



ACE·bc

ACE NOTES

A Feast Like No Other; Farm Visits Made Possible Thanks to Community Partners

Stone Soup is an old folk story in which a hungry visitor gets local people to share food by craftily combining their individual resources. The story is usually told as a lesson in cooperation and a clever way to build community by sharing resources.

Every fall at Bowen Island Community School (BICS) primary students make stone soup together. Inspired by the message of food sustainability and sharing as a way to build community, we, in our own fashion, created stone soup on a community-wide scale with the **Bowen Grows Community Feast** on Sept 25th, 2015. The Community School Association's *Bowen Grows Community Feast* was a healthy, nutritious no-charge feast made with local ingredients from twenty local growers, family gardeners and farmers. The feast tables presented a bounty appreciated by the full-range of our island's community as the 250 attendees ranged in age from babies to nonagenarians. People who moved to Bowen a few weeks ago sat and talked with islanders whose families have been on the island for four generations. What a night!



Participants adding themselves to the map.

From porches to farms, participants mapped out where the food from the feast came from and where we grow food on Bowen Island. The interactive map raised awareness about local food sustainability and what can be grown on Bowen. A few years ago, when asked what we (continued on page 4)



FALL 2015

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A Message from the ACEbc Board

*The world is full of challenges, but with those come opportunity,
and I'm an opportunist. ~ Homaro Cantu*

The start of every new school year brings with it new beginnings, new changes, and new challenges to be sure. This time of year can be very stressful as we try to adapt, manage, and deal with these changes.

The cliché is true: Change is inevitable. We all probably know this fact. Yet we are still often surprised and sometimes paralyzed by it. In his article, Three Ways the Best Leaders Deal with Change, author James Rosebush (businessinsider.com) gives three pieces of advice for not only dealing with change but actually thriving in it:

Recognize that change is a permanent fixture of our economy and our lives.

If we know that change is always around the corner, we don't need to live in fear. We need to welcome it, even encourage it. More importantly, smart leaders anticipate the conditions that will bring about change.

Listen carefully to catch the change behind the change.

Rosebush warns, "Be careful not to make a superficial translation of some trend only to be led down some dead end. Not all change is what it seems on the surface." Do you take the time to ponder the deeper implication of change? Do you discuss this with others to get different perspectives?

Impersonalize change.

We can often hear about change and begin to fear outcome. However, Rosebush gives some good advice on how to counter the fear that arises with change (i.e. cutbacks, new curriculum, restructuring), "I try to not be influenced by one speaker or leader. I attempt to think for myself and form my own opinions about change. Then I try to use it to my advantage and play a game to see if I can guess when and where it will appear next."

The ACEbc Board has also been discussing how to deal with and thrive in the face of changes to community education in BC. In particular, we have heard from many community school coordinators and community educators who are experiencing changes in their roles and/or changes in the structure of their community school model. Further, the board has begun to discuss how the government's redesigned curriculum will affect all schools, (continued on next page...)

A Message from the ACEbc Board (continued from page 2)

including community schools.

The ACEbc Board has dedicated significant time each meeting to address these issues so that we can be a better support to our members, be more effective in advocating for community education, and be a better resource for all those wanting to develop community schools/ education in their communities. We want to help you thrive and not just survive change.

I hope the articles in this issue of our newsletter inspire and demonstrate the many ways that community schools and community education are flourishing in the face of change.

Best wishes in your new school year.

Lawrence Ryan – President, ACEbc



2015-2016 ACEbc Board of Directors

Congratulations and thank you to the following individuals who have stepped forward to be a part of the ACEbc Board of Directors for 2015-2016:

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A FEAST LIKE NO OTHER (continued from cover)

could grow on Bowen the answer was 'kale and apples' but the list of what local gardeners of all ages grew for the Community Feast might surprise you: lemon cucumbers and English cucumbers, beans, herbs, pork, garlic, onions, three types of potatoes, leeks, four types of kale, lettuces, arugula, mizuna, mint, basil, radicchio, zucchini, kabocha, spaghetti, hubbard, acorn and other types of squash, eight types of heirloom apples, some peaches, a watermelon, six types of tomatoes, chili peppers, cabbage, carrots and more were grown and hand prepared in the BICS kitchen for the Community Feast. It was described as a feast like no other in a letter to The Undercurrent newspaper (click here for the link <http://bit.ly/1NeqxVC>).

