

## Seycove PAC Meeting Minutes

**Date:** Oct 10, 2023

**Time Start:** 7:00 pm

**Location:** Library

**Members in attendance:** Cheri Townsend (Co-Chair), Lisa Stewart (Co-Chair), Carla Cove (Treasurer), Julia Wagner (DPAC Rep), Jen Eyton (Secretary), Sarah Best (Principal), Wendy Kennedy (Member at Large)

Regrets:

Agenda Item	Speaker	Discussion	Action Items
<b>Acknowledgement &amp; Announcements</b>	Sarah		
<b>Introductions</b>	Everyone		<b>Motion:</b>
<b>Approval of Agenda</b>	Carla Cove Jen Eyton		
<b>Approval of minutes:</b>	Everyone		<b>Motion:</b>
<b>Treasurer's Report</b>	Carla Cove	-Oct 5 – received #11,700 gaming grant funds -Munch-a-lunch projected profit approx. \$400 -Sarah will send parents a hot lunch reminder the week before. -Grounds clean up at Seycove earned about \$2100 thanks for Lindsay -Witham and student, PAC and parent volunteers. -New signatories at Blue Shore & Royal Bank. -Fundraising Tru Earth – 5 sales, - \$143 to school -Fundscript – is it still active? Kim is going to check.	
<b>Principal's report</b>	Sarah Best	September in Review <ul style="list-style-type: none"> <li>• Fall Sports</li> <li>• Grade 8 Retreat</li> <li>• Terry Fox Run</li> <li>• PLP Field Schools</li> <li>• Staff Collaboration</li> </ul>	

		<ul style="list-style-type: none"> <li>• Orange Shirt Day/National Day for Truth and Reconciliation</li> </ul> <p>Upcoming Dates</p> <ul style="list-style-type: none"> <li>• Grade 9 Immunizations (October 6)</li> <li>• Grade 12 Parent Night (7pm October 18)</li> <li>• Photo Retakes (October 18)</li> <li>• Staff Collaboration- Late Start (October 25)</li> <li>• Post-Secondary Institutions Event (October 25)</li> <li>• Parent Teacher Interviews (October 26)</li> <li>• Halloween Costume Contest (October 31)</li> <li>• Take Your Kid to Work Day- Grade 9s (November 1)</li> </ul> <p>Grad Update</p> <ul style="list-style-type: none"> <li>• Grad Assembly (October 23)</li> <li>• Grad Parent Night (October 23)</li> <li>• Grad Assembly</li> <li>• BC PSI Event (Oct. 25 @ Seycove)</li> <li>• Literacy 12 Assessment (November 1-3)</li> <li>• Winter Semi-Formal/Boat Cruise (December 5 or 6)</li> <li>• Grad Photos (Group @ Seycove) (November 24)</li> <li>• Grad Photos (Individual @ Artona) (December 10-11)</li> <li>• Grad Ceremony (June 18)</li> <li>• Grad Banquet (June 25)</li> </ul>	
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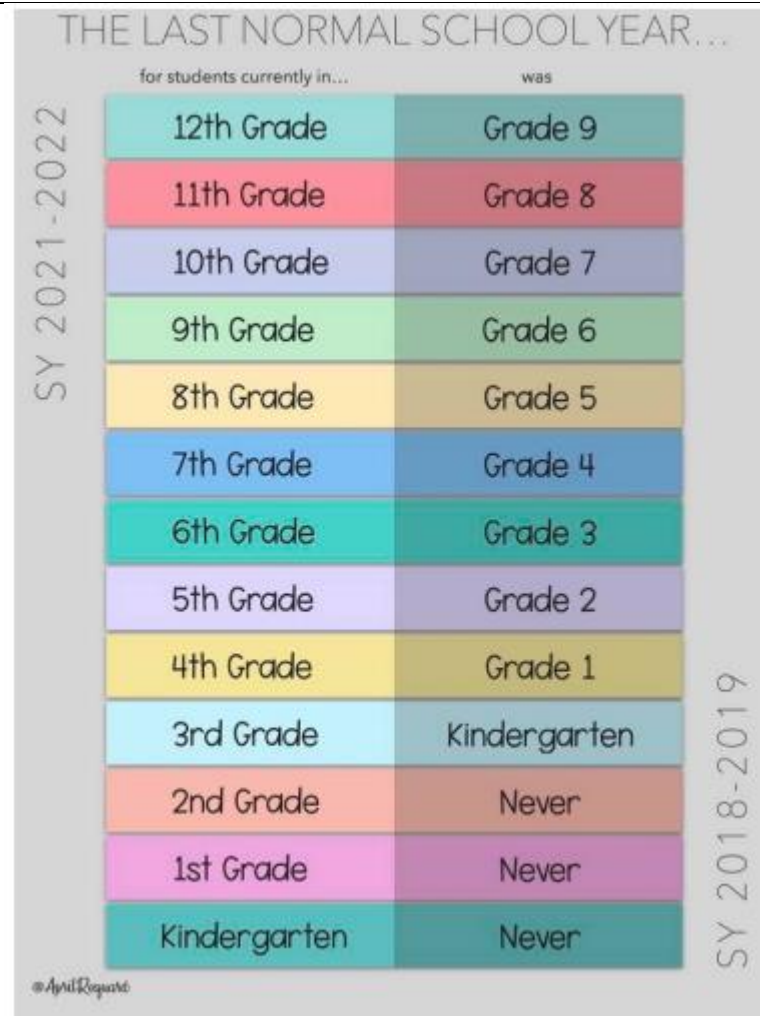


