



# ACE notes

## The Heart of the Matter

Association for Community Education in BC – Provincial Conference

**April 9 & 10, 2015**

Sunshine Coast – Chatelech Secondary School, Sechelt BC



A conference for community school coordinators, teachers, administrators, parents, community partners, non-profits and everyone interested in working together for kids & communities

Register: <http://heartofthematter.eventzilla.net>

Email: [heartofthematter2015@gmail.com](mailto:heartofthematter2015@gmail.com)

The Sunshine Coast will be hosting the provincial conference this spring entitled “**Community Schools - The Heart of the Matter**”. Their Community Schools, School District, ACEbc and the Sunshine Coast Credit Union will be sponsoring this event, open to all community school enthusiasts. We welcome parents, teachers, administrators, anyone working with children or youth, governing officials and local residents.

The theme of the conference will be social/emotional learning and how the work of community schools enhances and supports the development of these competencies with children, youth, parents and adults. Social/Emotional skills enable us to become good citizens and learners, and help keep youth from engaging in risky behaviors such as bullying, drug use and dropping out of school. They safeguard us from depression, anxiety, stress and social isolation. These skills are learned in relationship, in our families, at school and with our peers. They include how to understand and manage one’s emotions, values, and strengths, how to read these in others and gain success in life. Social emotional competency helps to build positive relationships, empathy and compassion. It helps us make responsible decisions and show respect for differing views.  
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## a message from the ACEbc board

### Schools as Communities vs. Organizations

Is your school run more like a community or an organization? In his book, Rethinking Leadership (2007), Thomas Sergiovanni states that, **“both the organization and the community metaphor ring true for certain aspects of how schools function. But it makes a world of difference which of the two provides the overarching frame.”** He goes on to note that the leadership literature is largely based on the belief that schools are formal organizations. Organizations are institutions characterized by management systems, regulations, rules, monitoring, and supervising. As a result, the leadership in organizations are control driven. However, Sergiovanni argues for another way of thinking about schools,

***“All of this would change if community became the metaphor for schools... Communities are defined by their centers. Centres are repositories of values, sentiments, and beliefs that provide the needed cement for uniting people in a common cause. Centres govern the school values and provide norms that guide behaviour and give meaning to school community life. They answer questions like, what is this school about? What is our image of learners? How do we work together as colleagues?”***

As a member of ACEbc and as a Community School Coordinator for over 8 years, I believe wholeheartedly, as do many of you, in the metaphor of schools as communities (it's in our title!). But do we simply “do” the “community school thing” by running programs or do we truly *live* in community? Does my school have a “centre”, as described by Sergiovanni? Do we have a shared set of values and beliefs that truly incorporates my community school department and the rest of the school? How do I even begin to have the conversation with teachers and district officials when they don't even seem to know about the community education philosophy?

I started this article eight days ago but couldn't really get beyond these questions. **“Yes, Lawrence,”** I said to myself. **“How DO you propose coordinators bridge this divide?”** I started to write about the need for community education advocates to understand the curriculum better and to try and accommodate more curriculum into our out-of-school programs, etc. I believe that coordinators, like me, could do better in this area. But I wasn't really sold on this as the answer to my questions.

I sit here this evening in a room on Bowen Island after my first full day at “The Art of Hosting” conference feeling that I now have a better answer (continued on next page...)

## a message from the ACEbc board

and solution to my questions. Taken straight from the conference workbook, ***“the Art of Hosting is an emerging group of methodologies for facilitating conversations in groups of all sizes, supported by principles that help maximize collective intelligence, integrate and utilize diversity and minimize/transform conflict. Processes facilitated in this way tend to result in collective clarity and wise action – sustainable, workable solutions to the most complex problems.”*** ([www.artofhosting.org](http://www.artofhosting.org)).

Creating shared values between mainstream education and community education seems to fit under the definition of a complex problem! I am new to the concepts, terms, and principles of the Art of Hosting (AoH) but I have seen the amazing results that it can produce. Our Co-President of ACEbc, Janey Talbot, has been using AoH for many years in her work with community schools and in leading the ACEbc Board. It is only today that I now realize that Janey has been using many of the AoH methodologies, such as World Café ([www.theworldcafe.com](http://www.theworldcafe.com)), in very specific ways to bring about deeper conversations and deeper understanding with the people she works with. These methodologies work if you have the courage and patience to implement them.

So, I return to my question, ***“How do I create the shared values among people of my organization for the purpose of building real community?”*** I am beginning to understand that the answer lies in the process of engaging in deep and meaningful conversation with all stakeholders -- tapping into all of their wisdom and insights.

