



Our Voice

BC Confederation of Parent Advisory Councils



**Congratulations
Keely George!**

*Mother,
grandmother,
great-grandmother,
advocate and
2012 High School
Graduate*

ALSO INSIDE THIS ISSUE...

***2012 Conferences • Dear Dottie • Money Talks
Lice Wars and more!***

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Who we are

The BC 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...

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

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

Our Voice

Subscriptions to Our Voice are included with PAC and DPAC membership. If you are not a BCCPAC member but would like to subscribe to Our Voice, please contact our office. To submit articles or article ideas, please email ourvoice@bccpac.bc.ca

Advertising

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PRESIDENT'S MESSAGE

Welcome to the 2012 Fall edition of *Our Voice*, our largest edition ever - we have a lot to share! I trust you will enjoy reading about some of the fascinating people, events and happenings in education throughout our province.

The 'role of parents in education' continues to be a major topic of discussion with the Ministry and our partners. In fact, I doubt there has been a time when we, as a provincial organization, have had more credibility, influence and potential to make a real difference than we do today -- it's a golden opportunity we must embrace.

Many of our partner groups invite BCCPAC members to present at events and conferences and we are pleased and honored to do so. This enables us to meet some amazing and hard working volunteers, teachers, staff, administrators, politicians and other professionals. Let's not be afraid to celebrate what we've got going for us, while also recognizing that plenty of work remains!

At BCCPAC, we are doing what we can to create an effective, efficient and sustainable business structure but as those in *Pac World* know, limited resources, uncertainty in funding and a shortage of people is our reality at every level, not to mention the often unrealistic expectations placed on volunteer parent leaders. In spite of these challenges, I would like to congratulate parents of this province who continue to work with dedication, passion, sincerity and care while striving to create the best possible education for the children of BC. I thank you for that, and the kids do too.

Terry Berting

BCCPAC President

CURRENT BCCPAC BOARD OF DIRECTORS

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CONGRATULATIONS BX ELEMENTARY!

BCCPAC's Early Bird Membership Draw

offering a free conference registration (a value of \$350 dollars) to the member PAC or DPAC drawn, went to the BX Elementary Parent Advisory Council.

BCCPAC is ready to welcome a PAC representative from BX Elementary in Vernon (School District #22) to the 2013 Spring Conference!

BCCPAC wishes to thank all those who submitted their 2012-2013 membership fees prior to the early bird deadline of July 30th.



The Great British Columbia ShakeOut

Annual Provincial-Wide Earthquake Drill

K - 12 Schools & Districts Get Ready to ShakeOut!

On the third Thursday of October, thousands of British Columbians will "Drop, Cover, and Hold On" in *The Great British Columbia ShakeOut*, the largest earthquake drill in BC History! All schools are encouraged to participate in the drill or plan a more extensive exercise.

British Columbia is located in a seismically active region where a few thousand earthquakes occur each year in and adjacent to the province. The threat of a major earthquake in the province is real and all British Columbians must know how to be prepared.



The ShakeOut drill is our chance to practice how to protect ourselves, and for everyone to become prepared. The goal is to prevent disasters from becoming catastrophes.

Once you register, participation can be as simple as three easy steps:

1. Drop, Cover, and Hold On: Have your staff and students **Drop** to the ground, take **Cover** under a table or desk, and **Hold On** to it as if a major earthquake were happening (stay down for at least 60 seconds). Practice now so that your staff and students will immediately protect themselves during an earthquake!
2. While still under the table, or wherever you are, look around and imagine what would happen in a major earthquake. What would fall on you or others? What would be damaged? What would life be like after?
3. Finally, you can practice what you will do after the shaking stops.

Everyone can participate! Individuals, families, businesses, schools, government agencies and organizations are all invited to register.

Be a part of the largest earthquake drill in Canadian history on the third Thursday of October!

As a registered ShakeOut participant you will:

- Learn what you can do to get prepared
- Receive ShakeOut news and other earthquake information
- Be counted in the largest earthquake drill ever!
- Set an example that motivates others to participate

Register today at shakeoutbc.ca

HOW SCHOOLS CAN PARTICIPATE

Here are a few suggestions for what schools can do to participate in the ShakeOut. More ideas, materials, and other resources can be found at www.shakeoutbc.ca.

Plan Your Drill:

- Register at www.shakeoutbc.ca to be counted in the ShakeOut Drill, get email updates, and more.
- Have a "Drop, Cover, and Hold On" drill on the third Thursday of October. You can also exercise other aspects of your emergency plan.
- Discuss what you learned and make improvements.

Get Prepared for Earthquakes:

- Check your emergency supplies and equipment; make sure they are accessible and functional. After an earthquake you may need to remain in place for at least 72 hours or up to a week, so ensure you have the necessary supplies.
- Encourage staff and students to prepare at home.
- Provide first aid and response training for staff.
- For more information on planning for your school, please visit www.publicsafety.gc.ca/prg/em/gds/bcp-eng.aspx
- Distribute ShakeOut take-home materials.

Share the ShakeOut:

- Encourage students and staff to ask their friends, families, and neighbors to register.
- Ask colleagues at other schools to participate.
- Posters, flyers, and other materials for promoting the ShakeOut are at www.shakeoutbc.ca.
- Share your experience at www.shakeoutbc.ca.



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Books, links and dates to remember

Top Five BC Children's Best Sellers

www.books.bc.ca

A Field Guide to the Identification of Pebbles by Eileen Van der Flier-Keller. A great resource for Earth Science curriculum units in schools, the short text deals with

how rocks form and how to tell if a rock is igneous, sedimentary or metamorphic.

Down at the Seaweed Cafe by Robert Perry and Greta Guzek. Enjoy a cup of seaweed tea and listen to the tall tales and salty songs shared in this imaginative story.

Roll On: Rick Hansen Wheels Around the World by Ainslie Manson and Ron Lightburn. On the eve of its twenty-fifth anniversary, Rick Hansen's compelling journey is retold for young readers and brought to life in this beautifully illustrated book. Readers travel with Rick, glimpsing not just the joys but all the ups and downs and the aches and pains that he endured on the 43,000-kilometre journey.

Between Heaven and Earth (Seven the series) by Eric Walters. DJ is David McLean's eldest grandson, so it stands to reason that he be the one to scatter his beloved grandfather's ashes. At least that's how DJ sees it. He's always been the best at everything—sports, school, looking after his fatherless family—so climbing Kilimanjaro is just another thing he'll accomplish. Or so he thinks.

Nutz! By Virginia Frances Schwartz and Christina Leist. Narrated by a fat half-Persian half-alley cat called Amos, this very funny chapter book will delight young readers. When an injured baby squirrel moves into Amos' already crowded household, everything turns topsy-turvy. Ten year old Tyler wants to keep the squirrel, but Amos knows wild things will wreak havoc on his already stressed-out family.

Do you have a favourite book you've read to your children? Would you like to write a book review (150 words max)? Send it in to ourvoice@bccpac.bc.ca

Link to Link: sharing sources

This is a useful site for all sorts of helpful government publications to do with education:

<http://www.bced.gov.bc.ca/pubs.htm>

Kelty Mental Health Resource Centre - BC's information source for Children, Youth and Families:

www.keltymentalhealth.ca

Health Link BC: Healthy Eating: <http://www.healthlinkbc.ca/healthyeating/index.asp>

MoE: Reporting on K to 12 education: <http://www.bced.gov.bc.ca/reporting/>

Do you have an interesting link to share? Email ourvoice@bccpac.bc.ca

| Fall dates to remember | |
|---|--------------------|
| BC School Counselors Conference "Connect'12" | October 18-19 |
| BCPVPA Connecting Leader 2012 Conference | October 18-20 |
| LATA Conference – Healthy Minds Matter | October 19 |
| ACE BC Conference - Together for Kids and Communities | October 19-20 |
| BCCPAC Northern Regional Conference | October 20 |
| Making Connections Conference 2012 | Oct 31-Nov 2 |
| Crime Prevention Awareness Week | November 1-7 |
| Bullying Awareness Week | November 12-17 |
| Remembrance Day | November 12 |
| 2012 Educational Leadership Conference | November 15-16 |
| To vote at the AGM BCCPAC membership must be received by | December 15 |

Bill 22: The Education Improvement Act Information Sheet

What is Bill 22?

In part, Bill 22 is the government's response to the 2011 BC Supreme Court decision striking down parts of *Education Services Collective Agreement Act* (Bill No. 27) and the *Public Education Flexibility and Choice Act* (Bill No. 28) enacted in 2002. Most of its provisions came into effect July 1, 2012. The BC Teachers Federation (BCTF) opposes Bill 22 and has filed a civil suit in BC Supreme Court to have it overturned.

