

Executive Committee
Sheri L: Chair, **Brad G:** Vice-Chair, **Erin M**
 (Treasurer/Secretary) **Chris P** (Member at Large), **Don**
K (Member at Large), **Kerri S** (Member-at-Large),
Megan F (Member at Large), **Tibor B** (Member at
 Large), **Valerie N** (Member at Large)

DPAC General Meeting Draft Minutes Tuesday January 21, 2020

What exactly is DPAC?

- DPAC stands for District Parent Advisory Council. We are the official parent voice for School District 73 (Kamloops/Thompson).
 - Each PAC is encouraged to elect 2 DPAC reps to attend our monthly meetings.
 - We elect an executive to conduct business between meetings, but our direction is determined by our members, just like at PACs.
- What is the role of DPAC?**
- Our mandate, according to the School Act, is to advise the Board of Education on any matter relating to education in the school district. We funnel parent input to decision-makers in our district.
 - We facilitate communication – we send a lot of information out to the PACs on upcoming events and programs that might interest them.
 - We provide training and education for parents, as well as opportunities for exchanging ideas. We host speakers and put on workshops and networking events.
 - We function as a resource for individual parents and PACs as they do their work at the school level.

1. Call to order at 6:34pm. Attendees: Erin M (Lloyd George), Tammy B (Arthur Stevenson/Westsyde Sec), Doug S (Beattie), Shauna S (Westsyde Elem), Barb H (Westsyde Elem), Laurel M (KTTA), Darcy M (KTTA), Vessy M (SD73), Valerie N (Westsyde Elem), Viva W (Pac Way), Chris P (Marion Schilling), Heather A (Juniper), Aaaa A (SSES), Melinda H (Arthur H), Katie C (Westmount), Sheri L (Brock), Tibor (Brock)

2. Presentation: Trauma Informed Practice. Vessy Mochikas, Director of Instruction. **A very big thank you to Director Mochikas, who presented "Trauma Informed Practice" when the original clinician was ill. See attached for a copy of this presentation.** This presentation covered

- What is Trauma
- Emotional Dysregulation
- Toxic stress
- The effects of developmental trauma
- Impacts on social functioning
- A path to calmer classrooms
- Creating Relationships
- The importance of teachers

Discussion: Has this information been distributed to teachers already? Yes, as part of professional development. SD is trying to train as many educators and support staff as possible to understand behaviours and how best to support students. **Comments:** This also applies to intergenerational trauma experienced by aboriginal peoples. **Note:** There is a trauma workshop coming up in February being put on by SD73. Many parents noted that the App is not sending out notifications. SD staff have been asked if the location of sessions can be added to upcoming information on the app, and if it is possible to push out notifications, since this feature has not been working recently.

3. **Presentation:** A review of Admin Procedure 110 PAC Non-Public Funds. *This was brought forward by the SD and Trustees as a reminder to PACs.*

- The Board of Education has looked at all P&Ps.
- One of them is the admin procedure 110 (available on the website).
- It outlines the role of the PAC (non-public funds). It goes through Procedures for distribution of PAC funds.
- As reminders: A school principal is not allowed to take over these funds, but should be consulted so that money is not doubled up.
- All funds raised by PAC should be placed in a separate account (separate from school funds and gaming funds).
- All transactions should have receipts and invoices.
- All accounts must have dual signing authority (parent executive) and there must be monthly financial reports presented at meetings.
- All of these are subject to review at the request of membership.
- All PAC funds are subject to review or audit.

Questions: Could we do a routine audit if one hasn't been done for a while? Ans: yes, but this isn't done by the SD so parents are responsible for organizing this through whatever means their PAC chooses.

How are charitable receipts given? The district is the holder of a charitable donation number. The schools and pacs are under the umbrella of the district. If there is a donation of over 25\$, we can get a charitable receipt through the district. This goes to Brenda McAllister (Charitable Donations). A tax receipt is then sent. This could be for donated items like gift certificates. If someone wants to donate a very large item, like a car, this has to go through a separate process (2 estimates) and then a charitable receipt is issued for the highest value. However, if it's just a donation of cash, there can't be a direction provided (it has to be given freely, not to be donated specifically to one child) and then get a receipt. However, if you want to donate \$100 to a particular program (like hot lunch program, or sports program) that is okay, but it can't be for one particular child, and there cannot be a kind of acknowledgement (no plaques or permanent structures). Donations that get tax receipts cannot get any kind of permanent advertising. There could be a simple thank you, but it would have to just be in a newsletter. SD73 Kamloops-Thompson is the holder of that particular charitable number. Question: How long does the whole process take to get the tax receipt? As long as the information is shared in an organized way (like Excel spreadsheet), it would be done a couple of times per year routinely.