As leaders in our communities we are called to “host” these conversations (hence the name, “The Art of Hosting”). Margaret Wheatley sums it up this way:

***“And when I say host, I mean a leader these days needs to be one who convenes people, who convenes diversity, who convenes all viewpoints in processes where our multiple intelligence can come forth. So these kinds of leaders do not give us answers, but help us gather.”***

So I encourage you to first, consider attending next year’s Art of Hosting Conference. Secondly, begin now to host, gather and build a community rather than an organization.

Sincerely,

Lawrence Ryan  
Co-President, ACEbc

(continued from cover...) Community schools have been applying strategies and offering programs that enhance social emotional learning for year. They provide after-school and outdoor programs, parenting classes, early learning initiatives, Roots of Empathy, Mind-Up, Restorative Practices, school wide family events, mentorship, volunteer readers, and homework clubs. They support thier schools in creating welcoming school environments where they all feel they belong.

**“The Heart of the Matter”** will showcase a mix of local and provincial talent with speakers and over 20 workshops offering the latest research, programs, practical tools, and inspiration. The conference opens in the Chatelech Secondary School theatre on the evening of Thursday, April 9th with keynote speaker, Sue Montebello, Community School Principal from Burnaby who will share her work around transforming schools through the ethic of care. Friday morning, April 10th will begin with a keynote from Mary Gordon, founder of the Roots of Empathy program. Participants will learn why attendance matters from Surrey School District, how to run successful meetings from School Board Chair Betty Baxter, and how our students are learning from experienced tradespeople in Cool School. Kim Schonert-Reichl, Interim Director of Human Early Learning Partnership and UBC Professor will join our keynote speakers in a Coffee Table conversation, hosted by Maria LeRose and the whole event will conclude with a wrap up by Michael Clague and John Talbot as they share their thoughts and experiences from the event. It will be two days packed full of fun and laughter and stories of success!



The Heart of the Matter: A conference for community school coordinators, teachers, administrators, parents, community partners, non-profits and everyone interested in working together for kids and communities

**CONFERENCE HIGHLIGHTS**

<b>THURSDAY, April 9</b>	<b>Conference Opening</b>
5:30-7pm	Conference Registration opens
6-8pm	ACEbc Annual General Meeting and Official Welcoming
	<b>Opening address</b> ~ Sue Montebello
8pm-10pm	Evening social
<b>FRIDAY, April 10</b>	<b>Conference Day</b>
Morning: 9am-12pm	Continental breakfast & Welcome
	<b>Conference keynote</b> ~ Mary Gordon
	<b>Coffee table conversation</b> ~ Mary Gordon, Sue Montabello & Kimberly Schonert-Reichl, hosted by Maria LeRose
	Morning Workshops
	Lunch
Afternoon: 1pm-3pm	Afternoon Workshops
	<b>Wrapping up the Heart of the Matter</b> ~ Michael Clague & John Talbot, hosted by Maria LeRose

For conference details and registration information, please visit <http://www.acebc.org> or register online at <http://heartofthematter.eventzilla.net>. Community members pay only \$69 to attend this inspiring and engaging opportunity but seats are limited so registering early is recommended. *(Please note: a limited number of travel subsidies for coordinators are available. For more information, please contact [heartofthematter2015@gmail.com](mailto:heartofthematter2015@gmail.com).)*

**Conference Hosts and Sponsors:**



## Roberts Creek Community School's Unique Model Delivers Roots of Empathy to SD46



*With social emotional learning (SEL) as the cornerstone of Roberts Creek Community School's (RCCS) Mission Statement and recognizing Roots of Empathy as an exemplary SEL program, this Sunshine Coast Community School has developed a rather unique organizational model helping to ensure that ROE programming and SEL thrive on the Sunshine Coast.*

*Most readers have heard of Roots of Empathy (ROE) before, but many may be unclear as to its history and how the program actually rolls out in the classroom. Roots of Empathy was founded and piloted in Toronto in 1996 by educator Mary Gordon and is now offered internationally to children from kindergarten through grade 8. It is an award-winning, evidence-based program that has shown dramatic effect in raising social/emotional competence and increasing empathy among school children.*

*Following a highly structured 300 page curriculum, the trained ROE instructor visits the classroom 27 times throughout the year to deliver lessons based on 9 themes. During each Pre-Family Visit the ROE instructor introduces the theme through song, dialogue and literature. The Family Visit provides students with an opportunity to engage with the parent and baby and to observe developmental changes in the baby. The baby is often referred to as the teacher, as students learn from simply observing the baby and identifying with their own feelings through this process. Each Post-Family Visit allows the students to reflect on what they have observed and connect the dots to their own lives (continued on next page...).*

*The organizational model in discussion positions RCCS as the ROE administrator for School District 46. Community Link monies are used to fund the ROE Coordinator, who is responsible for setting up and monitoring the programs. Willing families must be located and then matched with interested teachers and trained instructors. The ROE Coordinator also functions as the Key Point Person, the link to the ROE Organization, and ensures that local programs are run with the integrity that ROE demands. With one person coordinating all things Roots for the entire district, tasks are efficiently streamlined without duplicity.*