What Bill 22 does:

- Sets a process to settle the teacher collective agreement for 2011 to 2013. Mediation is imposed on both the BC Public School Employers' Association (BCPSEA) and the BCTF but legislation limits the mediator's power to settlements within Net Zero mandate (no wage increases and a two year term). A "cooling off" period was also imposed until August 31, 2012. **UPDATE:** *Agreement reached and ratified.*
- Imposes large and specified fines in the event of a walk out during the cooling off period: \$1.3 million per day on the union, \$475 per day on each teacher (The \$475 number is about \$25 more than the average pre-tax compensation of a teacher including benefits per day). Fines are also imposed on BCPSEA in the event of a lock out but at a lower level.
- Establishes the Learning Improvement Fund (LIF) – a new grant to boards of education to support special needs. This is projected as \$30 million in the first year, \$60 million in the second, and \$75 million in years following. Amounts allocated to individual boards will be based on total enrolment, number of special needs students and location of schools in each district. **UPDATE:** *The funding for the LIF was increased in the first year to \$60 million adding the \$30 million in savings during the BCTF job action.*
- LIF amounts will be announced in the spring but boards must apply for the LIF grant in the fall by submitting a final spending plan. LIF money can only be used for additional teaching staff (e.g. educational assistants, para professionals, additional teaching time, and staff development) and is governed by regulation.
- Recognises class size and composition as a teacher workload issue. (The BCTF may bargain class size and composition in the next round of contract bargaining scheduled to start March 2013 to replace the new contract expiring June 2013).
- Eliminates required district class size averages. Some classes (such as band and choir where larger classes are desirable) will have higher class size limits; other categories of classes may have lower limits.

- Eliminates the requirement to obtain the teacher's permission before creating a grade 4 to 7 class larger than 28 students.
- Gives compensation to teachers for a grade 4 to 12 class over 30 students with some exceptions. The value is approximately \$2500 per student over the limit for grades 4 to 7 and about \$300 for grades 8 to 12. This money may be used in a variety of ways.
- Eliminates the limit of 3 students with an IEP (Individual Education Plan) in a class.
- Principals will consult on all classes regarding the appropriateness of size and composition regardless of the size of the class. Previously consultation would only happen for classes that were over the size limits. This consultation will be continuous as the year progresses and not just once in September.

What Bill 22 does not:

- It does not impose a contract. Both sides have to negotiate an agreement under a mediator within Net Zero mandate. **UPDATE:** *Agreement reached and ratified.*
- Bill 22 makes no changes to hiring, firing or evaluation practices of teachers or to regulations pertaining to teacher professional autonomy or discretion.
- It makes no changes to the current Provincial Collective agreement.
- It does not remove class size limits. The limits remain hard caps of 22 for Kindergarten and, 24 for grades 1-3 and soft caps of 30 for grades 8 to 12. The hard cap of 28 students for grades 4-7 is removed and replaced by a soft cap of 30. The limit of 30 students in grades 4 to 12 can only be exceeded if both the principal and the superintendent agree, in consultation with the teacher, that the larger class is suitable for learning. Boards of Education and Schools set classes, not the Ministry of Education.
- It does not increase class size. The expectation is that class sizes will be the same or even smaller due to the elimination of the required district averages.
- It does not eliminate public reporting of class sizes, but does move this reporting to the regulations.
- It does not eliminate the consultation with teachers on class size or organisation. In fact it expands this consultation to all classes.
- It does not address the issue of seniority versus ability. Bill 22 is silent on this issue.
- It does not prevent the bargaining of class size or composition after June 2013.

Continued on Page 25



Are you a brand new or returning member of a PAC or DPAC Executive? Are you looking for some ideas on what to do and how to do it? Here is a simple guide from 'PAC World' to help you out!

Prepare for your meetings. Set meeting dates and advertise in the school newsletter, on school bulletin boards, school and district websites and through parent email lists. Friendly reminders are always welcome. Be sure to include the agenda when letting people know about upcoming meetings.

At meetings, welcoming parents at the door is a great way to set an inviting, friendly, inclusive atmosphere. Do you have a budget to offer childcare and simple refreshments at meetings? Begin meetings by introducing yourself, your position, how many children you have (and in what grades) and then ask everyone in the room to introduce themselves as well. Make sure no one gets overlooked, ask encouraging questions!

Check that your 2012-2013 BC Confederation of Parent Advisory Councils (BCCPAC) membership has been submitted. You are now off to a good start! Your copy of the BCCPAC Leadership Manual can also be a valuable source of information. If you do not have a hard copy on hand, this is available online, along with many other parent resources, at www.bccpac.ca

We all have great ideas – let's share. No point in everyone trying to reinvent the wheel. Talk to others; check out websites of other schools and districts for some great information and resources.

Open communication, as well as regular communication is very important. We all lead busy lives so the more ways you can relay a message the better – email, website, newsletter, phone call, facebook, twitter, signs, and notices are all good options. You should be trying to use at least three of these regularly.

Read your constitution, bylaws and policies. This will help you to understand how the council should be running and what you should be doing. Do you have a DPAC in your district and a parent rep for your school?

Listen to everyone, especially those who have come before you and those who are doing the same thing in your district and other districts. At meetings, make sure you have opportunity for those attending to speak and share ideas and information.

Discuss ways to engage, include and recruit parents and make plans for speakers at your meetings. Brainstorm annual goals, budgetary items and develop a calendar of events for the year. Be sure to share the work and include community members to help out whenever possible.

Money Talks

Susan Wilson, BCCPAC Treasurer



Now that we are back into the routine of making lunches and getting the kids off to school, there is one thing PACs and DPACs always look forward to – the gaming account deposit!

Direct Access Grants for PACs and DPACs

In 2003, the Gaming Branch created 'Direct Access Grants for PACs and DPACs' to ensure all schools would benefit from gaming events. The \$20 per full time student for PACs and a flat \$2500 for each DPAC is the current formula. From receipt of the funds, PACs have up to 36 months and DPACs have up to 12 months to spend it.

Please note there have been some important changes to the 'Direct Access Grants for PACs and DPACs' over the past couple of years. One welcome change is the ability to financially support student groups travelling outside the province. According to the *Applying for a Community Gaming Grant* guidelines, student transportation and travel outside BC is now permissible if the student group;

- represents its school as a result of merit achieved through organized competition
- competes in a sport that involves cross border travel
- has been selected because of its level of creative achievement or success, or
- is entered in a recognized competition in which there is a formal evaluation or adjudication process.

Gaming funds cannot be used for curricular purposes, such as smartboards or classroom supplies. Scholarships or bursaries are acceptable so long as the cheque is written directly to the student and they are attending a post secondary institute. If you have any question about the eligibility of an expense, please contact the Gaming Branch toll free at 1-800-663-7867 or email **Gaming.Grants@gov.bc.ca**.

Allocating Funds

There are many ways in which PACs and DPACs allocate gaming funds. Some have created an application form and review process, while others have a project they give to annually. No matter how PAC or DPAC gaming funds are spent, one absolute requirement is that gaming funds remain under the management and control of the PAC or DPAC. A sample application can be found on the BCCPAC website.

News

At the 2012 BCCPAC AGM, a resolution titled 'PAC Gaming Grant Allowable Expenditures' was passed. The BCCPAC Board of Directors works for our membership by taking direction through resolutions, and this has now been presented to the appropriate ministries for consideration. To view this resolution in its entirety and/or view other BCCPAC resolutions please visit <http://bccpac.bc.ca/resolutions>

Please continue to check the BCCPAC website at www.bccpac.bc.ca for updates.

Links to more info

<http://www.pssg.gov.bc.ca/gaming/grants/docs/cond-pac-dpac.pdf>
<http://www.pssg.gov.bc.ca/gaming/grants/pacdpac.htm>

Here's to all volunteers, those dedicated people who believe in all work and no pay.
~Robert Orben



Parents as Partners: Building Success in Children's Education

2012 BCCPAC Northern Regional Conference

October 20, 2012

Civic Centre, Prince George

Tickets: **\$65** (including lunch)

Please visit www.bccpac.bc.ca for detailed information on workshops, travel subsidies, registration forms, special group rates and accommodation or call the BCCPAC office Toll Free at 1-866-529-4397, Lower Mainland 604-687-4433

Friday October 19

Duchess Park Secondary School, 747 Winnipeg St

7:00 pm Optional Event

Take a tour of the newly built Duchess Park Secondary School and engage in a dialogue about New Graduation Requirements. Network with parents and enjoy light refreshments.