Themes:

- Technology
- Self & Each Other
- The Environment

Through a lens of COVID Recovery...

- What lagging skills are we noticing with our students?
- Which lagging skills do we want to focus on as a staff?
- How do we want to collectively work together to build these skills?



Collective Teacher Efficacy

**“Collective”** refers to the power of groups of teachers over the power of individual teachers.

		<p><b>“Teacher”</b> is the center of the expertise of classroom practitioners, rather than school leaders or outside educators.</p> <p><b>“Efficacy”</b> highlights the importance of teacher beliefs to improve student outcomes. “The belief that teachers can more positively impact the learning of their students if they work as a team.”</p> <p>Situating Ourselves- Start with the “Why”</p> <ul style="list-style-type: none"> <li>• <b>Why?</b></li> <li>• Why are we here?</li> <li>• Why do we teach?</li> <li>• Why is our role so important?</li> </ul> <ul style="list-style-type: none"> <li>• <b>What?</b></li> <li>• What lagging skills are we noticing?</li> <li>• What do we need/want students to learn?</li> </ul> <ul style="list-style-type: none"> <li>• <b>How?</b></li> <li>• How are we going to get there?</li> </ul> <p>The Golden Circle- Simon Sinek</p>	
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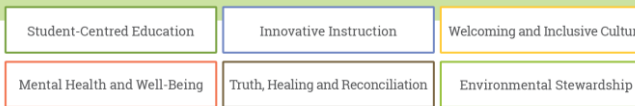
Why?



### Goals of Public Schooling



### School District Priorities



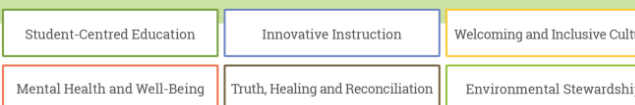
What?



### Goals of Public Schooling



### School District Priorities



## Planning Continuum



## Seycove Mission and Vision

### ***Mission***

The Seycove community strives to engage its members in opportunities for collaborative innovation and learning, to build and maintain purposeful connections and relationships, and to create a safe environment in which to develop citizens of integrity.

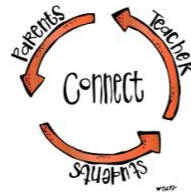
### ***C.L.A.S.S.***

At Seycove, we believe in C.L.A.S.S., which is achieved through the support and cooperation of staff, students and community.

- Consideration
- Leadership
- Achievement
- Sportsmanship
- Scholarship

## Summary

1. Problem solving, perseverance, self-efficacy, resiliency, engagement
2. SEL, mental health, relational skills, kindness and inclusivity
3. Executive functioning and study skills
4. Basic academic skills such as literacy/numeracy skills



### ***Using a “compassionate systems” framework for building a cognitive and affective foundation for global citizenship:***

From the devastating effects of climate change to increasing cross-boundary migration flows and displacement to epidemics of substance abuse, social and political divisions and civic disintegration, the challenges that we currently face are parts of interconnected, interdependent, global systems. As we seek solutions to these worldwide issues, we must also find ways to help young people to cope with their complexity. This involves teaching them how to reflect on, deeply understand, and respond mindfully and compassionately to systemic challenges in their own lives and beyond, their connections to one another and their impact on us as individuals and on our communities. -Peter Seng

### ***Compassionate Systems Change***



# THE ICEBERG MODEL

Use this tool to help you think more systemically!