*In 2010 a ROE Steering Committee, comprised of community school coordinators, was established and continues to oversee the design and implementation of the project. This Community School Steering Committee model provides access to all elementary and secondary schools; to an Early Childhood Planning Table; and to other significant social, educational and community organizations. The value of the Steering Committee cannot be overstated.*

*Also core to the success and sustainability of this model is the generation and maintenance of a consistent team of instructors. An honorarium of \$1000, sourced from RCCS funds, PACs, and select community schools, is paid to instructors for each program that is implemented. The honorarium acknowledges the valuable work of the instructor, while minimizing turnover and providing a much more experienced, dedicated and skilled team.*

*Through thoughtful planning and advocacy, what began as one ROE class at Madeira Park Elementary has evolved into ten programs in seven of the nine local elementary schools on the Sunshine Coast. Last year, all nine schools were receiving ROE instruction in at least one classroom. The numbers become significant when recognizing that over the past five years upwards of 1000 Sunshine Coast students have received year-long, evidence-based SEL instruction as a result of this model. Social emotional learning is indeed alive and well on the Sunshine Coast.*

**Roots of Empathy founder, Mary Gordon, will be a keynote speaker and Roberts Creek Community School will offer a site visit at the upcoming ACEbc Conference hosted by the Sunshine Coast Community Schools.**

Submitted by Sheila Wilson, Assistant Coordinator, SD46 Roberts Creek Community Elementary. Contact [rccs@dccnet.com](mailto:rccs@dccnet.com).



## BC's Community Schools: Connecting to the BCED Plan

*We asked our coordinators: "What work is being done in your districts/community schools to align with the new BCED Plan?"*

*As we hear about the new BCED Plan I am always struck by the thought that Community Schools have had a similar vision for BC's education system for decades. In fact, they have been making it a reality for decades. BC's Community Schools are a wonderful example of how education can be enriched for students, because they are responsive, involve families and the community, provide choice and opportunities, and attract highly-skilled teachers that care about the "whole child" – their learning, their future, their families, their health and, their overall well-being.*

*The BC Government website states "...Under BC's Education Plan, ours will be an education system that's more flexible, dynamic and adaptable, to better prepare students for a bright future." This neatly aligns with the existing goals and elements of BC's Community Schools. The nine elements are: Community Use of School Facilities, Expanded Learning Opportunities, Supporting and Enhancing Student Learning, Inter-Agency Collaboration, Early Learning Initiatives, Youth Connections, Family Support Services, Lifelong Learning and Community Connections and Engagements.*

*Community Schools focus on creating and tying in resources to enrich the learning and overall health and well-being of the students and their families, by creating out of school programs, in class opportunities, and community events and excursions that use resources from community partners to enrich the lives and learning experiences of students.*

*Below, the BCED Plan's 5 elements are listed along with a short example of how Community Schools are a natural fit for delivery of the government's new direction in education:*

- 1) Personalized learning for every student – additional opportunities and programs for all students allows for a diversity of choices and programs, in and out of school. Students can pursue interests with greater ease and through extended resources.*
- 2) Quality teaching and learning – teachers at community schools know that it is often a broader scope which is given to teaching and learning in these schools. They care and believe that the "whole child" must be considered in the classroom: their needs, their interests, their well-being and their families and communities.*
- 3) Flexibility and choice – the availability of partnerships with community organizations and groups, as well as greater involvement by community members with different backgrounds, skills and interests, are ways that programming is able to be more varied and enriched for students. Community Schools offer responsive programming in and outside of the classroom so that the staff can target students and orient them to particular opportunities, and also parents and students can enroll in and benefit from, these extended curricular experiences.*
- 4) High standards – BC's schools and teachers are extremely well regarded around the world. Community Schools have these same, highly educated teachers who motivate students to do their best and motivate themselves to continue their learning. Staff at Community Schools, like in all BC schools, are continually looking at ways to hone their practice to better meet the needs of their students, with the support and resources a community school coordinator can provide.*

5) *Learning empowered by technology – BC teachers and schools will continue to look into ways to use and integrate technology into the school experiences of their students. In Community Schools, partnerships and community connections may increase the ability of students to empower their learning with technology, as sustainable relationships with technology-focussed groups and companies will enable these opportunities to happen in classrooms, via additional resources and people-power such as in-school volunteers and community excursions.*

*The government website says, “Working with our education partners, and in consultation with the public, we will get from good to great as we bring personalized learning into classrooms.” I think those of us in Community Schools can feel proud of the fact that we have been working on the realization of this vision for a long time and will continue to as we move forward. It is exciting and reassuring to think that Community Schools are current and thriving examples of teaching and learning in the 21st century.*

*Submitted by Gayle Beavil, Community School Coordinator, SD41 Burnaby. Contact Gayle.Beavil@sd41.bc.ca.*

## Here is an outline of what we are currently doing at the Edward Milne Community School Society in Sooke, B.C.:

### Youth Recreation & Leadership Development

- Youth Interns for computer and internet passed projects with the community
- Youth Engagement Coordinator and Summer Assistants create programs and events for children, youth, and families.
- Youth Engagement Coordinator conducts local youth research including Youth Friendly Business Project and Youth Friendly Community project.
- National Coaching Certification Program funding to subsidize youth ages 14-30 to obtain coaching credentials.
- Drop-in basketball program and summer tournament.