Saturday October 20

Civic Centre, 808 Civic Plaza

8:00 am Registration and Exhibitors

8:30 am Welcome

9:00 am **Opening Keynote** with Jeff Hopkins

10:30 am Workshop Sessions

A: **Personalize Learning: In Depth Dialogue**

B: **Beyond the Basics**

C: **Navigating Special Needs**

D: **Treasurer 101**

11:45 am Workshop Sessions

E: **Bylaws & Parliamentary Procedures**

F: **Anti-Bullying**

G: **Gaming Presentation**

H: **Aboriginal Education**

12:45 pm Lunch (provided)

1:45 pm Workshop Sessions

I: **Body Smarts: From Child to Teen**

J: **Support Your Child's Learning**

K: **Speaking Up!**

L: **Communicating with Parents**

3:00 pm Workshop Sessions

M: **ERASE Bullying Strategy**

N: **Comprehensive School Health**

O: **Care and Feeding of Your Principal**

P: **BC Education Plan**

4:30 pm Closing Dialogue

5:15 pm Closing remarks, door prizes, etc.

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Special Olympics: Revealing the Champion in All of Us by Wendy Harris



Like other parents, I was involved in my two oldest children's local sports teams for many years, bursting with pride whenever a child hit, kicked or caught a ball. Enjoying the companionship of my fellow parents, we cheered and swapped stories with eyes glued on our budding stars.

Things were different when my youngest child started. Nothing could have prepared me for the day when, because of his challenges, he simply could not continue participating in the sport's world I knew and was familiar with.

Too young to be 'politically correct,' his team mates couldn't understand why my son was 'so weird.' With an untrained coach frankly afraid of the mental and physical difficulties presented, it was a bewildering, frustrating experience for us all. When the season finally ended, I found myself a tangled mess of grief and anger, as well as guilt, for being relieved I'd forced myself to accept there could be 'no more.'

No more praying he'd run in the right direction. No more wishing his coach had at least some kind of experience with children with special needs. No more awkward moments with embarrassed parents as they'd make (or not) their child apologize for being mean or rude to the weird kid on the bench.

At the time, leaving the world I had known and taken for granted with the older two also meant losing the last shred of hope I'd

ever be able to experience my youngest child race down the field and score a goal accompanied by cheers. No more baseball trophies, soccer uniforms or team photos for him. No more field forged friendships, tournaments, or remembering when it was my turn to bring snacks for me. My son's departure from organized, mainstream sports left a void not just in his own life, but mine as well.

In time, my son began therapeutic horseback riding. While intensely satisfying on many levels, I secretly mourned for crazy things like whooping on the sidelines in pouring rain, sharing a thermos of steaming coffee with other shivering parents, showing off the latest team photo, pep talks and bringing mandarin oranges as a change from sliced up navels.

Who knew that by coming to the 2012 BCCPAC Conference I would be able to stop mourning and dig out my rubber boots? On my travel around the various exhibitor tables there it was, shining like a beacon...Special Olympics BC (SOBC). Within five minutes I'd filled out both forms (registration and medical) and for the first time in seven years my son would once again have the opportunity to play on organized sports teams, developing skills and friendships with his peers while I



***“Let me win,
but if I cannot
win, let me be
brave in the
attempt.”***
**Special Olympics
Athlete’s Oath**

cheered, swapped stories, shivered and shared coffee with mine. Networking, I quickly learned our story was not an isolated one.

As a small child with intellectual difficulties, Nicholas enjoyed sports such as T-ball and basketball in local programs. But as he grew older, it became increasingly difficult to keep up with his team mates so, like my son, he stopped playing sports altogether.

Then when he was fourteen, Nicholas was introduced into SOBC. Taking up sports such as floor hockey, softball and swimming in his Vancouver Island community, he quickly began to thrive with the inclusion and encouragement of his supportive coaches and peers.

In February and March of this year, Nicholas competed in the 2012 Special Olympics Canada Winter Games in St. Albert, Alberta. He and his floor hockey team returned home as national gold medalists. Special Olympics “changed my whole life,” Nicholas says. “I love all the sports!”

SOBC provides opportunities for individuals with intellectual disabilities to enrich their lives and celebrate personal achievement through positive sports experiences. In over fifty communities across the province, dedicated volunteers run year-round programs, opening up an inclusive, accepting world where athletes build confidence and skills, make new friends and improve health and fitness.

SOBC community programs offer up to 18 different sports and three youth programs, where each athlete has the opportunity to train and compete among friends and feel the joy of acceptance, belonging and achievement.

Active Start, FUNDamentals and Sport Start offer a strong pathway for children and teenagers to develop essential motor and sport skills in a fun, welcoming environment. These youth programs also help athletes transition into traditional SOBC programs where they can continue to exercise their love of sport and friendship throughout the rest of their lives.

Traditional SOBC sport programs welcome athletes from the age of eight up. A variety of sports are offered across different communities; 5 and 10-pin bowling, alpine skiing, aquatics, athletics, basketball, bocce, cross-country skiing, curling, figure skating, floor hockey, golf, power lifting, rhythmic gymnastics, snowshoeing, soccer, softball and speed skating.

The acceptance, appreciation, and sportsmanship shown by the more than 4,000 Special Olympics BC athletes make this community a truly unique and joyful place.

Visit the Community Map on the Special Olympics BC website to find the contact details for the amazing volunteers leading local programs: <http://www.specialolympics.bc.ca/connect-share/community-map>

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Meet Keely (nee Paul) George: 2012 Graduate

Two primary objectives of the residential school system were to remove and isolate children from the influence of their homes, families, traditions and cultures... Excerpt from Prime

Minister Stephen Harper's official apology, June 11, 2008



At eighty-four years of age, most seniors are relaxing, not worrying about whether their dress would be ready for graduation day. However, this is exactly what Keely George, mother,

grandmother and great-grandmother, had on her mind as her traditional hide dress, emblazoned with a wolf, was being prepared.

Prior to starting Adult Continuing Education classes in 1998, Keely's formal education consisted of seven years spent at St. Mary's



Residence at St. Mary's

Mission and Residential School in Mission. She left at fifteen with the equivalent of a Grade 6 education. "I had to," she said. "Back

then, kids couldn't go to school past sixteen and my birthday was coming up."

Keely's memories of residential school are good ones. In fact, she believes it saved her life.

Born on the Douglas Reserve at the head of Harrison Lake, BC in 1928, Keely was the third of four children. Her mother, daughter of Chief Felix Joe of the Seabird Island Band, near Agassiz, was unhappy in her marriage and neglected the children.

When her father died of cancer in 1930, Keely's older brothers, Clarence and Tom, along with newborn baby

sister Lucian went to live with their maternal grandmother, Annie. Keely, however, was sent to paternal relatives in Surrey. Mommy and Pop were childless and wouldn't allow other kids around, trying to protect Keely from sickness she thinks. For the next five years her only playmates would be "ducks, chickens, frogs and snakes," she laughs.

She'll never forget going to Grandmother Catherine's house and laying under the old woman's wheelchair, listening to her stories of Keely's grandfather, Chief Paul Koltelamugh of Skookum Chuck. He, along with other chiefs of the Lillooet Valley, signed a groundbreaking declaration of the sovereignty over their territory in 1911. The little girl never grew tired of listening.

"It's how I learned," she says.



We claim that we are the rightful owners of our tribal territory, and everything pertaining thereto. We have

always lived in our Country; at no time have we ever deserted it, or left it to others. We have retained it from the invasion of other tribes at the cost of our blood. Our ancestors were in possession of our Country centuries before the whites came. It is the same as yesterday when the latter came, and like the day before when the first fur trader came. Excerpt from the 1911 Declaration of the Lillooet Tribe <http://www.statimc.net/declaration.html>

When Keely was seven, her biological mother forced her return, joining Clarence, Tom, Lucian, and a growing number of children from her new marriage on the Douglas Reserve. Keely tried to run away numerous times and was sometimes caught as far as four miles away. Her siblings didn't like Keely. She "talked funny and it took two years to assimilate," says Keely. "I learned Lillooet, Sto:lo, Thompson and some Spanish."

As she struggled to integrate, Keely worked from five in the morning until bedtime as her mother's "personal maid." The child cooked for thirteen people, cleaned

Continued from previous page

house, washed clothes, and tended children. Keely remembers getting hit with a hazelnut branch when she couldn't lift her stepfather's wet long johns over the clothesline.