The BICS Community School Association created the *Bowen Grows* Project and community feast as an island-wide experimental 'stone-soup' thanks to matching funding from the Smoothstones Foundation and addressing elements of the North Shore Food Charter (<http://www.tablematters.ca/tm-projects/north-shore-food-charter/>). BICS is a West Vancouver School and WVSD45 is part of the North Shore. The *Bowen Grows* Project ran a series of community talks and workshops, participated in the Farmers' Markets and worked with the many volunteers to plan, prepare and cook the *Bowen Grows Community Feast* which celebrated the year-long project.

Matt Matheson of Vine and Garden Catering is a youth cooking instructor, a parent, caterer and enthusiastic gardener with a passion for taking the freshest locally grown produce and creating fantastic, nutritious food. Matt was the talented multi-tasking energetic lead organizer of the *Bowen Grows* project which included the Community Learning Young Farmers

program which ran June-October and taught youth how to grow food, work at a Farmers' Market and how to create their own feast with the ingredients they grew. A Young Farmers Program is a great way to teach youth how to grow food, but also to keep a school garden growing over the summer months as the young farmers and their families committed to watering and tending the school's garden as part of the program.

At Bowen Island Community School we bring the community into our school and the school into the community, and so a few weeks after the Community Feast every class at BICS went on a field trip to see where the food from the feast and at the Farmers' Markets comes from. At two very different farm sites students saw a heritage farmhouse, barns, a new (continued on next page)



Helpers in the kitchen and community loaves donated by Artisan Loaves.



Farm visit with Rosie

A FEAST LIKE NO OTHER (continued from page 4)

commercial green house, a labyrinth and Retreat Centre, rows of food growing in a garden, as well as chickens, turkeys, horses, donkeys, sheep, a pig, rabbits and more. This farm visit field trip was funded by a grant from the Bowen Literacy Network through funds from a Knick Knack Nook Environmental Sustainability grant available for local projects. Seed to Plate school garden programs and farm to school visits are part of Bowen Island Community School's annual garden, food sustainability and community connections programs designed to connect to students and the community to Bowen Island's agriculture, heritage and health by promoting a deeper understanding of nutrition and how healthy, local food is grown. The annual school garden programs are also supported by the BICS Parent Advisory Council (PAC) and the BICS Community School Association (CSA).



As a Community School Coordinator I'd enthusiastically recommend that other community schools start, or continue to explore community garden and feast projects, and encourage schools to start small. Over eight years ago our school built a small edible garden and started growing lettuce and held one or two salad feast days in the classrooms. Over the years we have steadily grown the community's food literacy capacity until we felt we had the right amount of small successes and community momentum to launch this very large Community Feast as a pilot project. All of these projects are only possible thanks to the many community volunteers, committees, sponsors, idea-generators, farmers and gardeners of all ages who step up make these events happen in the community and in the community school; and just like with the creation of Stone Soup, when we put all the ingredients together we can collaborate to make a fantastic feast and keep this community growing in a positive direction!

Sarah Haxby is a Community School Coordinator at Bowen Island Community School.

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PLAY & LEARN SUMMER CAMP 2015



Every summer, the EMCS Society's Play & Learn Summer Camp helps children ages 6 to 9 overcome challenges with literacy. Students are tested at the beginning and end of the 4-week day camp to measure their reading, writing, and math skills. It is a play-based learning intervention model that, over the past 5 years, has maintained or improved the literacy skills of almost 120 local children in order to minimize the negative impact of summer learning fall-off. This year, for the first time, the camp has incorporated measurements for physical literacy as well.