## EVENTS

What is happening?

## PATTERNS OF BEHAVIOR

What trends are there over time?

## SYSTEMS STRUCTURE

How are the parts related?  
What influences the patterns?

## MENTAL MODELS

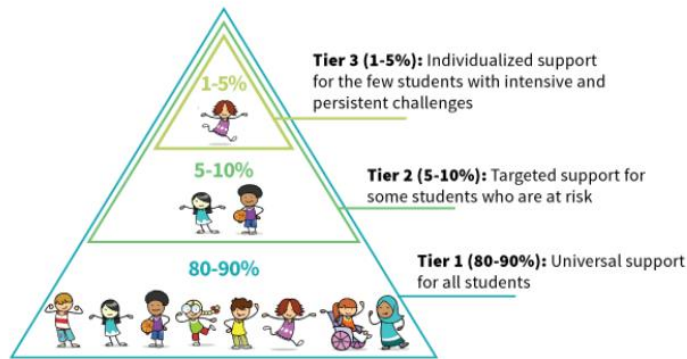
What values, assumptions, + beliefs shape the system?

Increasing Leverage



Academy for Systems Change

## Response To Intervention Model



### ***The Ministry's K-12 Anti-Racism Action Plan Vision states:***

B.C. students achieve their full potential in an education environment that is equitable, free of racism and systemic barriers, and where all students, staff, and families feel welcome, safe, respected, and valued.

From an early age, our perspectives and values are shaped by our families, communities, and peers. The interactions we have with others, the interactions we see in our communities and in the media, as well as the teachings we receive from caregivers and educators impact our opinions and worldviews.

### ***Universal (School and FOS)***

1. Curriculum Integration: Incorporate diversity, equity, and inclusion themes across subject areas, emphasizing the histories and contributions of marginalized groups.