During summer, she was put to work in the hop fields. When Keely was nine, one of the wire coils went through her foot, exiting by the ankle. Even though it became badly infected, her mother kept taking the bandages off, refusing to take care of her injured daughter. One day a district nurse drove by the farm and saw Keely packing two big buckets of water as she limped along the road. She took the girl to her office and soaked her foot. Family members then reported her mother's abuse and Keely, Clarence, Tom and Lucian were sent to residential school.

"We thought we were on holiday," Keely says. "We went to class, ate properly and had play time."

Keely and her siblings were the third generation on her mother's side to be sent to St. Mary's Mission and Residential School. When asked if she thought her mother may have been abusive as a result of separation from her family and culture when she herself was a child, Keely was firm. "No, I don't think so."

Keely is unable to explain why First Nation children were renamed by the nuns. Lucian became Lucy, and Keely became Mary for many years. "As soon as children entered school, the nun would call out the kid's name and then say he/she was now called so and so. That's just the way it was."



Keely and Lucy, 2012

When Keely was ten or eleven she and her brother Clarence finally grew close. He liked how Keely sang and copied her. She gave him their father's guitar, encouraging him to learn. She laughs when remembering what she'd say. "Mmm good, Clarence, you're making sounds."

After residential school was finished, the possibility of continuing her education at a different school never entered her mind. She "never knew much about that," Keely says. "Once you were done you were done back then."

Mother made the arrangements to send Keely away to work as a live-in housekeeper, receiving all of her daughter's pay. "I was a slave," Keely bluntly says. "Working all the time, no money, trapped."

Freedom came when she was nineteen. Clarence made a surprise visit, giving Keely enough money to escape to New Westminster. She met up with relatives and began working at the fish cannery. A couple of years later, Keely and her girlfriend decided to take a trip by canoe to Spring Creek near the head of Harrison Lake. Unfortunately the canoe was leaky and although Keely paddled as fast as she could as her friend bailed water, it eventually sank. Undaunted, they decided to spend time at the Douglas Reserve instead.

It was here that she would meet up with her future husband, Ralph. She agreed to go out for walks here and there and "that was that," Keely laughs, "I was stuck with him."

Married and living on the reserve, Keely made and sold homemade pies, bread, cakes, cookies, soup and stew while Ralph worked as a logger. Tragedy soon struck the family. Clarence, by now singing and playing guitar in various local venues, vanished without a trace in 1952.

A month later, a medicine man was brought in to help find her brother. He placed a woven basket full of water on the table and began shaking a rattle made of bear claws. Keely claims flames shot up out of the water and out the window, reappearing on the lake. It was here they found her murdered brother's chained body. "It was never investigated because it happened on the reserve," Keely said.

Continued on Page 34

Your child's first job: How you can help to keep them safe

At some point, most parents of high school kids face the prospect of their son or daughter joining the workforce. Often, it's an after-school or weekend job. Sometimes your child's first foray into the workforce is through school-organized work experience.

While all kids in B.C. high schools are taught about workplace health and safety in Planning 10 class, there can be a lot going on once they step into a job. As a parent, you can help to fill the gap between what they learned in school and what they need to know once they start working.

Help prepare them *before* they enter the workforce

Here are some things you can do to start a dialogue about health and safety with your child:

- Take an active role in your son or daughter's job decisions. Use your own experience or do some research on the hazards present in the kind of work your child is interested in pursuing, then discuss these when your child starts looking for work.
- Discuss the types of work activities involved in the work that interests them and the kind of training and supervision they should expect from their employer.
- Look at workplace safety information with your child and talk to them about their rights and responsibilities on the job.
- Alert your son or daughter to the dangers of working alone at night and in the early morning hours.

Help them prepare for the job interview

Once your child gets the call to come in for an interview, they will probably have a lot on their mind. They may be thinking about what they should wear and how to present themselves and what skills they will want to emphasize. They may not however, be thinking about health and safety and seeing how this fits into their prospective job.

Encourage them to ask questions about health and safety, even if it seems uncomfortable. The answers may provide a pretty good indication about the safety culture of a particular workplace.

Here are some questions they may want to ask:

- What health and safety orientation will I get before starting work?
- Who's responsible for supervising me?
- Will I need safety gear? If so, who provides it?
- Have there been any serious injuries at the work site?

Your work's not done yet!

Once they get the job, tell your child about every worker's right to:

- On-the-job training and orientation
- Supervision
- Refuse unsafe work
- Employer-provided safety equipment

Remember to check in with them every so often to ensure they are getting adequate supervision and to see if they have any safety concerns. If they do, remind them to ask questions and to refuse any work task that feels unsafe.

For more information about other ways to support your kids as they enter the workforce, see the parents' resources in the Young Worker section of the WorkSafeBC web site at:
<http://www2.worksafebc.com/Topics/YoungWorker/Resources-Parents.asp>.

Questions? E-mail yworker@worksafebc.com.



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Dear Dottie

*Do you have a concern or question for Dottie?
Please email ourvoice@bccpac.bc.ca*

Dear Dottie,

I'm frustrated and don't know what to do. My PAC Chair is the greatest but she swears like a trooper and doesn't understand that this is putting people off from joining our PAC.

Sign me, Waiting with a bar of soap

Dear Waiting,

I expect that a bar of soap will not be required as a private and personal conversation will probably get you the result you are looking for. Often people do not realize they are doing something that offends or hurts others until someone tells them. Since she is a great PAC Chair, I am sure she will take your comment in the spirit intended and will do her best to alter her language so that others will feel more comfortable and welcome as members of the PAC. In fact, she might be surprised that no one said anything about this sooner!

Dear Dottie,

One of my neighbours has a child with special needs. He gets respite one weekend a month but complains that the child needs a full-time SEA at school as well. He says she needs more support but I say the reason our district has a deficit is because more is spent on special needs than what's received in funding. I don't want to sound mean but

shouldn't a line be drawn somewhere because other kids get nothing.

Signed, I need a vacation too

Dear I Need,

All kids receive something from the school system and it is up to parents to speak up and help out when and where we can. It does, after all, take a village to raise a child.

Respite one weekend a month and a full time SEA at school are two very different support services. When a parent is asking for more support at school, this does not always cost the district extra money.

What kind of support does the child need and what can be done either through the school or the community to help provide that support? Can neighbours, family and friends help? Do the parents need more information to learn what is available or what they can do to support the child?

Every district in the province is challenged with special needs programs and supports costing more than the funding allocated to the district, unfortunately this is a reality of the times in which we live. Many districts are offering amazing services and have come up with very creative solutions with the limited funding they do have. You might want to take the time to do some research in your district and others in an effort to provide information, support and options to this family.

Dear Dottie,

I'd like to improve the quality of our PAC meetings and welcome any suggestions.

Signed, Bored with same old same old

Dear Bored,

When you speak to quality of a PAC meeting you could be referring to how the meeting is being

Continued on page 34

BCCPAC 2012 Spring

"I always come away from the conference feeling renewed and energized."



"Being at the AGM also reaffirmed to me the importance of parent leadership in education."

Conference and AGM



"It's great to get together with so many parents who really care about their children's school not just for their own children but for all children."



"This was my first time at a BCCPAC conference. I really enjoyed meeting many new friends, attending workshops and listening to speakers."



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Creating Our Voice: BCCPAC Resolutions

Do you have an educational matter you wish were implemented in the curriculum? Does your PAC or DPAC have specific concerns that you hope others never have to deal with or that remain unresolved in your district? Is there a part of the School Act you would like to see amended? If so, here is a guide on how to nurture, define and develop your idea or concern into a resolution and what happens if your resolution is accepted by the BCCPAC membership.

How is a BCCPAC resolution born?

A BCCPAC resolution is born when a person has an idea, problem or concern they are passionate about. This idea, problem or concern moves forward when their PAC/DPAC decides they would like to bring it to the attention of all provincial parents and have it hopefully accepted by the membership at the next Annual General Meeting (AGM) so that BCCPAC can officially speak to the matter. Developing and submitting a resolution to be presented to potentially all parents in the province takes passion and commitment and a little bit of time. Starting with homework!

