPAC. BCCPAC Board Members from across the province are also excellent resources given their many years of experience as parent leaders. They can be emailed directly via www.bccpac.bc.ca or info@bccpac.bc.ca

BCCPAC MEMBER LISTSERV

What's on your mind?


BCCPAC's listserv offers an important benefit to members - a virtual community. The listserv allows BCCPAC parents across BC to discuss relevant issues and share knowledge and information.

To subscribe send an email to listservinfo@bccpac.bc.ca

Include your full name, PAC/DPAC name, school district and the email address you wish to use.

Join the dialogue today!

BCCPAC 2010 Fall Conference
and
Extraordinary General Meeting



*Parents as Partners
A Community of
Leaders and Learners*

November 12–14, 2010

Delta Burnaby Hotel and Conference
Centre, Burnaby, BC

- ◆ *Mary Ellen Turpel-Lafond
BC Representative for Children & Youth*
- ◆ *Q&A with the Minister of Education
Honourable Margaret MacDiarmid*
 - ◆ *BC Student Voice panel*
 - ◆ *Constitution & Bylaws*
 - ◆ *PAC 101*
- ◆ *Emergency Preparedness with Bernadette Woit*

And much, much more.

Check the BCCPAC website for details.

www.bccpac.bc.ca

Mark your calendars and see you there!

Delta Burnaby Hotel and
Conference Centre

4331 Dominion St
Burnaby BC V5G 1C7