4. **Review of the Agenda.** Adopted as submitted. (moved by Tibor, seconded by Chris). All in favour.

5. **Minutes from the Previous Meeting.** Moved by Heather. Seconded by Chris. All in favour. Adopted as submitted

6. **Old Business**

- a. *Digitizing communication.* Director Cassidy states that new equipment has been ordered. Conference calling capability is coming!
- b. *Catering company and PAC Lunch restrictions.* If you use Canuel you are limited to one PAC Hot Lunch per month. This is written in the contract and we do not have an ability to get around this at this point.
- c. *Bursary Committee Update.* (Brad G). No update.



d. BCCPAC: See attached update from Kerri, who sent regrets due to illness.

BCCPAC - Updates and upcoming information.

1. The Interim report required by the Ministry of Ed was submitted by December 31st, 2019. It included updates from our Spring conference and AGM as well as our DPAC Leadership Summit in the fall. Information that the Ministry requested from both conferences was submitted as well.
2. AGM and Conference is May 1st to 3rd, and there will be travel subsidies available. Hotel bookings and conference packages will be available soon.
3. February 28th is the deadline for the Parent Awards, these awards go to parents that have gone above and beyond. Last year I had the honour to help choose award recipients on the Awards Committee. Not many nominations were received, so if you know a PAC or DPAC member in good standing, that you want to nominate, please do.
4. February 28th is also when the deadline is for the BCCPAC Student bursary award of \$1000. This bursary is eligible for students of members' in good standing across the province. I read through 80 applicants last year, and the bursary went to an amazing individual from Kelowna SD23.
5. Ordinary Resolutions deadline is again, February 28th, SD73 DPAC is working on a resolution to put forward regarding school sprinklers across the province.
6. February 28th is the deadline for Nominations for the BCCPAC Board of Directors. Positions available are President, 2nd Vice-President, Secretary and two director positions. These are two-year terms and available mostly due to members having children age out (graduate). President Sinclair will be seeking re-election. All member PACs and DPACs in good standing can nominate an individual/s. This is an incredible opportunity for parent engagement and advocacy at the provincial level. I am the Committee Chair for the Nominations Committee, so if you have further questions, please email me at kerrischill@bccpac.bc.ca
7. All nomination and resolution forms, as well as additional information can be found on the BCCPAC website: bccpac.bc.ca
8. Meeting scheduled with Minister Simpson – Minister of Social Development & Poverty Reduction. His request to meet with BCCPAC on the Accessibility Act, Inclusion and some discussions around poverty.
9. BCCPAC has been asked for feedback for the Emergency Act by January 31st, 2020.
10. ***Aboriginal Engagement*** For the first time in BCCPAC history, we have been invited to speak on parent advocacy in Lillooet. On November 4th, BCCPAC was invited to Lillooet to speak with their 5 bands, consisting of members and parents from Cayoose Creek Band - Sekw'el'was, Bridge River Indian Band - Kwistien, T'it'q'et First Nation, Pavilion Indian Band - Ts'kw'aylaxw, Xaxlip, Seton Lake Band - Tsal'ah. The gathering went extremely well and BCCPAC has been invited to come back at a later date.
11. BCCPAC has been invited for the first time to speak at the FNESC (First Nations Education Steering Committee) on February 4th. BCCPAC has attended before, but this is the first time we have been invited to speak on parent advocacy.

FNESC has also asked BCCPAC for input for a FNESC Organization review and to meet with Charles Ungerleider. FNESC understands the importance of BCCPAC and parent advocacy at the provincial level.
12. BCCPAC has just been invited to speak for the first time at the Northern Aboriginal Conference. Not a lot of info at this point, but I will follow-up when I do.

BCCPAC Membership is important. These are just a few updates of the work BCCPAC does on behalf of all parents and students across BC. ALL VOICES MATTER.