### Community Education

- Work with local instructors to offer programs in Art, Computers, Yoga, Language, Music, and more.
- Literacy Summer Camp - Free literacy intervention program during the summer for children ages 6-9 who are not meeting grade level requirements in reading and math. Assist students throughout the year through homework clubs at the elementary level.

### Health Programs

- Work with the Integrated Health Network and Good Food Box to provide Cooking Out of the Box and Changeways programs.
- Mental health workshops

### Facility Rentals

- Coordinate rental of Sooke Community Theatre and School District #62 Sooke Facilities.

### Curriculum Enhancement

- Purchase snacks and cafeteria punch cards for youth-at-risk.
- Assist Environmental Studies and Culinary Arts in grant procurement.
- Sooke Region Literacy Project - Literacy Coordinator develops literacy strategies and events in the Sooke to Port Renfrew region.
- Book Bins throughout the region
- Community Theatre - Theatre Coordinator works with local groups to bring shows and plays to Sooke.

### For 2015, we will:

- ⇒ Start an Alumni program for EMCS.
- ⇒ Introduce physical literacy measurement tools to the literacy summer camp.
- ⇒ Introduce financial literacy to the literacy summer camp.
- ⇒ Maintain the school garden throughout the summer months with the summer students and literacy camp children.
- ⇒ Develop additional partnerships and service agreements to make better use of school facilities.

Submitted by Ebony Logins, SD62 Sooke. Contact elogins@sd62.bc.ca

## Foundation Statements

Community Schools actively promotes *Community Education*, *Interagency Collaboration*, *Readiness to Learn*, and *Health & Fitness* as pillars to success in Student achievement.

Community schools promote *Community Education* and Lifelong learning through socialization and engagement. Having the capacity of extended hours the Community School will offer multiple programs and alternative education for students, staff and the community. Programs and activities are developed in dialogue with communities and participants. The purpose of community learning is to develop the capacity of individuals and groups of all ages. Through their actions, the capacity of communities will improve their quality of life.

*Interagency Collaboration* as a vital part of community schools. It strengthens the connections between schools and their diverse communities. As agencies and organizations providing programs and services in a community come together and learn from each other, they can address local issues and identify priorities. Community schools can provide a leadership role in facilitating meetings of personnel from the community agencies to pursue common interests. Having opportunities to network promotes projects, programs and services that help to solve community problems and meet community needs. Partnerships bring ideas, energy and creativity in finding new ways of doing things as well as identifying untapped funding sources. The partnership between schools and their community resources contributes to improving services and supporting healthier families and communities. In the end it is the students who benefit the most by the services available to them.

Community Schools promotes *Readiness to Learn*. Preparing children ready for school and getting schools ready for the particular children they serve. By coordinating efforts with families and community resources to address the needs of young children, educators can improve children's readiness for school. Through school programs and strategies, educators can improve the schools readiness to promote optimal learning for all children. Schools also must acknowledge the many individual differences between children and established appropriate expectations for all children entering. All children are born learning, and schools are charged with the responsibility to nurture each child's learning potential and provide opportunities for continued growth from kindergarten to adulthood.

Community Schools promote *Health and Fitness* as an essential role in preventing health problems and improving the quality of life. The primary focus is to motivate all community members to take an active role in maintaining and improving their mental-emotional, family-social and physical health. Health literate individuals are critical thinkers and problem solvers, responsible and productive citizens, self-directed learners, and effective communicators. Taking a comprehensive approach recognizes that healthy living isn't a lesson to be taught, but a lifestyle to be adopted. Good health is essential to learning. Overall student health is the lens through which all of our activities are viewed and enhanced.

Submitted by Shannon Wilson, Community School Coordinator, SD68 Nanaimo. Contact [swilson@sd68.bc.ca](mailto:swilson@sd68.bc.ca).