Homework

If your topic requires additional brainstorming or support; a working group to research, compile and discuss information is a great resource. Here are some links you might find useful:

- If your resolution is concerning a problematic policy in your district, take time to research other districts policies. Can you find a ‘best practice’ policy you feel should be implemented provincially? The British Columbia School Trustees Association (BCSTA) maintains a list of all school district policies on their website. The link to the page is: <http://www.bcsta.org:8080/docushare/dsweb/View/Collection-9637>
- To view the School Act, go to <http://www.bced.gov.bc.ca/legislation/schoollaw/revisedstatutescontents.pdf>
- Take time to read through the Record of Member Resolutions found on the BCCPAC website. Have there been resolution(s) made that are similar to your idea or concern? Link: <http://www.bccpac.bc.ca/resolutions>
- Search online for newspaper articles that may relate to your idea or concern.
- Search a variety of sources such as past PAC, DPAC, and Board of Education minutes.

Position paper

Once you’ve done your homework, you’re ready to start organizing your formal position.

- Define the situation you feel needs to be addressed
- Offer specific examples of why this is a problem
- Offer recommendation(s) for action, offering solution(s) to correct the problem

Example:

Presently, the speed in school zones in British Columbia is 30km an hour 8:00 am – 4:00 pm during school days, whereas the speed in park zones is a consistent 30km an hour from dawn to dusk seven days a week all year round. Many cars are speeding through school zones; perhaps because school days vary because of holidays and Pro-D days, causing confusion for the driver. In 2011, many children across BC were hit by cars driving through school zones, half of which were hit outside of the 8:00am – 4:00 pm school day time slot currently in place, as children play on school grounds seven days a week, from dawn to dusk, year round.

In order to reduce unnecessary risk to children, and create uniformity for the driver, school zones, like park zones, should be consistently enforced as 30km an hour from dawn to dusk seven days a week all year round. According to the BCCPAC Record of Member Resolutions, the resolution ‘1996.2 School Speed Zones That school speed zones should have the same dawn to dusk 30 k/hr designation as playground zones,’ is active. We believe this practice should be adopted by the Ministry of Education and all communities in BC.

Continued on page 28

Congratulations to our 2012 BCCPAC Award winners!

Bev Hosker Motivational Award

The Bev Hosker Motivational Award for a new or newly involved parent taking on a leadership role was created to honour Bev Hosker (1955-2003), a past BCCPAC Director and tireless advocate for parents and students in the BC public education system.

The Bev Hosker Motivational Award winner for 2012 is **Debbie Therrien** from SD05, Cranbrook.



Debbie Therrien (SD05), BCCPAC President Terry Berting

When Debbie stepped into the DPAC Chair position in 2010, she jumped in with both feet. She attended the BCCPAC Fall conference and immediately incorporated what she had learned. She also attended as many Pro-D workshops hosted by the district as possible.

Deb takes her responsibility of representing the parent voice seriously. She makes every attempt to contact each school PAC to ensure their thoughts and opinions are represented before speaking for the parents of SD5.

She attends district meetings, providing effective input when ideas and policies are being developed. Her inclusion at these meetings has resulted in board policies which better reflect parents, stronger board advocacy on DPAC issues and greater parental understanding of district operations.

In addition to her communication leadership, Debbie approaches each situation with tact, respect, and understanding and can facilitate a smooth outcome for the most frustrating situations.

George Matthews Award

The George Matthews Award for excellence in parent leadership was created to honour George Edwin Matthews (1941-2001) who provided unwavering support through his years as the Ministry of Education liaison with BCCPAC.

The George Matthews Award co-winners for 2012 are **Bob Holmes**, SD36, Surrey and **Paul Johansen**, SD40, New Westminster.



Bob Holmes (SD36), President Terry Berting, Past President Ann Whiteaker, Paul Johansen (SD40)

Through both words and action **Bob Holmes** has shown himself to be knowledgeable, caring and effective. In his role with DPAC, Bob is involved in organizing workshops to assist parents who are new to PACs and works to continually improve communication, providing information and learning opportunities.

Events and activities in which Bob has played a leadership role include; raising awareness of the extent and impact overcrowding has on schools and students, hosting an all-candidates meeting, member on the RCMP Internet Safety working group, Ad Hoc committee member advocating for capital funding for more schools, meeting with the Minister of Education and Surrey Teachers' Association on a number of topics, and has been the Surrey DPAC spokesperson in

broad range of subjects of concern and interest to parents regarding public education in Surrey.

Paul Johansen has consistently been a champion for all, always maintaining a focus on what is best for the community. His leadership has ensured district parents are kept in the loop regarding district and city events, meetings, and information. He has served on multiple PAC/DPAC positions over the years and attends countless district and city meetings. This not only helps to ensure parents are kept abreast, but also supports parents in the community who may be too shy or intimidated to attend a meeting on their own.

He has been instrumental in helping to raise awareness, participation and interest in public education. Paul's efforts include; lobbying for local First Nation history to be included in the curriculum, lobbying for emergency preparedness at all schools, fundraising to purchase Smart Boards, raising awareness of air and traffic concerns, and organizing public debates.

BCCPAC Educational Award

The BCCPAC Educational Award honours Ona Mae Roy, president of the BC Home and School and Parent-Teacher Federation (now the BC Confederation of Parent Advisory Councils) from 1978 to 1980. The Award is granted annually to a well-rounded student in Grade 12 who is involved and interested in many things and has an understanding of the importance of parent involvement in education.

The BCCPAC Educational Award winner for 2012 is **Geri Schindler**, SD81, Fort Nelson

Geri always goes out of her way to make others feel welcome. She is a hard-working, focused and devoted student who has an exciting future ahead of her!

Even with her busy schedule at school and with figure skating, she managed to work part-time at a local café as a barista and helped to raise funds for the Rotary Club, Northeast BC Wildlife Fund and Relay for Life.

Geri was an active participant in her school as well. She was involved in band, jazz band, fund raising, basketball, and with the Rachel's Challenge student

program promoting anti-bullying, school spirit and community involvement.

Do you have a parent or student in your district you would like to nominate for the 2013 awards? Please visit the BCCPAC website (www.bccpac.bc.ca) for details or email BCCPAC Director and Awards Committee Chair Bonnie Krisher at bonniekrisher@bccpac.bc.ca

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What does Bill 22 mean in the long run?



Bill 22 is a complex piece of legislation that comes at a challenging time for education in BC. It affects many aspects of public education and also changes sections of other acts.

It has clearly put a temporary end to the labour dispute; however, it remains to be seen how class size and composition issues are actually addressed in September, how the LIF addresses students' special needs, or how any court rulings arise stemming from the Bill will affect our schools.

Quick links to more information

Full text of Bill 22:

http://www.leg.bc.ca/39th4th/3rd_read/gov22-3.htm

Updated School Act:

http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/96412_00

Full LIF regulation:

http://www.bclaws.ca/EPLibraries/bclaws_new/

Introducing the BCCPAC Board of Directors

At the BCCPAC Annual General Meeting (AGM) held May 26, 2012 at the Executive Plaza Hotel & Conference Centre, Coquitlam, elections were held to fill the President, 1st Vice President, 2nd Vice President, Secretary and three Director positions.

We are extremely fortunate to have not just a full Board this year, but Ann's continued mentorship and support. Two Board members, Terry Berting and John Puddifoot, were elected as President and 1st Vice President, leaving their positions as Directors to be appointed at the close of the elections. Former President Ann Whiteaker is staying on the Board in the Past President position.



President **Terry Berting** (terryberting@bccpac.bc.ca) was first elected to the BCCPAC Board in 2011. He has been actively involved with PACs at the school and district levels for about eight years and is excited about continuing his involvement at the provincial Board level. Terry is passionate about education and the importance of recognizing different learning styles for different learners. He believes in our members' potential to influence the public education system in a genuine and positive way and wants to do his best to help them achieve that goal. Terry works in the land surveying industry and is a BCIT and SFU grad.

Terry is also the BCCPAC CEO and serves as an ex officio member on all committees. He has three children and is from SD 41, Burnaby. Terry's term expires 2014.

Past President **Ann Whiteaker** (annwhiteaker@bccpac.bc.ca) has been actively involved in all school levels: elementary, middle, and secondary, as well as the district level for 13 years. She has served as Parent Advisory Council Chair, District Parent Advisory Council Director, and held the provincial positions of Director and 1st Vice President. Ann was first elected to the position of President of the BC Confederation of Parent Advisory Councils in 2010. In her various leadership roles, Ann has facilitated numerous workshops on team building, rights and roles of parents, PAC 101, Constitution & Bylaws, and Speaking Up. She is an experienced advocate for parents, often being called upon to assist parents when problems or concerns present themselves to support their student's success and navigating the system. Ann serves on the Leadership Manual, Support Services & Funding, HR, and Resolutions committees. She has three children and comes from SD 61, Victoria. Ann's term expires 2013.