Next General Meeting: Tuesday February 18 at 6:30pm. Education: Crohn's/Colitis



Comment from the floor based on Kerri's report: FNCS does not necessarily represent the individual aboriginal parent perspective.

- *BCCPAC Resolution: Fire Mitigation Plan.* Heather, Erin and Chris to meet and report back.
- *Resolution: Ensure Authentic Indigenous voice is reflected.* Valerie read aloud a first draft. More at the next meeting.
- *Spring AGM.* Coming up at the beginning of May.

e. Education for Parents:

- See attached schedule. DPAC will cover costs of light catering to encourage attendance at these free parent education sessions.
- Next DPAC meeting education session will be on supporting students with Crohn's and Colitis.
- Foodsafe. 3 spots left.

7. **New Business.**

a. DPAC Executive recruitment and AGM.

- Bylaws will be amended to reflect an October/Fall AGM rather than a Spring AGM. To be on the executive for DPAC you need to be a DPAC rep for your school. Most schools do their elections in the fall. To become better aligned with schools, DPAC Exec has postponed the normal April/May AGM by 3 meetings: (until October). As such, the current executive will remain in their positions until the AGM. At that AGM we will propose a bylaw change to reflect a Fall AGM rather than a spring AGM, and the members will have an opportunity to vote on that change.

-How to improve PAC Engagement: Discussion: How do we bring new people in and encourage them to get involved. Discussion: Provide childcare/provide food. We will look into whether we can make this happen. Note: Children are welcome to attend a DPAC meeting with their parents.

6. **Treasurer's Report.** See attached.

-Executive Committee has approved spending up to \$100 in General account money to pay for meeting coffee/snacks.

8. **Superintendent Report.** The board and district staff have been meeting with sun peaks to include grade 8 and 9. Currently school is K-7/ Next year we are looking at a k-9 school. Board and community met last night. There were about 60 people providing input and questions. There is an online consultation and the board will decide Mar 9. Location would be on the hill, but offsite from the K-7 school. It is exciting for that community to have a public school, and for the sd to have a school reflective of that community as well. We are also going through something unprecedented in district: several retirements midyear and a few principals to go on to district principals. Usually this happens in the spring, but currently this is happening for semester change. There have been several different placements and everyone is working to make transitions smooth for school community. *Discussion: nice to see that parents are being consulted (this happened at Brock as their principal is moving on). The consultation should reflect back in the staffing that is being put back in the school.*

Next General Meeting: Tuesday February 18 at 6:30pm. Education: Crohn's/Colitis



Kindergarten registration is coming up. School of choice night was on Jan 15th. There were over 100 parents despite the cold blizzard weather. School of choice enrollment is Jan 27 to 31. If there are more applications than spaces, there will be a random draw on the 3rd. BDO comes in and computer does this randomly. Parents are informed shortly thereafter and then parents can enroll in neighborhood school if they are on the waiting list a school of choice. Finally, December there was a public event on violence risk assessment. This is a partnership to ensure that student safety is first and foremost in everyone's mind. Training was put on by the district to principals and vice-principals on how to respond to threats. This ensures staff are prepared in the event of a threat in school. Two parent engagement nights coming up: February 6th is Trauma Informed Care with Dr. Linda O'Neill and Feb 27th is Vaping and Cannabis Use. Dr. Krank is an expert in all things vaping and cannabis.
Discussion: Please put these up on the facebook, Instagram, twitter and apps. Can children attend? They are welcome to attend, but separate childcare is not provided.

9. **Trustee Report.** From the board: At our last board meeting, the board saw a presentation on the Foundry Centre. Foundry is a one-stop shop for mental health services and for services for students ages 12-24. Kamloops is currently in the running for getting a Foundry centre. The board did write a letter of support. DPAC may want to consider writing a letter of support as well so that vulnerable students can access exactly what they need, when they need it at one place. It could be mental health, wellbeing, housing, substance or any other service they may need. Foundrybc.ca has more information. Letters of support should be submitted before January 31. At the December meeting, the long range facilities report was presented. We are currently projected to still be growing, 49 classrooms will be needed over the next 5 years at current estimate. Board didn't accept the report at that meeting. Board wants to discuss the best method for repurposing rooms/portables/etc. We need to examine what the best way to move forward is regarding space in our schools. We need to talk about the educational space planning and what that looks like now (compared to 50 years ago when most of our schools were built). The board will be asking these questions and seeking answers. *Discussion: most of the schools in Vancouver are "higher" rather than wider. Can we expand upwards rather than outwards (which is the way some of these schools are going?). Answer: most of our schools were designed to accommodate a second floor. However, the capital funding continues to be a limited factor. Note: There is now a "fly through" of Valleyview available on the school district website. Question: Legacy Grant: the first intake was in end of October. There were a number of applications approved, and others that got provisional approval. The next deadline is the end of March. The grant is up to \$10,000 for the project. Question: Monday's board meeting: will the new Long Range Facilities plan be on the agenda? Answer: Not sure. No agenda available until Thursday. Questions: Are parents engaged in answering "what does a school look like to you"? Answer: Last spring this project started, but it was paused in September. They will relook at it again in February.*