***“A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities. Schools become centers of the community and are open to everyone.”***

*Coalition for Community Schools.*

# Things to Celebrate in Community Schools

## **Gibson's and Elphinstone Community Schools, Sunshine Coast**

Coordinator: Christina Donohue

### **"Cool School"**

Volunteer tradespeople from the community, teach and assist students (gr 6 – 12) in the high school automotive, metal and wood shops. This program runs Tuesdays, 3 – 8 pm as a skills-based program that gives those students who are struggling academically, or who struggle to see purpose in going to school, the ability to find something that excites and motivates them. Many students have been offered apprenticeships within the community, giving them the opportunity to stay on the Coast. Previous to this program, many students like these dropped out of school or drifted through, graduating with the minimum requirements.

## **Maywood Community School, Burnaby**

Coordinator: Gayle Beavil

### **"Run and Read"**

Run and Read is an after school program that was created by an organization called Start2finish (formerly Kidsfest). It has multiple partners and is a wonderful program in which 60 kids participate. It has adult community members as coaches (about 8 or 10 of them), high school students as junior coaches and grade 6 and 7 students are team leaders. The program is designed to offer hope, goals, fitness and literacy to the kids. It is a two-hour program: the first hour is physical activity and the second is a healthy snack, group discussions around a "word of the week" (a different virtue each session, such as courage, acceptance or respect, etc.) and then reading books alongside one of the adult or youth volunteers. The kids are split into 6 multi-age teams (gr. 1 - 6) of 8 to 10 kids.

Start2finish pays for snacks every week (juice, fruit or veg and a cereal bar or cheese), each child gets a backpack filled with supplies at the start of the season, new running shoes (New Balance), and a team shirt. The books come from Scholastic,

the snack is from Superstore, the supplies in the backpacks are from Grand and Toy, the volunteer coaches are from our local secondary school, and the adult coaches are recruited from our teaching staff, community and also businesses and organizations who are involved in, or are located near, the school. Students end the year by participating in a community run, such as the 'Run Up For Downs Syndrome' run at Simon Fraser. The students run 5km! This program is FREE to the students! It runs October - June, every Wednesday from 3:00 - 5:00.

## **Maywood Community School, Burnaby**

Coordinator: Gayle Beavil

### **"Breakfast Club"**

This is a successful program with multiple partnerships that have been formed over time between the school and community partners and supporters. The school applies to Breakfast for Learning each year and usually receives \$1200 - \$1500. The actual cost is approximately \$4000 (money, plus in kind) to run the program, though, so additional support is needed. The Community Council, community members, local churches and the Burnaby Rotary Club, contribute dollars, fresh fruit, juice and other items on a regular basis. Our major partner, besides Breakfast for Learning, is Local 323 of the Burnaby Firefighters. They buy almost all of the cereal, fruit bars and cereal bars. These bars actually, feed most of our students in after school programs, too. On most days there are over 100 students in programs after 3:00! The school feeds between 20 - 30 students hot and cold breakfast each day, as well as providing 60 - 70 students fresh fruit and vegetables at recess. The program is run by community members, parents and staff. Students come in and eat, and also play board games and read. Many parents say it adds to the school's atmosphere of being like a second home, and that is what the Maywood is striving for. The Breakfast Club gives staff and volunteers a chance to check in with students, make some meaningful connections and ensure they are ready for learning.

An additional note about Maywood's Breakfast

and Snack program, is that some of the school's special needs students are now doing the shopping for the program. To practice life skills, the students and their EA's, ask the Community School Coordinator what is needed for groceries, and then they record it for their shopping trip. They are using language, learning about money, and practicing speaking skills.

### **Georgia Avenue Community School, Nanaimo**

Coordinator: Misty Duifhuis

#### ***"Kid to Kid"***

This is an afterschool program at Georgia Avenue Community School in Nanaimo, BC, aimed at creating strong relationships with community professionals and introducing youth to future careers from an early age.

Partners: SD68, MSDI, MCFD, RCMP, Vancouver Island University, John Howard society, Zonta Nanaimo, Nanaimo Foodshare.

### **Halfmoon Bay Community School, Sunshine Coast**

Coordinator: Sue Lamb

#### ***"Innovative Education"***

Innovative Education was created to provide training in Early Childhood Education, Health care aid and Marine Industrial. A group of six to eight students who are struggling with the typical school curriculum, enter into Innovative Education, which has students become involved in fields where these skills would transfer into a work situation almost immediately. Partnerships are formed to apply for grants to fund this program. This program keeps the students on the Coast and captures kids with different interest.

### **Britannia Community Services Centre, Vancouver**

Coordinator: Mike Evans

#### ***"Transformative Learning"***

Here is an exemplary sample of transformative learning:

A parent who came to Britannia to complete her

GED has graduated, become an assistant in an Early Childhood Program and then become a TOC, all of which was due to the multiple, informal partnerships existing from relationships formed through staff, volunteers and partners at Britannia. This story was written up in the Vancouver Sun last week.

### **Queen Mary Community School, North Vancouver**

Coordinator: Maria Morriseau

#### ***"The Homework Club"***

Programs at Queen Mary would be impossible to provide without the many partnerships that have been established. One example is the Homework Club, a partnership with North Vancouver City library.