		<p>2. Cultural Celebrations: Organize events to celebrate various cultures, religions, and traditions throughout the school year. Encourage students to participate and learn from one another.</p> <p>3. Anti-Bias Education: Implement anti-bias training for all staff members to raise awareness and develop strategies for addressing discrimination and prejudice.</p> <p>4. Community Engagement: Foster connections with local communities and cultural organizations to broaden students' perspectives and promote understanding.</p> <p><b><i>Examples of progress and plans so far:</i></b></p> <ul style="list-style-type: none"> <li>• Our Seycove Teacher Leader team and I have met to discuss this issue and we are continuing to research and review many classroom resources addressing antisemitism and racism that we are currently looking to implement this year</li> <li>• One of our teachers is going to the Vancouver Holocaust Museum next week for a guided tour of the new teaching exhibition “Age of Influence: Youth &amp; Nazi Propaganda” and “In Focus: The History of the Holocaust”. She will then share the resources she receives and bring back her knowledge to share with our humanities teachers to see where we can integrate these new resources beyond what the teachers are already doing.</li> <li>• For grade 8 and 9, our Seycove Teacher Leader Team is researching guest speakers, workshops, etc, to address the use of antisemitic, racist, and oppressive language. In addition, we are looking at resources to continue to help us teach acceptance, empathy, and compassion.</li> </ul>	
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		<ul style="list-style-type: none"> <li>• All grade 10s learn about World War II and the Holocaust in Social Studies 10, so we are reviewing the ways in which we continue to do this and alter as needed to suit the needs of our students. • PLP 10 will be completing their “Ology of Apology” Project for the Winter Exhibition where they learn all about repression and genocide, including the Holocaust.</li> <li>• Grade 11s and 12 will read the Books “Maus” and “Night” in English 12. Vancouver Holocaust Museum has discovery kits to accompany the books that are free-of-charge for loan.</li> <li>• PLP 11 and 12s will be focusing their Spring Exhibition on their learnings from Maus and Night.</li> </ul> <p><b><i>Targeted (Small Groups/Grades)</i></b></p> <ol style="list-style-type: none"> <li>1. Mentoring Programs: Establish mentorship programs where older students or staff members mentor those who may be more vulnerable to experiencing discrimination or bias. This could include newly arrived immigrant students or minority groups.</li> <li>2. Safe Spaces: Help students to build awareness of and access designated safe spaces within the school where students can discuss their experiences, seek support, and build a sense of belonging.</li> <li>3. Counseling and Support: Provide access to counseling services with counsellors</li> <li>4. Peer Education: Train student leaders to conduct workshops and awareness campaigns aimed at reducing stereotypes and fostering empathy among their peers. Incorporate the PLP Spring Exhibition as a schoolwide learning opportunity.</li> </ol>	
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		<p>5. Professional Development: continue to bring staff together to review current educational research and school survey data to identify trends and patterns being noticed at each grade level. Then discuss and implement grade-wide strategies.</p> <p><b><i>Intensive Strategies (Small Group and Individualized Support)</i></b></p> <ul style="list-style-type: none"> <li>• Conflict Resolution Programs: Provide conflict resolution training to address and resolve incidents of discrimination or bias effectively.</li> <li>• Restorative Justice: Utilize restorative justice practices and possibly access North Shore Restorative Justice Society to address harm caused by discriminatory behavior, encouraging accountability and empathybuilding.</li> <li>• Professional Development: Include ongoing professional development for staff, focusing on recognizing and addressing unconscious biases and promoting equity.</li> <li>• Family Involvement: Engage parents and guardians in workshops and discussions about promoting empathy and understanding at home, emphasizing the importance of a united approach.</li> </ul> <p><b><i>Examples of progress and plans so far:</i></b></p> <ul style="list-style-type: none"> <li>• Conduct Principal and Vice-Principal meetings with individual students and parents to address reported behaviours of concern. Support both student and parent growth, empathy, and understanding.</li> <li>• Follow North Vancouver School District Policies for individual Student Discipline. Please see excerpts from the greater NVSD Policies below:</li> </ul>	
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		<ul style="list-style-type: none"> <li>• Policy 606- “Disciplinary action, whenever possible, will be preventative and restorative, rather than merely punitive. The administration will take into account factors such as the severity and frequency of the offence(s), as well as the age, maturity, and ability of the student in question. In most cases, as students mature, there is the expectation of increased responsibility and self-discipline; therefore, progressively increasing consequences for inappropriate behaviour may apply. Considering these background factors, consequences may include, but may not be limited to, verbal warning, parental contact, restorative actions, written learning packages, detention, in- school suspension, community service, or out-of-school suspension.”</li> <li>• Policy 301- The establishment and maintenance of safe learning environments for all students is a high priority for the Board. As such, schools should provide learning environments where students can attend without fear or threat of unsafe conditions, violence or harassment, to ensure personal physical and emotional well being.</li> <li>• Policy 302 – “All students, regardless of their race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or that group or class of persons, have the right to a safe, inclusive and welcoming learning environment.”</li> <li>• As outlined in NVSD Policy, implement individual student consequences and disciplinary plans, including ongoing check-ins with school counsellors and administration for ongoing reflection and continuous learning.</li> <li>• A small group of students will be visiting the Vancouver Holocaust Museum to preview the exhibit with a teacher and school counsellor to provide feedback to teachers and administration on their</li> </ul>	
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experience, thoughts, and suggestions for helping to build awareness and empathy in our students.

***Take Our Kid to Work Day- Nov. 1***

“Take Our Kids to Work is Canada’s most recognized career exploration event, with a commitment to diversity, equity, and inclusion.” - Sharif Mahdy, Chief Executive Officer, The Students Commission of Canada.

**EVERYONE / BELONGS HERE**



***Cyber Safety and Sexual Exploitation (District Wide Grades 8-9)***

- Suzette Dohm (District Principal of Safe and Healthy Schools) and the RCMP Youth Intervention Unit

- district wide initiative in support of Cybersafety and Sexual Exploitation with Tiana Sharifi, founder of an agency called SEE (Sexual Exploitation Education).
- Tiana can also host online evening sessions for parents in our district to hear her message, and know what the students learned in her presentations.