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District Parent

Advisory Council
SD 73

10. **KTТА Report.** What we do every year at the end of September is to look at every classroom in the district and the class size and composition. They address areas where need is seen and teachers are facing more difficulties. These issues are then brought to the district. This happens in September and again in the Second Semester (February) when the ministry designated students are accounted for.

11. **Other Correspondence.**

- a. Chad Klassen – Reporter: Project EDGE. DPAC was emailed by mr. Klassen regarding a follow up story he was doing for Project EDGE. We did respond in writing, but that did not make it into the piece. DPAC would still really like to see this presentation. The original concerns from May 2018 continue to exist as they have not been openly addressed and DPAC may elect to bring these forward again for a fresh look. *Questions: Can the district show this presentation to parents if the RCMP can't? Answer: We can look at this. Question: Has this presentation been approved by the SD? Answer: Yes, in that it is one in a multitude of perspectives on the issue.*

12. **Other business.** None.

13. **Adjournment**

Next DPAC Meetings


Tues Feb 18: DPAC General Meeting 6:30pm

Tues Apr 21: DPAC General Meeting 6:30pm

Tues May 19: DPAC General Meeting 6:30pm


Trauma Informed Practice

DPAC Presentation
January 21, 2020




What is Trauma?

- Psychological trauma is damage to the mind that occurs as a result of a distressing event. Trauma is often the result of an overwhelming amount of stress that exceeds one's ability to cope, or integrate the emotions involved with that experience.




Dysregulation

- Emotion Dysregulation may be thought of as the inability to manage the intensity and duration of negative emotions such as fear, sadness, or anger. If you are struggling with emotion regulation, an upsetting situation will bring about strongly felt emotions that are difficult to recover from.




The Many Paths to Dysregulation

- Traumatic Event
- Attachment Trauma
- Maternal Stress
- Fetal Development
- Brain Based Neurological Differences
- Toxic Stress




Toxic Stress

- Toxic stress occurs when no supportive caregivers are around to buffer a child's response to repeated negative experiences.
- Things that cause toxic stress may include abuse, neglect, parental addiction or mental illness, violence in or outside the home, and chaotic environments.



Adverse Childhood Experiences (ACES)

Felitti et al (1998) determined that certain experiences in childhood are linked to problematic medical, educational, psycho-social outcomes in adulthood



Three Categories of ACEs

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> Physical abuse Sexual abuse Emotional abuse | <ul style="list-style-type: none"> Physical neglect Emotional neglect | <ul style="list-style-type: none"> Intimate partner violence Mother treated violently Substance misuse within household Household mental illness Parental separation or divorce Incarcerated household member |
|---|---|---|

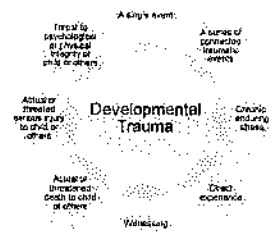


The New Path: Trauma Informed Practice

- **Developmental (Complex) Trauma:** multiple or chronic exposure to traumatic events that leads to dysregulation of several systems in the brain (particularly the stress response and limbic systems) – **TOXIC STRESS**
- These experiences significantly impact the way the brain is built and wired. (Earlier exposure generally leads to more regulation and relational problems)
- **Complex Children and Youth** are constantly living in Alarm, Fear or Terror – their "behaviours" are complex and creative adaptations to ensure their survival usually below their conscious awareness
- Our interventions and daily interactions need to be designed to change children's brains.