1st Vice President **John Puddifoot** (johnpuddifoot@bccpac.bc.ca) was elected to the BCCPAC Board in 2011 as Director. John is a father of two and a business owner, running his own import/distribution company supplying the restaurant industry for over 20 years. He holds a BA (Economics) and an MBA with a concentration on Human Resources, Employment Law, and Marketing from UBC. John is a past president of the Train Gamers' Association and was PAC Chair for three years at Queen Mary Elementary in Vancouver. He currently represents both Lord Byng Secondary and Queen Mary as DPAC rep. John has been active in the Neighbourhood Learning Centre initiative and a frequent contributor to Janet Steffenhagen's education blog. He serves on the Resolutions, Employee Services, C&B, HR, Policy, Curriculum, Student Safety, Support Services and Funding committees. John comes from SD 39, Vancouver. His term expires 2013.

2nd Vice President **Nicole Makohoniuk** (nicolemakohoniuk@bccpac.bc.ca) is a parent of three children, ranging in ages from 8 to 16. She has been involved with PAC/DPACs for the past 10 years. She is a realtor in Vernon where she recently helped raise over \$25,000 for the Hope for Gillian Campaign. She has helped design parent education workshops in her district. Nicole is passionate about children and families in the public school system and looks forward to working with BCCPAC and its volunteers. Nicole serves on the Conference, Leadership Manual, Curriculum and Employee Services committees. She comes from SD 22, Vernon. Nicole's term expires 2014.





Treasurer **Susan Wilson** (susanwilson@bccpac.bc.ca) was elected to the BCCPAC Board in 2011. She currently lives with her family in the small unincorporated area of Winlaw, in the Slocan Valley. She is married and mother to three boys, two of which are in the K-12 system. Susan is a self-employed bookkeeper and Tupperware Consultant for the last 20 years. In addition to volunteering at the school, district and provincial level, she is a former Director of the local recreation commission, and a former Director on the Winlaw Hall Society. Susan serves on the Conference, C&B, Finance, Our Voice, Policy, Website and Provincial & Federal Policy committees and comes from SD 08, Kootenay Lake. Susan's term expires 2013.

Secretary **Wendy Harris** (wendyharris@bccpac.bc.ca) is a professional writer/editor, volunteering four years on the Editors' Association of Canada-BC Branch in professional development and public relations. Wendy has served in various PAC/DPAC positions, most recently as DPAC Chair, and sits on the SPC at the high school. She networks internationally with parents of children with rare chromosome disorders. Wendy serves on the Our Voice, Leadership Manual, Minutes Approval, Provincial & Federal Policy, Special Needs, Support Services and Funding committees. She has three children and comes from SD 40, New Westminster. Wendy's term expires 2014.



Director **Angie Carlyle** (angiecarlyle@bccpac.bc.ca) is a mother of four, with one still in the public education system. She currently works as a Dietary Aide and has volunteered at all levels of PAC, DPAC, & SPCs for over 15 years. She believes the best way to support parents is to help them be the best advocates for their child's education and is looking forward to advocating for parents and BCCPAC in the BC Education System. Angie serves on the Conference, Curriculum, C&B, HR, Employee Services committees and comes from SD 69, Qualicum. Angie's term expires 2014.

Director **Ayesha Haider** (ayeshahaider@bccpac.bc.ca) is a parent of three and has been involved in her PAC and DPAC community since 2006. She has a Master's degree in Social Work from UBC as well as a Master of International Relations from Pakistan. Ayesha brings a wealth of experience in working with volunteers and the community. She is looking forward to enhancing BCCPAC's advocacy and education roles in the community and especially bridging the knowledge gap with new immigrant families. Ayesha serves on the Conference, Policy, Resolutions, Provincial & Federal Policy, and Student Safety committees. She comes from SD 41, Burnaby. Ayesha's term expires 2014.



Director **Bonnie Krisher** (bonniekrisher@bccpac.bc.ca) is the mother of four children and has a Masters of Education in Counseling Psychology, a Bachelor in Psychology and a certificate in Youth Care Work. She currently owns her own arbitration company as a certified Debt Arbitrator. She believes that BCCPAC can and has bridged the gap between parents and the school system and is looking forward to serving on the board. She serves on the Awards, Finance, Resolutions and Special Needs committees and comes from School District 71, Comox Valley. Bonnie's term expires 2013.

Director **Liz Therres** (liztherres@bccpac.bc.ca) has sat on the Board since the 2010 Annual General Meeting. She is a single working mother of three children, covering the gamut of the school system from elementary through high school. Liz is a graduate of the Supporting Parent Leadership Seminar Series and is active in her community's education system at the PAC, district and provincial level. She serves on the Policy, Special Needs, Student Safety, C&B, Leadership Manual committees and comes from School District 23, Central Okanagan. Liz's term expires 2013.



"Parents need quality service that is consistent no matter where they are in the province." Ann Whiteaker, 2012.

Submitting a resolution

Since you've done the bulk of your homework and organized your position, submitting your resolution is easy! The resolution form can be found at www.bccpac.bc.ca or call the BCCPAC office at 604-687-4433 or toll-free 1-866-529-4397. Members of the Resolutions Committee are available to assist you with the process of developing and submitting a resolution.

Resolutions Committee

Before the Resolutions Committee accepts your resolution, they may make suggestions such as providing more background information or re-wording your resolution or combining your resolution with that received from another member. This committee wants to help you be successful.

For example, depending on the wording of the 1996 resolution, they could suggest that the current BCCPAC membership re-affirm the original resolution, they could ask for the specific numbers of children struck by cars in school zones across BC in 2011, or they could suggest that the Department of Motor Vehicles be included.

Voting on resolutions at the AGM

Each member PAC and DPAC in good standing is eligible to vote at the AGM. Voting occurs on submitted resolutions as well as Board elections. If no one from a particular PAC or DPAC is attending the AGM, they may send in Proxy votes. For more information on how to submit Proxy votes, please visit the website www.bccpac.bc.ca, call the BCCPAC office at 604-687-4433 or toll-free 1-866-529-4397 or contact any Board member.

What happens once a resolution is passed at the BCCPAC AGM?

Once passed (or carried) at an AGM, resolutions become part of the document 'Record of Member Resolutions' which is used as a reference and resource to communicate the views and opinions of the membership. This in turn supports the work of the organization.

- 1) At the first in-person board meeting following the AGM, the board assigns each of the passed resolutions to one of the eight Standing Resolution Committees (SRC). At least one board member is also assigned to each committee. The committees are: Curriculum, Employee Services, Formal Roles of Parents, Gathering Member Views, Provincial/Federal Policy & Processes, Special Needs, Student Safety, and Support Services & Funding.
- 2) Following the in-person board meeting, the member PAC or DPAC submitting the resolution will be contacted. A request is made for a person from that council to join the assigned committee.
- 3) A draft letter is created to be sent to the destination(s) mentioned in the passed resolution (e.g. Ministry of Education, BC School Trustees Association).
- 4) The draft letter is circulated to the committee members for editing, suggestions and approval. Once the committee has approved the letter, it then goes to the board for final approval.
- 5) The letter is then sent to the destination(s).
- 6) When a response is received, the committee decides next steps and if any further action can be taken at that time. The committee may make recommendations to the board for assistance or further action.
- 7) If a resolution is achieved, it is removed from the Record of Member Resolutions and categorized as 'Achieved.'
- 8) Committees and the Board regularly review resolutions in case any need to be archived as outdated (e.g. a resolution concerning technology no longer used) or can be considered not achievable (E.g. Ministry has made changes to the School Act removing the point to the resolution). Committee recommendations to archive past resolutions are brought forward and reported at the next AGM.



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My Favourite Teacher: High School English teacher Sam Roddan, New Westminster

At the 2012 Spring Conference, we heard of sparks; what drove a student and what it would take to ignite this. Someone who would know a little something about that student, enough for the student to understand he wasn't invisible.

Who ignited my spark? Mr. Roddan. I picture him charging around the classroom, chatting with students and smile at the thirty year old memory. "What an *interesting* idea, how on earth did you think of that? Well done!" he'd boom to students, "well done!"

Sam Roddan's enthusiasm and keen interest was the highlight of my day. Used to slouching at the back of classrooms, trying to escape detection, his keen attention both thrilled and challenged me.

"Well now," Mr. Roddan said, pushing back his long white hair as he finished reading one of my short teen angst riddled stories. "The soggy piece of crust bobbing on top of the dirty water in the sink is a *great* detail. Can you describe how the bowl of fruit smells on the counter, too?" he said, peering at me, holding his gaze until I made eye contact. "I'd *love* that!"