***Safe Relationships***

- Grade 10 Females- Safe Dates (Flip the Script)
- Grade 10 Males- Healthy Relations







Vancouver Coastal Health  
Promoting wellness. Encouraging care.

BLUSH, under Vancouver Coastal Health, is a program that works with youth of 12-18 that provide opportunities to explore the attitudes, values, and behaviours surrounding sexual health.

### WORKSHOPS WE OFFER - AT A GLANCE:

**NEW!**



**Media Literacy**  
Grade 10

This workshop seeks to:

- Validate that media depictions reflect a 'hyper reality' and to support youth to be able to critically deconstruct media depictions
- Support and nurture healthy body self-concept and healthy self-esteem
- Create a space where youth can practice talking about issues related to emotional well-being, boundaries in relationships, stresses and pressures create by media
- Mitigate the potentially adverse impacts sexualized media content may have for teens



**Healthy Relationships**  
Grade 8

We explore what elements contribute to our relationships being healthy or unhealthy, how to use open communication, and how to make decisions that best takes care of ourselves.



**Safer Sex**  
Grade 9

We explore issues and situations that make it difficult to negotiate safer sex, break down risk levels associated with sexual activities, and continue to help students develop their communication skills.



**Customized Workshops**  
Youth & Adults

We are always open to the opportunity to work with community groups, organizations, or post-secondary institutions that would be interested in content geared towards a specific audience.

Vancouver Coastal Health  
Promoting wellness. Encouraging care.

Visit [blush.vch.ca](http://blush.vch.ca) to book a workshop

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#### ***RCMP Liaison Presentations***

- Cpl Paulo Arreaga
- CCst Daniel An
- Cst Madelyn Bams

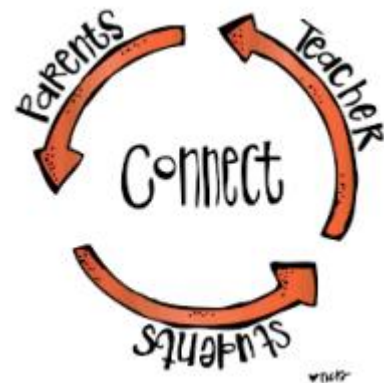


School Planning Sessions


- November 14 • Windsor Secondary • 3:45-6:00pm
- April 24 • Education Service Centre • 3:45-6:00pm



Teache



Cell Phones- "Away for the Day"



# AWAY FOR THE DAY

TOOLS FOR ACTION

ABOUTRESEARCHCOMMON PUSHBACKSPOLICIESVIDEOSPOSTERSPRESS

FROM THE MAKERS OF THE FILM SCREENAGERS and Screenagers NEXT CHAPTER

SCREENAGERS

MORE ABOUT SCREENAGERSBLOG

## Stop Phone Use In Schools

Research shows that kids and teens do better with phones away during school hours. This movement is giving you—parents, teachers, school leaders, and concerned individuals—tools so that you can go to your school and help institute policies where phones are put away.

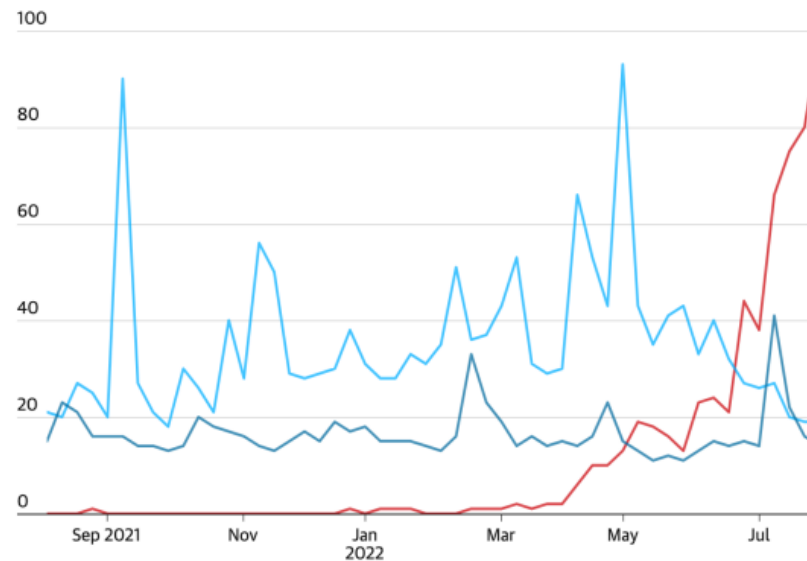
TAKE ACTION NOW

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### UK Google search interest in Andrew Tate has exceeded that of Kim Kardashian and Donald Trump