Developmental Trauma



The Effects of Developmental Trauma

1. Neurological and Biological Immaturity
2. Over active Stress Response
3. Emotional reactivity
4. Behavioural regulation
5. Attachment and relational distortion
6. Distorted Self-image
7. Cognitive and Language challenges

These problems are a failure of development (e.g. Like not learning to walk or speak)



Impacts of Trauma on Academic Performance

- **Reduced cognitive capacity** (actual delays/deficits and/or overall unavailability for learning)
- **Sleep disturbance** (causing poor concentration)
- **Difficulties with memory** (making learning harder)
- **Language delays** (reducing capacity for listening, understanding and expressing)



Impacts on Social Functioning:

- **Need for control** (causing conflict with teachers and other students)
- **Attachment difficulties** (making attachment to school problematic)
- **Poor peer relationships** (making school an unpleasant experience)
- **Unstable living situation** (reducing learning, and capacity to engage with school)



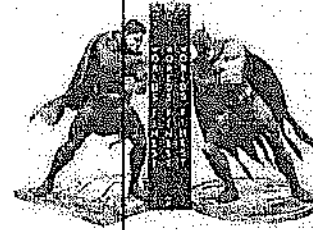
A Path to Calmer Classrooms

Understanding the experience of children and youth who have been abused, neglected & traumatized assists us to develop compassion, patience and empathy.

It is a key intervention in itself.



The Bookends of Trauma Informed Teaching: Fight Stress and Strengthen Relationships



Challenging Situations: Strategies and Interventions

When Children/Youth are becoming Dysregulated:

- DO:
 - Use a quiet voice
 - Demonstrate eye contact
 - Show confidence
 - Use clear simple directives
- DO NOT:
 - Show frustration and/or anxiety
 - Communicate from a distance without eye contact
 - Use complex, compound directives or ultimatums



Challenging Situations: Strategies and Interventions

When Children/Youth ARE Dysregulated:

- DO
 - Use slow sure physical "invited" touch
 - Use quiet, melodic words
 - Try singing, humming, and music
- DO NOT
 - Use a raised voice
 - Use a raised hand or shaking finger
 - Use an angry tone of voice – yelling, threats
 - Add to a sense of chaos in class

Important – Wait at least until the next day to address an escalation



General Principles for Calmer Classrooms: Repeated Patterned Sensory Input

- Patterned Activities that Regulate the Lower Brain
 - Rhythm/Drumming/Music
 - Reiki/Massage
 - Stretching/Yoga/Dancing
 - Rocking/Cuddling
 - Animal Interactions
 - Weighted Vests/Lap Snakes
- Interventions Based on Individual Needs



General Principles for Calmer Classrooms: Creating Relationships

- Regulation occurs best within the context of a caring relationship
- How does the child/youth approach relationships?
 - How does he or she feel about themselves? About others?
 - What does the child believe about the likelihood of his or needs getting met?
 - What about comfort with vulnerability and intimacy?
 - Boundaries?
- Provide the balance



General Principles for Calmer Classrooms

- Understand the child**
 - Understanding trauma and attachment difficulties brings compassion and empathy; understanding that the child may be developmentally younger than their chronological age will guide teaching practices
- Manage your own reactions**
 - Working with traumatised children can bring strong emotions, staying calm will help the child to calm themselves
- Use you need help with...**
 - Help children to comply with requests. Because they don't necessarily want to please adults, helping them comply will avoid power battles
- Structure and Consistency**
 - Traumatised children often have little internal structure and need firm boundaries, rules, expectations and consequences—applied with sensitivity



General Principles for Calmer Classrooms

- Time in, not time out**
 - Traumatised children experience time out as yet more rejection, increasing their feelings of shame and worthlessness, time in keeps them engaged in a relationship
- Connect**
 - Disassociative children, who are often quiet and compliant, need gentle and consistent attempts to connect with them
- Consequences, not punishment**
 - Use natural consequences that relate to the problem behaviour and are designed to repair damaged property or damaged relationships
- Structure choices to remain in control**
 - Offer choices with humour and creativity to avoid power battles, keep the child responding to your rather than allowing them to control the interaction



General Principles for Calmer Classrooms

- Acknowledge good decisions and choices**
 - Traumatised children often don't respond well to praise, but still need positive reinforcement for doing something well, comment on the job well done, rather than intrinsic characteristics
- Support parents and caregivers**
 - Get to know the parents or carers; keep up good communication and don't communicate through the child. Try to be understanding and compassionate; living with a child who has trauma and attachment difficulties can be very stressful
- Maintain your role**
 - Don't be tempted to move too far out of your role. These children need caring and competent teachers



The Importance of Teachers

Both research and wisdom show us that regardless of the adversity they face, if a child can develop and maintain a positive attachment to school, and gain an enthusiasm for learning, they will do so much better in their lives. The role of teachers in the lives of traumatised children cannot be underestimated.



