



MINUTES

ATTENDEES

Randi Falls (Principal), Kimberley Rogers (Co-Chair), Karen Hanneson (Treasurer), Deidre Murphy (Secretary), Paula Marchese (Member at Large), Kelly McClaren (Member at Large), Hazel Currie, Anne Pappas, Catrin de Groot, Orissa Henderson, Anne Grimm

WELCOME AND INTRODUCTIONS

APPROVAL OF AGENDA

Approved

GUEST SPEAKER - WILL MOORE (SCHOOL COUNSELLOR)

School counsellor Will Moore talked to the PAC about what the counselling department has to offer, as well as some of the issues students are facing. The counselling department is implementing a range of initiatives in the school, including:

- Proactive support, activities, and events for grade 9 students aimed at welcoming them to the school and helping them get to know the school and one another, with the ultimate aim of supporting them to create their own community/culture.
- Visits to middle schools to support students' transition to Oak Bay. The focus is on building connections by talking to middle school students about what to expect in high school, including what courses are available, as well as activities and events.
- The counselling department has received training through the Canadian Mental Health Association on Cognitive Behaviour Training (CBT). CBT aims to help students change thoughts and behaviours. CBT is being piloted in one class with grades 9-12 in the first instance.
- The counselling department is looking at instituting a self-paced alternative program within the school to support students who are experiencing challenges and could benefit from different supports. The aim is to keep students in the school by putting supports in place within the school and thereby prevent students transferring to other schools.
- Plans for the second Connect to Care event (to be held in April) are under way.

The counselling department works with organizations outside the school as required, using a multidisciplinary approach. District counsellors are also available. Other initiatives are in the planning stages, including opportunities for grade 10 students to talk to current grade 11 students about course planning. The counselling department is also making a concerted effort to make the counselling area more welcoming and inclusive, so students feel it is their space. To that end, the doors are always open, student art is on the walls, and food is available.

Discussion was held around the following issues:

- The impact of social media and the use of cellphones in classes. As it stands, there isn't a school policy on cellphone use; teachers make their own decisions, with the majority using an 'off and

away' approach. Organizations such as Discovery Youth and Family Counselling recently started addressing gaming addictions in addition to substance use, though it's not clear if they are also tackling social media. The District now has information on sexting.

- The grade 9 mentor program. The mentor program has been very successful, though it was noted that interest declines as the year goes on. The question of how to get boys involved, as it tends to be predominantly girls that participate, was discussed.
- Grade 12 Capstone course. A question was asked about whether the school has noticed grade 12 students are more stressed because of demands of the Capstone course, particularly as they are in the midst of applying for scholarships and so on. The school hasn't noticed increased stress levels but recognizes that it is the first year a percentage mark has to be provided for it.

REPORTS

CO-CHAIR – KIMBERLEY ROGERS

- Work is under way with VP Melanie Paas to present a parent/community screening of a film on the impact of social media – *Like* – by the company that made *Angst* in April. The aim is to follow the parent/community viewing with a panel or discussion.
- Staff appreciation lunch for March – if anyone is interested in getting involved please let the PAC know. Organizing or volunteering for the event does not require a big time commitment or a lot of work. A date for the lunch will be set soon.

TREASURER

- Money is being paid out of the two PAC accounts to cover commitments made at the beginning of the year.
- A third account – OBSSSEE (Oak Bay Secondary School Enhancement fund) – is in the process of having its closure finalized with the CRA. It was set up a few years ago as a registered charity to accept donations from alumni and parents when the school was being built. Tax receipts were issued. The PAC decided to close the account a couple of years ago. The CRA was notified, but at this point the charity is still undergoing the charitable status revocation process with the CRA. Once the current PAC Treasurer has reviewed past account files, final forms and information can be completed and sent to the CRA so that registration will be officially revoked.
- As it stands, parent and alumni donations to the school can no longer be made through the OBSSSEE account, but through the School Board. It isn't clear that the Alumni Association is aware of this.
- Randi Falls (Principal) and Karen Hanneson (PAC Treasurer) will liaise with Karen Adams (Accounts Clerk, OBHS) and the PAC co-Chairs (and as necessary with past members of the PAC Executive) to make arrangements to ensure OBSSSEE's status is finalized with the CRA.
- Randi will follow up with the Alumni Association re donations and also ensure it is in the School newsletter.

SECRETARY

- No report

VCPAC

- No report – position vacant
- Anne Pappas volunteered to be the VCPAC rep for the remainder of the school year