Index represents search interest relative to the highest point on the chart for a given period.  
100 = popularity for the term

■ Andrew Tate ■ Kim Kardashian ■ Donald Trump



#### **Andrew Tate**

- “Viewing such material at a young age can shape a child’s experiences and attitudes, resulting in further harm to women and girls in and out of school and online.”
- Tate’s rise also shows how TikTok’s algorithm is open to manipulation by bad actors, says Callum Hood, head of research at the Center for Countering Digital Hate “The dangerous thing is that it is very eye-catching content, and the TikTok algorithm in particular is so aggressive that you only need to pause for a few moments before it will begin to recommend similar content to you again and again.”

		<p><b><i>Jewish Parenting in an Age of Online Antisemitism (website: Facing History and Ourselves)</i></b></p> <ul style="list-style-type: none"> <li>• Antisemitism and other forms of racism and bigotry have a persistent and robust presence online. On TikTok alone, antisemitic comments increased 912 percent from 2020 to 2021. In the United States, 33% of Americans who responded to a 2021 ADL survey reported that they experienced identity-based harassment online. Such harassment can harm the mental health of those whose identities are targeted, making them feel fearful, anxious, and alone.</li> </ul> <p><b><i>Seycove Wishlist</i></b></p> <ul style="list-style-type: none"> <li>• Cafeteria / Multi-Purpose Room</li> <li>• round tables and chairs</li> <li>• updated presentation technology (large TV screens/projectors/sound)</li> <li>• Library</li> <li>• Update presentation technology (large TV screens/projectors/sound)</li> <li>• Update furniture</li> <li>• Gym</li> <li>• built in projector and sound system</li> <li>• new bleachers • Outdoor Learning</li> <li>• outdoor classroom</li> <li>• Student Workshops</li> </ul> <p><b><i>Pinnacle Pursuits</i></b></p> <ul style="list-style-type: none"> <li>• Targeted supports for the Gr 9 level</li> <li>• PLP and Main Stream</li> </ul>	
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		<ul style="list-style-type: none"> <li>Sarah had a meeting with them on Oct 10<sup>th</sup></li> </ul>	
<b>School Plan Discussion</b>		<p>-Parents Education Committee suggested by Tara Cree – Kim confirmed that there used to be on at Cove Cliff.</p> <p>-Last PAC meeting we talked about banning cell phones during class time, most teachers are on board.</p> <p>-Kara Guedes introduced Tanner Clarke who speaks to children in schools about the harmful effects of social media. Kara is to talk to other schools to see what interest there might be in having him come to NVSD to speak to schools about this on-going problem. Chris Rowan is a local speaker on the same subjects who lives in Sechelt and may be a better option to speak to parents. Link attached.</p> <p><a href="https://youtu.be/AkTzIHMi1rs">https://youtu.be/AkTzIHMi1rs</a></p> <p>Instagram @realtannerclark</p> <p>-Sarah is in the process of gathering speaker to talk to the school and social media and it's effects.</p>	ACTION:
<b>DPAC Report</b>	Julia Wagner	<p><b>NVPAC</b></p> <p>-Julia to send Tanner Clarke info to DPAC to find out interest.</p> <p>-Julia suggests updating bylaws and constitutions.</p> <p><b>-NVAPC Newsletter:</b> <a href="#">NVPAC Updates October 2023 (mailchi.mp)</a></p> <p><b>-NVPAC Registration:</b> Seycove PAC registered, now eligible for grant for \$75 BCCPAC fee (submitted by Carla)</p> <p><b>-PAC 101</b> (Wed Sep 27): slides available online  <a href="http://www.northvanpac.org/uploads/5/9/7/4/59745023/2023-09-27_pac101_for_dpac.pdf">http://www.northvanpac.org/uploads/5/9/7/4/59745023/2023-09-27_pac101_for_dpac.pdf</a></p>	