The term 'physical literacy' is relatively new, gaining traction in literature in the early 1990s. Sedentary behaviour is the arch nemesis of physical literacy. The World Health Organization has identified physical inactivity as "the fourth leading risk factor for global mortality causing an estimated 3.2 million deaths globally". Just like traditional literacy (ABC, words, sentences), numeracy (123, fractions, equations), and music (do-re-mi, scale, score), physical literacy focuses on fundamental movements, sequences, and tasks. Canadian Sport for Life defines it as "the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life".

In the Play & Learn Summer Camp, this is achieved in the same way as the development of other literacy skills - through play-based learning that inspires a life-long enjoyment of the task. Developing self-confidence and enjoyment of all forms of literacy can help provide children with a meaningful, valuable, and entertaining alternative to screen time. (continued on next page)

The camp is run by teachers and summer students who are passionate about all forms of literacy. They provide a rich, play-based learning environment for the children, who are mostly from Aboriginal and/or low-income families. These children are identified by their school-based teams as having difficulties meeting grade level requirements. Aboriginal content is incorporated on a daily basis so that children can see local culture reflected in their learning. Elder Shirley Alphonse of the T'Sou-ke Nation has been involved in the camp each year, leading storytelling, drumming, and SENĆOŦEN language work with the children. The camp provides healthy snacks and lunches, takes children on weekly educational field trips, involves parents, and helps improve self-confidence and enjoyment in reading, writing, math, and physical literacy.

All children attended for free due to the generous support of the Rotary Club of Sooke, Andy's 2-for-1 Pizza, the Sooke Harbourside Lions, the Sooke Region Literacy Project, School District No. 62 (Sooke), TELUS, Coast Capital Savings, Vancity, the Pacific Institute for the Mathematical Sciences, and the Edith Lando Charitable Foundation. Thanks to these organizations, the 5th annual Play & Learn Summer Camp was a success yet again, with each tested participant improving their skills in all incorporated forms of literacy.



Submitted by Ebony Logins, Community School Coordinator and Athletic Director at the EMCS Society for School District No. 62 (Sooke). The EMCS Society is committed to providing life-long learning opportunities for people of all ages in the Sooke Region.

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What is happening in your community?

We would love to hear about it! To submit an article for our ACEbc newsletter, please contact:

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The next ACEbc newsletter will be in early 2016.



Get the latest updates and
join the conversation!

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PARTNERS COME TOGETHER TO PUT SURREY YOUTH TO WORK

REACH (RECREATION, EMPLOYMENT READINESS, AFTER-SCHOOL, CITIZENSHIP and HEALTH) is an employment readiness program that develops pro-social, sport & recreation skill development, leadership and employment skills for Grade 11/12 students.



certifications, into elementary afterschool programs. This phase create opportunity for students to gain volunteer experience which they can highlight in the next phase.

Phase 3: Students participate/engage in weekly afterschool

sessions focused on resume building, interview skills, mock interviews, job search/application, and further specific trainings/certifications.

REACH is funded in partnership with Coast Capital Savings and the Community Schools Partnership department in the Surrey School District. **In the summer of 2015, 35 REACH students were able to gain employment with the YMCA Summer Day Camps.**

The program is currently running at Princess Margaret, Guildford Park, Kwantlen Park, LA Matheson and Frank Hurt. These sessions will aid in preparing students for recreation and child/youth related jobs and careers through lessons delivered, and activities facilitated that focus around leadership, citizenship, recreation and health.

REACH operates in phases throughout the complete duration of the school year:

Phase 1: Students participate in weekly 2 hour afterschool sessions at their school where they engage in activities and discussions around such themes as: recreation, leadership, citizenship, and health.

Phase 2: Students participate in a volunteer practicum where they apply the knowledge and skills which they have gained from their weekly afterschool sessions and specific trainings/

Continuous Phase: Students are provided opportunities to take trainings and certification, free of cost, throughout the program on weekends and professional days.