It has operated April to June.

A group of QM students are walked up to the library which is 4 blocks away. Grade 10 students from Carson High school trained by library staff, support 10 elementary students who come to the library for 3:30.

Seven of the ten children enrolled are new immigrants, with three of them just having arrived to Canada. While most students are doing their assigned homework, the librarian will have some students using headsets and computers to access easy readers. Vocabulary games are played, high school students interact and tutor, and individual needs are met through this close mentorship by the older students and librarian.

Celebrate what is happening in your community school! Send in your submissions for our next newsletter via  
[acebc2010@gmail.com](mailto:acebc2010@gmail.com) or  
[taryn.briscoe@sd41.bc.ca](mailto:taryn.briscoe@sd41.bc.ca)

# Getting to Know Our Coordinators



As a way to get to know coordinators in our province, we asked a few lighthearted questions so that we can get to know YOU better. We hope to feature a few new coordinators in each issue. Be on the lookout for your turn! *(Thank you to Dan and Sarah for being game for the first go-around!)*

## Meet Dan Kalivoda from SD40 - New Westminster



**How long have you been a community coordinator?**

Nine years

**What is your "official" job**

**title?** District Community School Coordinator

**Describe your job in 3 words.** Dynamic, engaging and rewarding.

**Describe your community in 3 words.** Multicultural, resourceful and beautiful.

**What was your journey to becoming a coordinator?** I started as an Out of School Care supervisor at Lord Kelvin, established relationships with the staff and admin which grew into an opportunity for me to become a Coordinator for Lord Kelvin - succeeding the wonderful Chinu Das.

**What is your favourite school memory?** Playing a rapper in the Christmas school play. I know the lines to this day.

**How would your friends describe you?** Humorous and caring.

**Tell us about your family in 20 words or less.** I'm a first generation Canadian from a very small family, who emigrated from the former Yugoslavia in the 60's.

**2 things on your bucket list are:** Continue my soul-learning and live life to the fullest.

**What are you reading right now?** Time Travelers Wife.... Yup, that's right.

**Whose brain would you like to pick?** Dalai Lama

**What colour describes you best?** Green... in so many ways.

**What is your tried and true stress-buster?** Playing ice hockey or basketball.

**Hike or bike?** Bike

**Salty or sweet?** Sweet

**4 Star Hotel or 4 Pole Tent?** Either one, as long as I'm with good company.

**Watch sports or play sports?** Play

**Go back in time or go forward in time?** Both, using history as an appreciated reference and placing valuable intentions for the future, all the while staying in the moment as much as possible.

**Be invisible or be able to read minds? If I have to choose one, be invisible - the mind is too personal and precious.**

**Know it all or have it all?** Neither, show up for all.

# Getting to Know Our Coordinators



**Meet Sarah Haxby from SD45 - WVSD (Bowen Island)**

**How long have you been a**

**community coordinator?** Since Jan. 2006.

**What is your "official" job title?** Community School Coordinator

**Describe your job in 3 words.** Coordinate, Implement, Envision

**Describe your community in 3 words.** Engaged, entrenched, endearing

**What was your journey to becoming a coordinator?** Educated at a community school, became a community minded youth who became a community minded adult who wanted to give back and keep the tradition of community schools vital. I applied for the job in 2004, got shortlisted but only had a diploma, went and got a BA, some more teaching experience and got the job when the next coordinator burned out.

**What is your favourite school memory?** The day the community potter came in and showed us how to throw pots (and spatter the wall with clay!)

**How would your friends describe you?** An active multi-tasker with too much on their plate, but not wanting to take things off

the plate because there are so many important programs that help make a positive difference in so many ways!

**Tell us about your family in 20 words or less.** I am single, but most of my immediate family still live in the community.

**2 things on your bucket list are:** To visit the Outer Hebrides, to hike the West Coast Trail (or one of the alternate trails.)

**What are you reading right now?** This form.... and Backyard Bounty: The Complete Guide to Year-Round Organic Gardening in the Pacific Northwest by Linda Gilkeson

**Whose brain would you like to pick?** Michael Nyman

**What colour describes you best?** moss green

**What is your tried and true stress-buster?** Walk in the woods

**Hike or bike?** hike

**Salty or sweet?** salty

**4 Star Hotel or 4 Pole Tent?** tent

**Watch sports or play sports?** neither

**Go back in time or go forward in time?** back

**Be invisible or be able to read minds?** invisible

**Know it all or have it all?** know it

# Cultivating SEL in Surrey's Community-Schools Partnership

As 2015 rolled in, Surrey's Community-Schools Partnership (C-SP) has made an intentional effort to infuse Social and