		<p>--NVPAC Draft Code of Conduct</p> <p>--<a href="#"><u>School Act</u></a>: rights and responsibilities of parents and students; recommended that parents read</p> <p>--purposes of PAC</p> <p>--Personal Information and Privacy Act (PIPA): “common sense” rules for collecting, using, and sharing personal information</p> <p>--Robert's Rule of Order: You can modify these or find another suitable process that encourages fairness and participation unless your bylaws state otherwise.</p> <p>--Social Media: Designate spokesperson, usually the Chair (this should be in your constitution and bylaws!)</p> <p>--Constitution &amp; Bylaws: A Constitution &amp; Bylaws is a living document and should be well known to the members, executive, partners, and others interested parties. BCCPAC suggests copies should be available at all meetings, posted in a conspicuous place, and included at the front of any manuals or guides frequently used by the membership or executive. BCCPAC recommends that PACs review their constitution and bylaws annually. It is important to involve your parent community members in creating and reviewing your council’s Constitution &amp; Bylaws. We strongly recommend that you make your bylaws available online in a searchable format (PDF is probably best)</p> <p>--Financial Accountability &amp; Bylaws</p> <p>--Elections</p> <p>--Top PAC Issues: Fundraising; level of parent participation/interest (in PAC); Getting back to normal after covid; Food insecurities; Creating a welcoming inclusive school environment for all kids; state &amp; safety of facilities; lack of arts within the schools</p> <p><b>-Meet &amp;Greet event Oct 18 6:30</b></p> <p>PAC Executives are invited to meet and liaise with other PAC Executives and Family of Schools group and key NVSD administrators, including District Principals</p> <p><a href="#"><u>Registration</u></a>: link in NVPAC newsletter</p>	
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		<p><b>-NVPAC committees for 2023-24</b>, meeting dates and links for more information and registration in NVPAC Newsletter: <a href="#">Anti-Racism Advisory Committee Registration</a>; <a href="#">Disability Advisory Committee</a>; <a href="#">Constitution &amp; Bylaws Committee</a></p> <p><b>-The White Hatter Internet Safety and Digital Literacy Virtual Presentations:</b> Advance registration required. Details in NVPAC Newsletter.</p> <p><b>WEDNESDAY NOVEMBER 22 (virtual) 6:30 pm - 7:30 pm</b>  <a href="#">Sharenting</a> - 75 min live presentation, includes Q&amp;A portion  <a href="#">REGISTER HERE</a> - REGISTRATION DEADLINE is November 20th at 9pm</p> <p><b>MONDAY, JANUARY 22 (virtual) 6:30 pm - 7:30 pm</b>  <a href="#">The Good of Social Media, Technology, and Teens</a> - 30 min live presentation, includes Q&amp;A portion. REGISTRATION LINK COMING SOON</p> <p><b>THURSDAY FEBRUARY 22 (vritual) 6:30 pm - 7:30 pm</b>  <a href="#">Monitoring, Filtering, and Tools for Parents &amp; Caregivers</a> - 75 min live presentation, includes Q&amp;A portion. REGISTRATION LINK COMING SOON</p> <p><b><a href="#">-British Columbia District Parents Advisory Councils: No Space for Hate in Our Schools</a></b> -September 20, 2023 - Signed by NVPAC  <i>As BC DPACs, we stand with our children, parents, and caregivers to support and recognize the diverse culture in our schools and our society. We believe SOGI inclusive education reflects diversity including the acknowledgment of multiple genders and sexualities, which plays a pivotal role in educating our students about the world they inhabit.</i></p> <p><b>BCCPAC</b>  <b>-BCCPAC Statement in support of SOGI:</b>  <a href="#">2023.09.20_Statement-SOGI.pdf (bccpac.bc.ca)</a></p>	
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		<p><i>BCCPAC believes it is time, alongside our community of District Parent Advisory Councils (DPACs) and Parent Advisory Councils (PACs), to publicly reaffirm our commitment to stand with Two Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Asexual, Pansexual and other students, educators, and family members who are members of the 2SLGBTQ+ community. ... BCCPAC, together with DPACs and PACs, will continue to work towards ensuring the children of this province are educated in an unbiased atmosphere, regardless of race, colour, religion, politics, family status, gender, sexual orientation, sexual identity or ability</i></p> <p><b>-BCCPAC Executive Director Announcement:</b> <a href="#">230929 - ED Announcement (bccpac.bc.ca)</a></p> <p><i>Tracy Humphreys, effective October 1st. Tracy brings a wealth of management experience to BCCPAC, having most recently served as the Executive Director of the BCEdAccess Society.</i></p> <p><b>-BCCPAC Workshops (free to D/PACS):</b> <a href="#">Workshops &amp; Request Form (bccpac.bc.ca)</a></p> <p><b>--PAC Constitution &amp; Bylaw Workshop - 90 minutes</b></p> <p><i>Learn how your PAC's Constitution &amp; Bylaws supports your PAC's governance and operations. Learn more about what some of the language means and how it might be applied. Specific examples and options for amendments (and how to amend the Bylaws) will be shared for consideration.</i></p> <p><b>--Conducting PAC Executive Elections - 45 minutes</b></p> <p><i>This session will review recommended best practices to ensure your PAC's election process runs efficiently. Information in this</i></p>	
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		<p><i>presentation must be used in conjunction with (ie. does not replace) the PAC's bylaws or existing policies.</i></p> <p><b>FUNDRAISING update Oct/23:</b></p> <p><b>TruEarth</b></p> <p>Clicks on Fundraising link: 154</p> <p>Sales 5</p> <p>Sales Amount \$576</p> <p>Earnings \$143</p> <p><b>FundScrip: PAC fundraiser started Dec/22</b> --&gt; is this still active?</p> <p><a href="https://www.fundscrip.com/retailers">https://www.fundscrip.com/retailers</a></p> <p><a href="https://www.fundscrip.com/support-a-group/KMW3EK">https://www.fundscrip.com/support-a-group/KMW3EK</a></p>	
<b>New Business</b>		<p>-Wendy – asked why there are no school dances. Sarah said we need to figure out community building ideas in all grades.</p> <p>Ailidh suggested square dancing in the gym after all assignments are over and closer to holidays and end of year as a way to get kids from going on phones. Good school bonding as it's all different grades.</p> <p>-Tara Cree – buy &amp; sell prom dresses on facebook.</p> <p>-School logo – credit to Gordon Dick and TWN for the updated logo.</p> <p>-Jen to give Sarah a list of new students so that we can give them</p>	<b>ACTION:</b>