Student Trainings & Certifications: High Five: Principles of Healthy Child Development, Standard First Aid (with CPR-C and AED Training), Fundamental Movement Skills, WorldHost Ambassadors, Food Safe, Public Speaking, Play It Fair.

Target Population: Grade 11 & 12 students that may face barriers in gaining employment after secondary school. Students that will receive benefit through both a prosocial program and no-cost trainings/certifications.

For more information, please contact Jeff Randhawa with Surrey's Community Schools Partnership Department at 778-772-3844 or via email at randhawa_j@surreyschools.ca.

HAPPY 100th BIRTHDAY GILMORE COMMUNITY SCHOOL



Gilmore Community School celebrated its 100th anniversary on October 1st & 2nd. Over 700 current and former students, staff, and parents attended the open house-style event. Guests reconnected with past acquaintances, enjoyed looking at student projects based on the 100 years theme, and enjoyed looking at all of the pictures and memorabilia on display about the life at Gilmore over the past 100 years.

The highlight of the anniversary celebration was when Griff Tilmont, grandson of Gilmore's first and longest standing principal, Stanley Griffiths (1915-1947), attended our celebration and donated to Gilmore School the original hand bell that his grandfather used every morning and afternoon to call students to class.

In 1915 the Burnaby School District opened a four-room brick building, called Gilmore Avenue School. It was named after Hugh B. Gilmour, an engineer, involved in the construction of large portions the CPR through the Rocky Mountains. He was also a Vancouver City Alderman and then a member of Provincial Parliament from 1901-1903. It was a municipal clerk who changed the spelling of the street and school to Gilmore, not realizing the historic link

with MPP Gilmour. Today Gilmore houses 370 students in Kindergarten through grade 7.

Gilmore Avenue School became Gilmore Community School in 1981 after the community members approached the school board to request a greater involvement in the school and in the wider use of the building. This was simply an official recognition of what was already happening between the school and the community. However, with the official designation came dedicated funding for a Community School Coordinator. The first coordinator was Jennifer Stoddart (1981-1984) and then Jerry Triggs (1984-1991).

We are very pleased that after 35 years as a community school, the school board and the community have worked hard to maintain the community school tradition.

For more information, please contact Lawrence Ryan, Community Coordinator at Gilmore Community School (and ACEbc President): Lawrence.Ryan@sd41.bc.ca.

GILMORE'S 100th BIRTHDAY PHOTO ALBUM



SEDIN'S OPEN CLUBHOUSE IN SURREY

Vancouver Canuck players Daniel and Henrik Sedin have brought together a team of community supporters to help at risk kids in Surrey develop leadership skills.

The famous hockey twins are helping to fund a new after-school program at three Surrey schools. The program provides an encouraging and nurturing environment for kids to build confidence and self-

esteem through social and emotional support as well as sport, art, peer mediation, leadership and academic learning. It allows students to try a wide variety of new activities; to develop new passions and interests; to consider new goals for their future; and, to develop increased independence that will support them inside and outside the classroom.

"That's what you want your kids to have, to have faith in themselves and to trust themselves. That is a big problem nowadays with kids," said Daniel Sedin. It offers skills development activities for students two days each week during the school year, as well as full-day programming during spring and summer breaks.

Students participating in Clubhouse 36 represent a diverse range of cultural, linguistic and ethnic backgrounds. All students participate at no cost to their families and are identified to participate by school-based staff.

"We want our kids to build that self-esteem and develop that resiliency. They all have incredible goals. It is our job to see if we can find ways to take down those obstacles and let them be successful," said Pat Horstead the Assistant Superintendent of the Surrey School District.

Clubhouse 36 is operated by Surrey Schools and the YMCA of Greater Vancouver. The program has been made possible with the support of the Sedin Family Foundation and Westland Insurance, as well as the Robert L. Conconi Foundation and Bosa Properties Foundation. Other donors include BMO and Canucks for Kids Fund.

For more information about Clubhouse 36 please contact Sukh Shergill with Surrey's Community-Schools Partnership Department at shergill_s@surreyschools.ca.