PRINCIPAL – RANDI FALLS

- We've had a terrific start to the New calendar year. Winter sports are well underway and we begin planning for the next school year.
- **Dates to be aware of:**
 - Jan 24 - Information re course fair and course selection released in ADVISORY
 - Jan 27 - Grade assemblies to review course offerings, grad requirements, and course selection
 - Jan 28 - Mini Course Fair (4 selections)
 - Feb 3-6 - class visits (counsellor and admin)
 - Feb 11- 8-9:30 am (cafeteria) - counselors available for parents/student questions
 - Feb 13 - Forms DUE (time and date stamped after this date)
- In an effort to accommodate 300+ students (Grade 10 Numeracy Assessment) and still provide opportunities for students to receive academic support/guidance, we are offering our first Curriculum Completion day THURSDAY Jan 23. Teachers have been inviting students to connect with them on this day to complete any outstanding work. This will help adjust "I" letter grades and/or address major outstanding projects or assessments.
- We are hosting the BC Lions Be More than a Bystander presentation on Tues Jan 27 at 12:55. This will be open to Grade 12 and 11 classes. The focus is on Violence Against Women and encouraging all students to address this issue in a variety of ways.
- Our Pro-D day on January 31 will focus on Aboriginal Ways of Knowing and Learning. We have special guests from the District Indigenous Education Division helping us understand more about resources that are available to all our students.
- We will be launching a "Go Fund Me" site in early February along with the Oak Bay Alumni and the Canadian Francophone Games. This will be directed to fund raise for the resurfacing of the Jack Wallace track. The track, if completed, will be used not only by our own school, but our community and in July 2020 by the Francophone games.
- Greater Victoria School District (GVSD) Strategic Plan - chance to un-pack and review Jan 24 at 2 pm. The four goals for the Strategic Plan are as follows:
 - Goal 1: All students in our learning community fulfill their potential and achieve personal success.
 - Goal 2: Create opportunities for Indigenous learners to achieve present and future personal success by identifying and building on their strengths and meeting their unique learning needs.
 - Goal 3: Strive to give all members of our learning community equity of Access, Opportunities, and Outcomes.
 - Goal 4: Provide all members of our learning community with access to information, supports, and connections to help maintain physical health and mental well-being.

See the following page for a copy of the GVSD Strategic Plan.

GVSD Strategic Plan

Greater Victoria School District

MISSION

We nurture each student's learning and well-being in a safe, responsive and inclusive learning community.

One Learning Community

VISION

Each student within our world-class learning community has an opportunity to fulfill their potential and pursue their aspirations.

Goal 1 - How

- * Increase the number of high quality Early Years programs and services across the district, particularly in those areas enrolling high numbers of vulnerable students.
- * Continue to support educators in understanding and using competency-based instructional and assessment practices.
- * Develop and articulate a comprehensive District-wide assessment program which will establish common baseline measures for literacy and numeracy achievement for each grade level and for mastery of core competencies.
- * Increase the number of school community partnerships, particularly with post secondary institutions, with a view to increasing both the opportunities available and student participation in post-secondary and career exploration options.
- * Develop a means to measure and track student engagement in behavioral, emotional and cognitive domains.
- * **Allocate human, physical, and fiscal resources in support of support of student learning.**

Improve student engagement and instill a love of learning.

Increase the number of options and pathways to graduation.

Improve Student Numeracy & Literacy.

Goal 1

All students in our learning community fulfill their potential and achieve personal success

Create thoughtful and engaged citizens.

Goal 2 - How

- * Research and adopt best practices in Indigenous education with a view to replicating and/or adapting those practices that have been successful elsewhere for local use
- * Create opportunities for all principals and school staffs to become familiar with the history, traditions and culture of the Songhees and Esquimalt First Nations.
- * Actively engage Indigenous community leaders to assist with indigenizing curriculum and determining appropriate success measures for Indigenous students and monitoring results.
- * Ensure First Nations Principles of Learning are embedded in the professional practice of the district
- * Assess and improve alignment between the Boards' Strategic Plan, the Local Education Agreement, the BC Tripartite Education Agreement, and the work of Indigenous Education Advisory Council
- * Review and re-evaluate the Board's policies to ensure they eliminate systemic bias that they actively discourage racism, and that they enable and actively encourage Truth and Reconciliation.
- * **Ensure the Alignment of schools district policy and practices with the spirit , intention, and legal requirements of the United Nations Declaration on the Rights of Indigenous Peoples.**

Goal 2

Create opportunities for Indigenous learners to achieve present and future personal success by identifying and building on their strengths and meeting their unique learning needs.

Improve Literacy, Numeracy and Graduation rates of indigenous learners

Engage meaningfully and effectively with Indigenous Community leaders.

Support the implementation of effective curricular and cultural programming for Indigenous learners and their families in partnership with our nations

Become a provincial leader in moving towards Truth and Reconciliation

Goal 3

Strive to give all members of our learning community, equity of: Access, Opportunities & Outcomes

Create and maintain learning environments that are safe, respectful, responsive and fair.

Create equitable learning conditions between and among schools.

Create school cultures that promote and appreciate diversity, model acceptance, and actively practice inclusion

Goal 4 - How

- * Ensure **appropriate** staff receive training in mental health literacy and access to the resources to support developmentally appropriate practices.
- * Ensure student physical, mental and emotional safety are given priority consideration in all aspects of school culture, school programming, and school design.
- * Conduct a district-wide needs assessment every four years, to identify health needs and areas for prioritization for both students and staff
- * Identify opportunities for creating and/or leveraging existing community partnerships to address specific issues such as substance abuse.
- * Create opportunities for school district personnel and community health professionals to network and share resources and expertise
- * Emphasize and promote physical activity, proper nutrition, adequate rest, and social connections as important determinants of physical and mental health.
- * **Create a culture of connectedness that supports both students and adults.**

Goal 4

Provide all members of our learning community with access to information, supports and connections to help maintain physical health and mental well-being.