How did an orange smell? Sam Roddan made me think and drew me into his world because he was interested in mine, wanting more, not less. I was a writer because he said so and being a writer I could, if I put my mind to it, make that orange come alive. I *could* do it, by gum. His encouragement was infectious, his joy unmistakable. He was, and always will be, one of the greatest teachers and wisest individuals I've ever met. Well done, Sam Roddan.

Do you have a favourite teacher, principal, secretary, custodian or other staff member story you'd like to share? Please send, in 500 words or less, to: ourvoice@bccpac.bc.ca



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Lice Wars

There it is...The Letter. Head lice spotted in the classroom and the battle begins. What is it with these sesame seed sized beasts? Where did they come from? Do they have any earthly reason for being, beyond causing irritation, sleeplessness and secondary bacterial infections due to over-zealous scratching?

Pediculus humanus capitus are parasites, feeding only on human blood. They don't hop, fly, swim or leap and never willingly leave their host's head. Lice, like bedbugs, may have evolved in caves and happily switched diets to feed on us. Ancient Greeks and Egyptians wrote of them and useless, dangerous treatments (including kerosene and poison) have burned countless heads and taken lives over the centuries. And here we are, despite possessing the technology to send a message around the world in a blink of an eye, still trying to fight off these tiny vampires. Short of shaving our children bald, is there anything we can actually (and safely) do to discourage lice?

Good news and bad news. Bad news, lice infestations are on the rise. Good news, while none of us are likely to escape encountering them at some point in our lives, as the old saying goes; an ounce of prevention is worth a pound of cure.

We drill our children not to share combs, hats, scarves, or helmets but are we also telling them not to share coats? Where does your child store belongings at school? Are coats hung up on hooks in a row or does your child have an individual cubicle or locker? Lice can live off the head for a day or two; are we washing sheets and pillow cases on a regular basis? After sleepovers? Are stuffies being vacuumed once in awhile?

Do head checks. Tiny, hard to spot eggs are laid and glued to the base of hair shafts, typically behind the ears or at the nape of the neck but check all over. Warmth given off by scalps helps to incubate these nits and depending on ideal temperatures between 95-100F, they hatch between five to ten days. Unlike dandruff, eggs can't be brushed off.

Comb, comb, comb!

Using a fine-toothed nit comb once a week may also help to nip critters in the bud before they can multiply further. Soaking your child's hair with conditioner or oil and combing this out can help to trap lice and eggs as well. A single female louse can lay up to 150 eggs or nits in her lifetime (16 to 21 days) so any found and killed is a victory.



If you are unsure on what to look for or how to safely comb out your child's hair, an excellent nine-minute, award-winning video, *Removing Head Lice Safely*, developed by the University of Nebraska can be found uploaded on YouTube.

<http://www.youtube.com/watch?NR=1&feature=endscreen&v=o75oLlVgKcE>

My child was banned from school because of lice, what do we do?

According to Fraser Health, children should not be excluded from the community or school due to head lice. If there are problems with the treatment, parents are encouraged to consult a public health nurse for information and resources. The Canadian Paediatric Society also believes that 'no nit' school exclusion policies lack a rational medical basis and are not recommended. <http://www.cps.ca/en/documents/position/head-lice>

In essence, no child may be prohibited from attending or participating at school because of head lice. Head lice do not carry disease and your child should not be banned. School districts have specific policies dealing with head lice that you may want to look up, and some offer parent resources. For example, SD91 (Vanderhoof) has an information packed brochure posted on their website.

http://www3.sd91.bc.ca/mcleod_web/documents/Head%20Lice%20Policy.pdf

Why did the chicken cross the playground?

!edils rehto eht ot teg oT : rewsnA



September is National Head Lice Awareness Month

LICE911 helps communities establish and maintain head lice guidelines by working with families and schools teaching how to screen regularly, detect infestations early, and remove lice and their nits using a safe, all-natural method.

The LICE911 website offers free educational resources and downloads to build awareness around this all too common problem.

Follow us on Twitter AND Like us on Facebook for a chance to win supplies for your school!



- ♦ Mobile Lice Removal
- ♦ Training Clinics
- ♦ School Screenings
- ♦ Parent Seminars
- ♦ Lice Screening Kits
- ♦ Free helpline

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Parent & Public Presentations: Parenting in a Cyber-Age

Parenting has never been a simple job but with children and youth involved in online technologies at earlier and earlier ages, effectively parenting post-millennial children means keeping up with technology as well as all the other usual responsibilities of parenting. SOLOS parent and public presentations mirror the basic messages offered to students in "Your Life OnLine" in order to give parents a chance to talk with their children about online safety in their homes. These presentations offer information about online basics, examples of positive technology use and tips for parenting wired kids. SOLOS offers dynamic, current and practical resources that accompany each presentation.

Youth Presentations: Your Life OnLine

Our new programs are designed to offer you and your school (or group) flexibility in setting, activities and audience size, while continuing to offer our engaging research-based content. To keep current and topical, the specific examples and illustrations used may change over the year; however the basic messages in our youth programs remain consistent.

www.safeonlineoutreach.com

info@safeonlineoutreach.com

admin@safeonlineoutreach.com

Reputable Online Safety Information

SOLOS works hard to positively educate children, youth and adults about online safety. A registered charity, we have provided pro-social and non-shaming values based workshops, presentations, assemblies and publications to over 85,000 British Columbians since 2002.

SOLOS core messages are:

Everything you post online is permanent (managing digital reputations)

Everything you post online is public (converging identities)

Protect your private information and be careful with your personal information

Be responsible for what you post online (drama, copyright, terms of use agreements)

Don't take, or let anyone take sexual images of you and don't talk about sex online

Take a stand against online harassment and tell someone if you are being victimized.

Use critical thinking skills about information and people online



Some of My Parenting Wishes for This Year

by Chris Kennedy

Chris Kennedy is the Superintendent of Schools / CEO with the West Vancouver School District (West Vancouver, BC). One of the most progressive voices in BC education, Kennedy is a writer and presenter on personalized learning and infusing technology in the classroom. Chris balances his professional passions with life as the father of four children under the age of ten. To read his full post, please go to <http://cultureofyes.ca/>

This is a post with my 'parent hat' in mind. As classes are settling in and school is in full swing, I have some hopes for my own kids' experiences (and my engagement with these experiences) for the coming school year.

Communication

I am so pleased so many teachers have websites. I love how the teachers display their kids' work, giving weekly previews and sharing ideas on how we, as parents, can support their current learning at home. My day job severely limits my ability to see school in action for my kids and the website is a wonderful way for me to stay connected. I also appreciate the ability to subscribe to the websites and receive emails with new content. While I know we should be checking back regularly, the updates are a great prod for me to take a look.

Homework

I really would prefer you didn't. I won't use this space to get into the big debate about the value of homework but I know our kids, like so many other kids, are very engaged in learning outside of school. So, particularly at their age (young elementary), homework is really unnecessary. I do love home reading, particularly when it is focused on reading and sharing and not about simply reading a certain number of books.

Create Some Space

The most enjoyable times my older daughter has had in school have been when she has had some free space and choice of what she can learn, and how she can display that learning. Please give them some work that pushes their boundaries, pushes their thinking, and that does not necessarily have an "answer." They love this type of work; it is what they talk about at the dinner table.

What Really Matters

Just take good care of them, help them adjust socially. And, be memorable like all of my elementary teachers were. I can point to at least one way each of my elementary teachers made a difference in my life — from my love of Bruce Springsteen to my interest in storytelling. All of our kids mention when their teachers ask about their lives outside of school, whether it is about family, sports or other interests. These little things are really the big things for our kids about school.

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conducted, the agenda items, topics being discussed or a combination of these. If how the meeting is being conducted is the concern then perhaps the person running the meeting could use some pointers on how to run a meeting better or they would benefit from attending a course on how to do that (which the PAC or the school could find some funds to pay for). Another suggestion would be to have Executives take turns chairing the meeting. This provides an opportunity for others to learn and gain experience and builds an appreciation for how challenging running a meeting can be.

If the agenda is the concern, then look at ways to change it. Maybe every agenda item does not require an oral report, but a written report is provided with an opportunity for feedback and questions. Do your meetings have guest speakers? PAC meetings are a great opportunity to provide and receive information from your community. Some suggestions: have staff in your school come and share what they are doing, and share ideas of what parents could be doing, have district staff come and share information on programs and work being done in the district or have students come and share what they are doing (works really well for high schools). Do you have some parents in your community that would be happy to come and share their knowledge and expertise? Some examples are coaches, counselors, fitness instructors, professionals, nutritionists and those who work in the mental health profession. Another source for guest speakers is community groups and organizations.

