

We acknowledge that we are on the shared traditional territories of the Coast Salish peoples and the Musqueam, Squamish, and Tsleil-Waututh Nations... and for this we are thankful.

Date: March 13, 2019

Location: Roberts Library

Time: 6:30 - 8:00 pm

Attending: 7 parents and Allison

Welcome and Introductions

- Suggestion: post notice of PAC meeting in school on the day of the meeting - find PAC meeting banner to hang up on day of general meeting
- reminder to send notice of social media meeting on April 10 at KG with Jessie Miller

Update/Celebrate of how fundraising dollars are being spent and Community Support

- post successes on FB
- bean bag chairs are a hit
- 4 carpets - look awesome - kids feel valued
- can't share photos as kids on them!
- a lot of in-kind donations - eg: from craft supplies to Apple TV
- donation button on website - goes to PAC school account
- funded floor ball
- \$1000 for play project - equipment
- gave every teacher an extra \$100
- asking for feedback from teachers - how are they using the funds?
- great to have it posted on website
- community donations - grant: From Farm to School \$10,000 - food literacy
- Ray helps with Indigenous work - gave \$500 for staff - hosted lunch in December
- Scottish rugby team came and played with kids
- Allison has Word doc with all community contributions - will share with PAC
- - eg: Indigo, KPMG, Aquarium, Science World, Whole Foods, Arts Umbrella, Lululemon
- Whole Foods - bag donation from April to June
- tap into social policies of local businesses
- Sandy - inquiring about \$8000 corporate donation for Red Book Literacy

Grade 7 Grad Update

- deferred

Beautification Project update

- Allison has artist statement from Matt - see below
- build relationship with KG - Matt Sinclair - he attended Emily Carr
- will use \$3000 from PAC for paint and supplies - long term, over 5 years
- Allison and Matt walked around and looked at underground, front of the school, gym
- Matt approached KG admin - come over once per week and teach class from LR
- first mural in late spring - all students will participate
- good work experience for students

Disability Wing Span Grant - UBC

- partnerships with Elsie Roy - grade 6-7
- self love and identity

Funfest/Bike Week updates

- Sat. June 1st
- posters being printed - out soon
- Bike to Work and School week
- Simon's Bike Shop may be sponsor - provide obstacle course
- applied for \$500 grant
- race, tune up, VPD-serial numbers (waiting to hear back about this)
- Sandy and Holly are managing

Discussion/Sharing of smaller more accessible PAC roles (looking for help in 2019/20)

- Ian drafted role descriptions
- eg: division rep, Twitter, Facebook
- clarified that all parents are on PAC
- can be involved without attending meetings
- looking for feedback
- want to send out ask by May
- a lot of co-chairs at DPAC, for example
- spread out into manageable pieces
- role descriptions in K package - May 1st is Welcome to K - and Annex parents
- Welcome to Roberts package
- Allison shared that since Jan. have had 1-2 new kids every week
- change nominations to Sept - core positions in May, others in Sept. - look at By-laws

DPAC update

- concentrating on LRFP - 10 year plan - revision of 2016 plan
- draft came out late Feb. - supposed to present to board in April
- DPAC concerned about lack of input
- meeting - two members of board and people who wrote it
- focussed on seismic - a lot of unsafe schools
- work with Ministry for funding - 50/50 for seismic

- need to do facility plan
- capacity utilization
- VSB: \$7.8 billion in capital assets
- aging infrastructure
- plan does not include school closures, yet have schools that are “under capacity”
- VSB - population is dropping
- VSB does not use Stats Can data - use Bell Regard?
- restates commitment to build CH, use \$ from Hydro
- listed KG - don't see a capacity issue in the future - yet see there is a lot of growth
- don't seem to be concerned with over-capacity - can make it work
- confusion with data
- how many kids choose not to go to KG? Numbers from all downtown schools needed
- only classrooms are counted towards capacity
- question: how good is VSB at forecasting?
- Janet Fraser said, have to play by MEd's rules
- Area standards - least cost priority - often results in school shrinkage
- Ministry never attends DPAC meetings despite invitations - they are not part of the conversation
- “deferred maintenance” - MOU for seismic agreements?
- PAC submit a response to plan?
- how different from 2016 plan? - Annex sale
- lots of questions - upcoming DPAC meetings if parents interested

Suggestions:

- new lighting in underground area was installed but seems insufficient - Allison will explore
- PAC acknowledged Chris Fretwell's passing and her extraordinary contributions to PAC and the school community

Artists' Statement - Matt Sinclair

Words reflect spaces, like the word, Home, home is a place.

The kind of words we use in those spaces reflect how we think and how we behave. Maybe home is safety and caring, maybe it is something else. Home is a private space as it should stay. But school, school is a public space, and as such the words we use in, around and at school reflect how we act and behave, which in turn, reflects the words we use to describe our behaviour and ourselves.

The aim of this project is to influence the way we act and behave by making more visible the words we (the students, the staff, the parents and the great community) feel should describe the way we behave.

We all know there is the way the world is, and the way the world ought to be. David Hume

knew this 250 years ago, and ever more so it is true now. Cities can be harsh, anonymous, adult spaces where people don't treat each other the way they should.

Starting from the bottom with our youngest and most insightful, I would like to see how they think we should truly treat people. It is our youngest who often have the most insight into human behaviour. Their creative suggestions and true understanding of human behaviour will be the starting point for all our work. They will provide the words that cover the space. This project will then span the divide between spaces, connecting the young with their slightly more senior peers at King George. The students at King George will assist in creating the templates that are then brought back to Lord Roberts for the next level of student to help with. While words help, colour adds another dimension. We all know what it is like to venture down a dark alley. Colour describes mood, memories and feelings. On the way up through the grades, the students will provide us the colours to shift our space from what it is now, to what we want it to be, a caring, vibrant and inclusive one.

Once the designs have been created, the senior students at King George will come, back in many cases as many are former students, to Lord Roberts, to make a community impact and begin the work of transforming the space.

Lord Roberts classes will be invited to assist in all levels of the process, from mixing paints, drawing out parts of our mural, to adding finishing touches.

It is through this collaborative and inclusive process that I hope to connect more senior students with our most junior, to help reinforce positive behaviour in both groups.

That is the power of art and the power of community, the ultimate goal of this project.

Having worked at King George since 2005, I have always heard the bad rap our school often receives, for which I can find no explanation. My Uncle, Richard Hopkins, worked at King George for 33 years and I am proud, very proud to follow in his footsteps.

It is my hope that through this project, your children will make a greater connection to our community and school.

This project has ultimately a long vision, as painting murals is a time consuming process. Ultimately I would like to project a 5 year term plan. Painting one or two murals a year to help connect students that will be attending King George in the future, with an opportunity to help facilitate a mural in their senior years, like my current students will be doing with your children. Your children will be participants in this project at a young age, with the hope they will be given the opportunity to give back and make a sustained project throughout their entire education.