Create, maintain and encourage the use of outdoor learning programs and spaces.

Improve students ability to make informed, healthy choices

Have students develop habits that support the health of the mind, body and spirit

Create awareness of the importance of healthy relationships & social connectedness as a factor in maintaining good mental health

Goal 3 - How

- * Affirm through policy, procedures and practices the rights of all students to be fully included in all aspects of school life
- * Ensure student strengths as well as their identified needs are considered in all levels of educational planning
- * Differentiate resource levels (staffing, other supports) for schools with demonstrably greater needs
- * Provide training for school based personnel in implementing new approaches to inclusion and being responsive to diversity
- * Review Board policies to determine alignment with current Human Rights legislation, and the Canadian charter of Rights and Freedoms
- * Monitor both the satisfaction and learning success of vulnerable students; those who are homeless; have special learning needs; are recent immigrants; are living in poverty, are designated as children in care and those who identify as LGBTQ2S
- * **Create and nurture student leadership opportunities, particularly for those whose voices are not typically heard.**

CORE VALUES

Engagement	Equity	Innovation	Integrity	Transparency	Partnerships	Respect	Social Responsibility	Sustainability
We work to actively engage students in their education and make them feel connected to their learning	We give each student the opportunity to fulfill their potential	We are innovative and consistently seek ways to make positive change	We are ethical and fair	We are accountable for the decisions we make and how we make them	We create open and respectful partnerships with each member of our learning community	We respect ourselves, others and the environment	We share responsibility to work with and inspire students to create a better world	We are proactive in the stewardship of the resources of our organization, our community and our planet

- February 3rd we flip blocks:

OAK BAY HIGH TIMETABLE 2019-2020									
February 3 - June 26									
	MONDAY	TUESDAY	WEDNESDAY	TEAM PLANNING DAY	THURSDAY		FRIDAY "A" SCHEDULE	FRIDAY "E" SCHEDULE	
<i>Before School Classes</i>						<i>Before School Classes</i>			
8:35 9:45	B	F	B	Team Planning 8:25-9:20	F	8:25 9:35	B	F	
9:50 10:35	FOCUS BLOCK (45 min)			B or F* 9:25 - 10:35	FOCUS BLOCK (45 min)	9:40 10:00	ADVISORY Block I (20 min)	ADVISORY Block I (20 min)	
10:40 11:50	A	E	A	A or E*	E	10:05 11:05	A	E	
11:50 12:40	LUNCH (50 min)					11:05 11:35	LUNCH (30 MIN)	LUNCH (30 MIN)	
12:45 1:55	D	H	D	D or H*	H	11:40 12:40	D	H	
2:00 3:10	C	G	C	C or G*	G	12:45 1:45	C	G	
<i>After School Classes</i>									

***TEAM PLANNING DAYS**
(February to June)

<u>Wednesday</u>	<u>Thursday</u>
Feb 25	Feb 13
March 11	April 9
April 29	May 7

GRAD BLOCK PARTY COMMITTEE UPDATE – ANNE PAPPAS

- Two binders containing records from past Block Party events were located and the information has been digitized. Need to assess where the information should be kept going forward to ensure it is readily available.
- Discussions with parents who hosted/held/attended/volunteered at previous Block Party events have been held and suggestions noted. Discussion with 2019 event co-chairs and committee members proved very useful, particularly as 2019 was the first year the Block Party was held in a public space, and not on a street ‘attached’ to a specific house.
- Discussions are well under way with the City of Oak Bay and Oak Bay police regarding applications and prospective venues for the 2020 event.
- Parent volunteers (and an alumnae parent) met for the first meeting on Tuesday, Dec 3, 2019 in the Oak Bay High School Library.
 - Almost all parent volunteers on the 2020 Grad Block Party Committee are grade 12 parents
 - It is important that a cohort of Grade 10 and 11 parents are part of the decision-making process as they will execute the event on May 22, 2020. Recruitment of grade 10 and 11 parents for this committee is currently underway.
 - Non-grade 12 parents also need to be recruited for volunteer roles at the event
 - Liaison with VP Phil Ohl continues to ensure administrative details are synchronized
- Discussion at the committee meeting on December 3, 2019 focused on goal setting; the following goals were identified for the 2020 Graduation Reception, aka the ‘Block Party’:
 - To create an opportunity for parents, friends, and the community to come together in celebration of the graduating class
 - To create an inclusive event that allows all grads to attend and celebrate together with family, friends, and the community
 - To provide photo opportunities for grads and their families
 - To provide an opportunity for the entire grad class to come together as a group.
- Next meeting of the Grad Reception (Block Party) planning committee is scheduled for Thursday, January 30, 2020 at 7 pm in the Oak Bay School library.

NEXT PAC MEETING

Monday, February 24, 2020 7.00 pm School Cafeteria

ADJOURNMENT