Therefore...

- The role of the school and the teacher becomes to regulate the lower part of a child/youth's brain so it can become available for learning.
- There are two main ways to regulate the lower areas of the brain:
 - Relationships that go well
 - Repeated patterned sensory input



The Attachment System

- Humans are born wired for connection with primary caregivers to ensure their survival
- Our attachment system is a biological process through which we cue out caregivers to meet our needs particularly when we are hurt, distressed or ill
- An attuned and consistent response from a caregiver will help our brains and bodies grow and develop in a healthy manner. We will learn that we matter, are loved, can trust adults/relationships and develop the brain systems to effectively manage our thoughts, emotions and behaviours
- Our caregivers' main attachment function is to serve as a **SECURE BASE** and a **SAFE HAVEN** for us
- They need to be **BIGGER, STRONGER, WISER and KINDER**



Training and Education

- Dr. Linda O'Neill
- Kerri Petrie and Kathryn Gulley: CYMH
- School District Mental Health Clinicians
- School and Family Consultants
- Community Partners: CYMH, PEACE
- Parent Sessions:
 - Dr. Linda O'Neill
 - Monique Gray Smith



*Where do you want to go?
We'll get you there.*



KAMICOOP'S DPAC FINANCIAL REPORT - JANUARY 2020

Gaming Account	Details	Debit	Revenue	Balance
December 31, 2019	Monthly Plan Fee	\$1.95		\$811.66
January 7, 2020	FoodSafe (19" spot) Invoice 2058.20 Tommy Buddcke	\$90.00		\$721.56
January 13, 2020	Catering for "Screenagers" (approx.)	\$50.00		\$671.56
January 16, 2020	Catering for "Understanding Anxiety in Children" (approx.)	\$50.00		\$621.56
January 31, 2020	Monthly Plan Fee	\$1.95		\$619.61
Est. Balance - Jan 31, 2020				\$619.61

*Italics indicate that debit has not yet appeared on monthly bank statement/cheque still has not been cashed by payee.

General Account	Details	Debit	Revenue	Balance
December 31, 2019	Monthly Plan Fee	\$1.95		\$4,107.80
January 7, 2020	Reimbursement - Erin Mitchell BCEPAC Conference		\$298.67	\$4,406.47
January 31, 2020	Monthly Plan Fee	\$1.95		\$4,404.52
Est. Balance - Jan 31, 2020				\$4,404.52

*Italics indicate that debit has not yet appeared on monthly bank statement/cheque still has not been cashed by payee.

Bursary Account	Details	Debit	Revenue	Balance
December 31, 2019	Monthly interest credit		\$0.38	\$1,034.40
January 31, 2020	Monthly interest credit		\$0.38	\$1,034.78
Est. Balance - Jan 31, 2020				\$1,034.78

*Italics indicate that debit has not yet appeared on monthly bank statement/cheque still has not been cashed by payee.

GIC Accounts	Details	Debit	Revenue	Balance
January 31, 2020	1 year GIC, Matures November 18, 2020 - 1.5% or \$15.04 at maturity			\$1,000.00
January 31, 2020	18 month GIC, Mature May 17/21 - 1.95% at or \$102.56 at maturity			\$3,500.00
Balance - Jan 31, 2020				\$4,500.00

Est. Balance - Jan 31, 2020				\$10,558.91
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School District #73 Parent Engagement Sessions 2019-2020

September 23rd: Parenting in a Digital World (Safer Schools)

With society heading in a direction of being constantly connected to technology, what do we need to know as parents to protect our children and teach them responsible and appropriate use of technology? The parameters of rules and expectations that you put in place at home will undoubtedly guide their behaviour in the years to come. Please join us for an informative presentation which will cover the following topics and more!