Emotional Learning into out-of-school programs. At the onset of implementation we identified a requisite for a SEL needs assessment to better understand the students who participate in C-SP programs. We began a pilot project utilizing the Devereux Student Strengths Assessment (DESSA) which is compatible with the 5 core SEL competencies outlined by CASEL. DESSA is "a 72-item, standardized, norm-referenced behaviour rating scale that assesses the social-emotional competencies" (Devereux Centre for Resilient Children). The DESSA identifies 8 SEL competencies that serve as protective factors for children in kindergarten through the eighth grade, including optimistic thinking, relationship skills, self-awareness, personal responsibility, self-management, goal-directed behaviour, social-awareness and decision making. Our goal is to identify group wide strengths and weaknesses and provide direct support to any skills identified as weak within the group. We will be using a secondary triangulation of results with parents and teachers to validate consistency of behaviour across different child domains.

Moving forward we will be reshaping / rethinking our existing programs to include SEL competencies as outcome variables, ensuring all of our programs become environments conducive to healthy development of social and emotional capacities. Shifting our focus and our language to be aligned with our district's focus on SEL, allows us to be an even stronger support for students being ready, able and motivated to learn, developing hope and resiliency and experiencing enriched learning opportunities.

The intentional incorporation of SEL content into C-SP programs will be shared with service providers to help

ensure that activities are in line with the goals. Additionally, C-SP front line staff will receive continual training on recognition

and understanding of the importance of SEL, and ways of scaffolding it into recreational settings.

Another initiative this new year has brought to C-SP Surrey is a new wave of pilot programs with a specific focus on careers and aspirations. These programs aim to expose intermediate students to expanded learning opportunities outside the scope of the school day. In a fun and engaging environment students explore and broaden their knowledge of possible job prospects, develop goal setting skills and learn safe ways of seeking and securing employment. Program components include mini certification (such as People Savers and a pre Baby Sitting workshop), growth portfolios that showcase the expansion of their outlook on available careers, as well as guest speakers and field trips. The field trips to post-secondary institutions and large employers such as hospitals, department stores and airports allow students to explore a range of opportunities, meet a broad range of professionals, and develop new passions and interests. The success of these programs has prompted a deeper review of the intended impact of the program and a close look at the literature has revealed that SEL competencies are key transferable skills highly sought by employers. The next iteration of these programs will include a full delivery of an SEL program (e.g Paths®) as an integral part of the program delivery. We will additionally use the DESSA assessment to assess students' progress over the course of the programs.

Submitted by: Maggie Karpilovski, Community-Schools Partnership Facilitator, Surrey School District #36.  
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# GRANDFRIENDS on BOWEN ISLAND



This year the Canadian Flag turns fifty, and the BICS Grandfriends Program turns twenty!

On Thursday February 12<sup>th</sup> the Grandfriends program was hosted by the grade five students of division five at Bowen Island Community School (BICS). This day was carefully selected to combine the themes of celebrating Valentine's and Flag Day in advance of the two special days. Students made the Canadian flag their valentine for the year as we are all celebrating the fiftieth anniversary of the Canadian flag. Students shared skits about flag etiquette dos and don'ts, and presented an essay about the history of the Canadian flag. Grandfriends were invited to introduce themselves and to share their memories of when the current Canadian flag was adopted in 1965. Stories that were shared included a military perspective, coming back to Canada and finding out the flag had changed, and the European perspective

on the matter, from grandfriends who were living abroad at the time the maple leaf flag was adopted. Grandfriends and students sang Oh Canada together and then shared various activities and show and tell stations which included knitting, kinetic sand and creating a glass mosaic of the flag, which will remain in the classroom as a memento of the day.

The Grandfriends Program at BICS is celebrating twenty years of creating inter-generational connections in the community. In the 1994-1995 school year Mrs. Yvonne Woodhouse and then Community School Coordinator Gail Gallander stated: "*Senior citizens also enrich children's learning by sharing personal experiences that cover decades of history-making events.*" A grade two student in 1994 commented "I can always count on my grandfriend to listen to me and talk to [when she comes to my class]" and students today feel much the same way. The Grandfriends program makes important social connections between the younger and older citizens in our community. There is much to learn from each other, and much to share. Many youth living on Bowen Island do not have the opportunity to see their grandparents, and many seniors have limited opportunities to socialize with youth in general. It's an important skill to be able to socialize and empathize in an intergenerational context, and it is an important building-block of having a healthy, friendly community.

The Grandfriends program has always welcomed people in the community age 55+, participants who are old enough to be grandparents, but do not necessarily have to be grandparents. Off-island grandparents are welcomed to participate if they have a grandchild at the school. At the last (continued on next page...)



(Grandfriends continued from page 14...) Grandfriends program, one stalwart grandfather from Gambier Island made his way to the program captaining his own vessel, and shared the story of the crossing with the students.