One more suggestion is to make sure the agenda includes time for those who have attended to provide information and input on a topic. This not only makes those attending feel valued but provides the PAC with valuable information regarding parent views. Lots of topics to choose from in this arena - bullying, playground games, field trips, mental health, suspensions, and the internet, to name a few.



In all, Keely was to have ten children, seven of which are still living. Rita, age six, died the day after having her tonsils removed. Janice, law student and outreach worker, was murdered in Vancouver eighteen years ago and oldest son Albert died of a heart attack in 2009.

After her husband Ralph passed away of a brain aneurism in 1974, Keely returned to New Westminster. Always active and eager to learn, she was encouraged to sign up for Adult Continuing Education classes in 1998 after interpreting treaty talks for other elders. It took some convincing to get Keely to write pre-admission placement tests but after passing with flying colours, she started school the next day, supported by the Native Friendship Center (Commercial and Hastings) who paid for books.

Why did it take Keely fourteen years to graduate? Taking Continuing Education classes on a daily basis built strong relationships with teachers and fellow students and she didn't want to give this up. "Going to school is fun," says Keely. "I didn't want to graduate if it meant I'd be kicked out!"

Reassured she could keep taking classes for as long as she wants, Keely agreed to graduate this year and is looking forward to the Fall term. She also continues as an advocate for seniors and is passionate about cases involving grandchildren.

Her family couldn't be happier. Son Tony is extremely proud of his mother and her accomplishments and believes this sends a strong message "It's like a challenge," Tony says, "if she can do it after all she's been through, so can I. It keeps her active, healthy and motivated. A path that all of us can follow."

...

Do you have a story about an inspiring member of your community that you'd like to share? Drop us a line at ourvoice@bccpac.bc.ca

Pebbles in the Water

Share the Spirit of giving in your community and make a difference!

It's never too early to plan a wonderful party that truly expresses the spirit of giving in your home, school or community!

If your family or a group you belong to draws names for a gift exchange at Christmas and would like something different this year, try the 'Inner Child' idea! Do you know (or think you know) what that special person would have loved to have received as a child? For example, if you draw Fred's name and you know he is an avid gardener, would he have loved a toy mower or Chia pet? If Alice enjoys biology, would she have loved a microscope or a dinosaur set? Does Joe still wish he'd gotten an electric train or Mary a baton?

Gifts can be as creative, thoughtful or childish as you like. You could theme each year, make it a specific age group or you could also do something other than toys, like gloves and socks. Wrap the present and describe why you chose this gift for that person, why you thought they would have loved it as a child. Then, as gifts are opened, enjoy the surprises, stories and laughter as each read their card aloud!

The gifts are then collected and distributed to children who may not receive gifts otherwise (this could be a community group,

school, and/or put in Christmas baskets for particular families).

Is there a celebration on the horizon? A birthday, anniversary or wedding? Are you cranky because you know that even if you tell people "no gifts," they'll bring one anyway? Or, do you really want to buy a gift for someone even if *they* have asked you not to?

With a little planning, here's a few great ways to ask for, or give a special gift that works for adults and children alike!

Decide on a theme that you or your loved one enjoys. Ask guests to bring a gift that relates to the theme (for example soccer) and tell your guests what you are planning. All the balls, cleats, shin pads, etc. you receive will be donated to a school or community group.

Would you or your child like family members to help build a clean well for a community? Would you like to buy a goat or two for a friend? Hope International is happy to receive monetary gifts and will use it as requested. If you need help with a project this organization can be reached at 1-866-525-4673 or visit the website www.hope-international.com

Union Gospel Mission provides thousands of warm meals throughout the Lower Mainland,

as do similar groups in communities throughout BC.

They distribute gift boxes containing items like toothpaste, soap, socks and combs to those who may not otherwise receive any gifts or supplies like these at Christmas. Ask your friends and family for items or to volunteer to serve a meal.

Ask guests to bring gifts of food items to your event (to be donated to your local Food Bank or school).

Other ideas include collecting money for the local Children's Fund, requesting gift cards or craft supplies for an inner-city school, and packing boxes (at Christmas or the beginning of the school year) for children in your community or around the world. Supplies could include pens, combs, toys, clothing and candy.

What ideas have you heard? What 'pebbles in the water' are happening in your community?

Write to us at ourvoice@bccpac.bc.ca to share with the membership!

How wonderful that no one need wait a single moment to improve the world. Anne Frank (1929-1945)

Special Olympics continued from Page 14

You can also contact the Special Olympics BC Manager of Community Development in your region for information and assistance:

- Lower Mainland: Rachel Borer
604.737.3125 | rborer@specialolympics.bc.ca
- Vancouver Island: Bobby Debrone
250.208.5402 | bdebrone@specialolympics.bc.ca
- Kootenays: Cyra Frisk
250.919.0757 | cfrisk@specialolympics.bc.ca
- Okanagan: Leslie Thornley
250.317.1272 | lthornley@specialolympics.bc.ca
- North and Central Interior: Kristin Webster
250.570.1455 | kwebster@specialolympics.bc.ca

Special Olympics BC

Website: specialolympics.bc.ca

Facebook: facebook.com/specialolympicsbc

Twitter: @sobcsociety

Toll-free: 1.888.854.2276



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Idabc.ca  

24 ways to volunteer at 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 a parent can help to make a difference at their child's school.

| | | | |
|----|--|----|--|
| 1 | Attend PAC meetings | 13 | Help with the crossing guard patrol |
| 2 | Become part of your PAC executive | 14 | Volunteer in the school library |
| 3 | Sit on the School Planning Council (SPC) | 15 | Attend DPAC meetings and report back to your PAC |
| 4 | Volunteer to help on field trips | 16 | Help with a staff appreciation event |
| 5 | Listen to students read | 17 | Organize a Welcome Tea for new parents |
| 6 | Help with hot lunch, cupcake and popcorn days | 18 | Help create, or contribute to, a PAC newsletter |
| 7 | Volunteer with lunch hour programs and clubs | 19 | Organize a parent email list |
| 8 | Organize a milk or breakfast, or a <i>Kids Without Lunch</i> program | 20 | Take on a project like improving traffic flow around the school |
| 9 | Help with a call back program | 21 | Sit on a district committee and report back to your PAC |
| 10 | Be a class representative | 22 | Organize a discussion group on BCCPAC resolutions |
| 11 | Chaperone dances or sports events | 23 | Attend a school board meeting and report back to your PAC |
| 12 | Help translate PAC announcements | 24 | <i>Are there other ways or ideas on how to volunteer at your school? Please email ourvoice@bccpac.bc.ca</i> |

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| The B.C. Confederation of Parent Advisory Councils | |
|--|---|
| Membership Application Form for the year of September 1, 2012 – August 31, 2013 | |
| #200-4170 Still Creek Drive, Burnaby, BC V5C 6C6 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) | |
| PAC 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 on BCCPAC website | <input type="checkbox"/> Do not post on BCCPAC website |
| *Chair Name: | |
| Chair email: | Chair Ph: |
| **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(s) | |
| 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 2012-2013 membership year: \$75.00 | |
| 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 2013 Annual General Meeting: To be eligible to vote at the 2013 AGM, a signed membership form & fees must be received by the office on or before December 15, 2012 . | |



Did you know the BC Confederation of Parent Advisory Councils (BCCPAC) is the largest educational partner group in British Columbia? BCCPAC members include Parent Advisory Councils (PACs), District Parent Advisory Councils (DPACs), Life, Honorary and Associate members.

Becoming a member means joining a strong network of parents from around the province advocating for change and improvements in order to help make every child's hopes, dreams and learning potential become a reality.

Not a BCCPAC member?

You are still welcome and encouraged to access all resources produced and distributed by BCCPAC to support the parent voice at all levels.

All BCCPAC members...

- Have access to parent education opportunities, at a reduced rate, including spring and regional conferences, providing great networking opportunities.
- Receive 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.
- Receive the newsmagazine, Our Voice.
- Have access to the members' only section of the BCCPAC website.

If membership is received prior to December 15, PAC and DPAC members...

- Have the right to bring forward and vote on resolutions at the Annual General Meeting (AGM).
- Have the right to nominate and elect the BCCPAC Board of Directors representing the collective voice of the membership at the Provincial level.

www.bccpac.bc.ca