October 24th: Navigating the Talk by Martha Solomon

This workshop, offered by Mosaic Sexual Health Education, helps participants develop comfort and confidence in approaching these topics with their children, no matter their age. This evening will provide parents and caregivers with strategies for healthy communication, tips on discussing sensitive issues, and help identifying personal and family values around issues of sexuality. 'Navigating the Talk' will help clarify what kids need to know and when, how to keep the lines of communication open and help you be the trusted adult that your child needs. Join us for a fun and informative evening!

November 5th: Out in Schools

In this 90-minute session, Out in Schools facilitators will take you from LGBTQ2S+ 101 through to understanding ways in which you can better support youth, strengthen your student's resilience, and broaden your understanding of this beautiful and diverse community. Since 2004, Out in Schools has provided educational workshops throughout the province of BC, using the powerful medium of films to dig deep into dialogue around best practices for creating a safer and more inclusive community.

January 13th: Screenagers (1.5 hours Documentary)

And award-winning film that probes into the vulnerable corners of family life and depicts messy struggles over social media, video games and academics. The film offers solutions on how we can help our kids navigate the digital world. (runtime about 67-minutes)

January 16th: Understanding Anxiety in Children

SD73 is presenting an evening parent workshop to provide information and basic tools to address the number one mental health concern in children, anxiety. Parenting an anxious child can be challenging. Having some understanding of anxiety, how it presents in children, and strategies that parents can use to help their child are pivotal to moving forward. This event is suitable for parents of children in elementary school.

February 6th: Trauma Informed Care with Dr. Linda O'Neill

Trauma informed practice is a systems approach designed to better support children and their families who may have experienced adverse events in their lives, particularly early events resulting in various clinical and non-clinical presentations within education, health and social services. Trauma informed practice does not require specific disclosure of trauma; rather it is a systems-wide lens focusing on safe practices and healthy relationships to assist with living lives less defined by traumatic experiences. Psychoeducational information on trauma effects based on the latest research in neurobiology, and safe, effective trauma counselling will be a focus of this training.

February 27th: New Trends and Information in Vaping and Cannabis Use

Dr. Krank's talk will focus on two emerging substance use issues facing youth today: vaping and cannabis legalization. The audience will learn about the emergence of vaping in particular the large amount of on-line advertising and misrepresentation aimed at youth. The use of flavoured vapes is uniquely attractive to youth. The truth is that vape juice often contains nicotine and sometimes other substances such as cannabis. The result is that there is now more nicotine being used by youth than at anytime in the past few decades. Research is showing that youth are generally unaware of the health risks associated with vaping and the addictive nature of the habit. In addition, youth appear to be unaware of the age-related risks of cannabis use. Dr. Krank will discuss the latest research showing these risks and suggest how parents can keep informed and help their children make healthier choices. Finally, Dr. Krank will offer an overview of evidence-based prevention programming aimed at reducing the risk of substance abuse in youth.

March 3rd: Keeping our Children Safe from Gangs with Safer Schools Together

British Columbia's gang landscape is vastly different from other jurisdictions. Children from all socio-economic backgrounds can be vulnerable to gang recruitment and involvement. Youth are being recruited in ways that our communities have never seen before. You will leave this presentation with a greater understanding of what you can do to prevent your child from getting involved in gang activity.

April 15th: Helping Teenagers who have Anxiety/Depression

SD73 is presenting an evening parent workshop to provide information and basic tools to address the number one mental health concern in children, anxiety. Parenting an anxious child can be challenging. Having some understanding of anxiety, how it presents in children, and strategies that parents can use to help their child are pivotal to moving forward. This event is suitable for parents of teenagers.

May 14th: Fostering Resiliency in Children and Youth with Monique Gray Smith

Monique Gray Smith is an inspiring international speaker, award winning author and sought after consultant. She is the author of the acclaimed educational resource: *The Ripple Effect of Resiliency: Strategies for Fostering Resiliency with Indigenous Children*. Monique will provide stories and examples of how to foster resiliency in our children and youth.

Session Details

All sessions will be held at the Henry Grube Education Centre in Room 1A/1B. All sessions will run from 6:30 pm to 8:00 pm with the exception of Screenagers, which will start at 6:00 pm. Light refreshments and snacks will be provided by the District Parent Advisory Council. Sessions are free, and available to all community members. There is no registration needed for any session.