Since its inception the program has evolved from a classroom-visit-only format. As well as hosting events at the school at which students serve tea and host activities, classes also go out into the community a few times a year to visit with Grandfriends at S.K.Y. (the local Seniors Keeping Young program) held at Howarth Hall, located beside the Seniors' Cohousing at Bowen Court, for singalongs, story exchanges and technology-sharing events.

The next Grandfriends Program at BICS is scheduled to run in April. Please contact Community School Coordinator Sarah Haxby at [shaxby@sd45.bc.ca](mailto:shaxby@sd45.bc.ca) if you are interested in learning more about how to start and run a Grandfriends-style program in your community!



**WHAT'S HAPPENING IN  
YOUR COMMUNITY? WE  
want to know!**



*We would love to share your stories in our next newsletter. If you have an article you would like to submit, please contact:*

*Taryn.Briscoe@sd41.bc.ca  
604-664-8849*

*The next ACEbc newsletter  
will be published in June 2015.*



**Don't forget to visit our ACEbc website at [www.acebc.org](http://www.acebc.org) for information and updates. Our site is also mobile phone friendly!**



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# PAWS in SURREY

The PAWS (Playing and Working after School) program focuses on promoting achievement within the school for students grades 4-7. It runs every day after school from 2:30pm-5:00 pm. It helps students catch up on homework, work on their reading skills, build healthy and positive relationships while learning a diverse selection of skills from cooking, science, art and drama, to dance! Every day the students get at least 30 minutes to participate in physical activity either outside or in the gym. They are given a healthy snack and are encouraged to engage with each other and to always look at the brighter side of things!

Students are given the opportunity, at least once a week, to take part in the activity “Everyone is Awesome”. We start by setting the room/tables in a circle. Then everyone is asked to get serious while the leader gives each student a blank piece of card stock. They are told to write their name in the middle of the paper as fancy and as big or small as they want and to make it look pretty. Then underneath their name write down the phrase “I am awesome”!

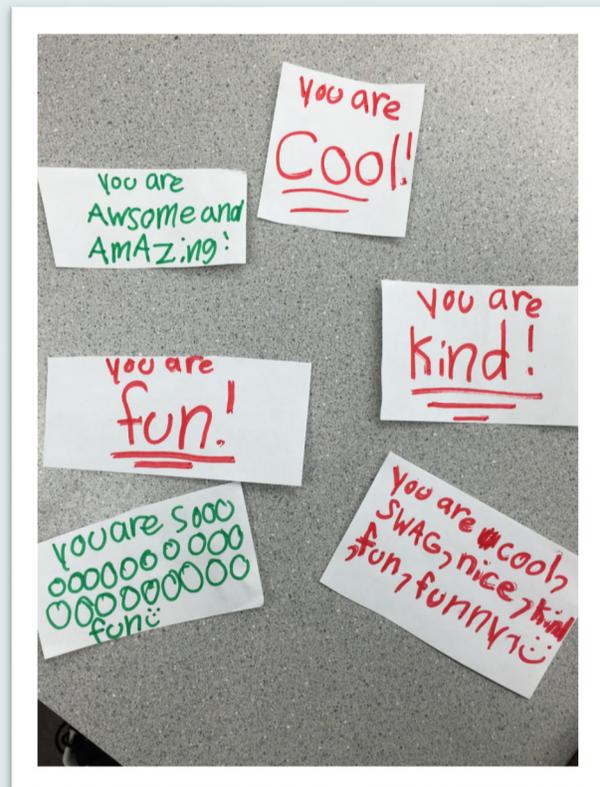
The students are asked to pass their card to the right, and for 30 seconds they have to write as many positive things about the person who passed them the card on the new card they have in front of them. This continues until everyone gets their original card back. Once the group is done, we spend time reading the nice comments everyone has to say about each other and we discuss why we are awesome.

What makes this activity unique is for this short period, there are no hard feelings in the group, everyone is appreciated and everyone is

celebrated. We have found that behaviour amongst the group is friendlier and the participants are generally happier. We always discuss how it is extremely important for us to remember that we are awesome and to let others know that they are awesome as well because too many times we are told why we aren’t awesome.

Following the activity, the group makes kindness cards which they write down positive things that they then pass around their school to random people.

For more information, contact Jethro Kambere, Outreach Worker, SD36 Surrey: [kambere\\_j@surreyschools.ca](mailto:kambere_j@surreyschools.ca).



# A Snapshot of Our Community Schools



**Top left:** Pink Shirt Day at Queen Mary Community School, SD44 North Vancouver.



**Above:** The Kulelakum Whale Day Mosaic at Bowen Island Community School was created as a year long inquiry project connecting students to the environment, community, and Squamish host nation.



**Left:** Chris Gailus from Global BC News read to students as part of Family Literacy Week festivities at Stoney Creek Community School, SD41 Burnaby.