		<p>t-shirts.</p> <p>Deep Cove Winter Market – Nov 18 with proceeds to the PAC</p> <ul style="list-style-type: none"> <li>• Seycove to provide parent and student volunteers.</li> <li>• Good trucks and over 60 vendors with a big focus on our land and local artisans.</li> </ul> <p>-We talked about a possible way to keep kids off phones during class once they've done their assignment. If a student is done their assignment before the bell rings, instead of going on their phone right away, ask the teacher to review the handed-in work and if necessary, send the work back to the student for further updates and corrections.</p> <p>-Thoughts on starting a Facebook Group for the Seycove PAC instead of the current Facebook page called Seycove Parents. That way, it can have a moderator to let people in or not and it strictly contains info regarding the PAC.</p> <p>-Cheri suggested we provide parents with a running list of current and possible upcoming fundraisers.</p> <p>AUCTION</p> <p>-40<sup>th</sup> Annual – March 9<sup>th</sup></p> <p>-raises money for scholarships and funds for the Seycove Family of schools (Sherwood Park, Cove Cliff and Dorothy Lynas.)</p> <p>-we need to organize a parent volunteer group, sponsorship and Acquisitions for Seycove.</p> <p>-Jen to get student volunteers.</p> <p>Patricia Houlihan – need to brain storm about how we can our school be more environmentally friendly and to email her with ideas.</p>	
<b>Adjourned</b>	<b>Approx: 9:06</b>		

Next PAC Meeting:	at 7pm
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**Attendees**

**Sarah Best**

**Lisa Stewart**

**Cheri Townsend**

**Julia Wagner**

**Carla Cove**

**Wendy Kennedy**

**Mary Roka**

**Kim Tattrie**

**Kara Guedes**

**Jeanette Schisler**

**Tara Cree**

**Annete Klein**

**Cherish Bryck**

**Jen**

**Ashley**

**Jacquie**

**Megan**

**Ailidh**

**Adrian Ramirez**

**Tree Cleland**

**Jennifer Eyton**