

III. Reports & Updates - For information only, no discussion (20 mins)

1. Finance - Stephanie (in lieu of Amanda) - financial reports attached
 - Account Balances:
 - Chequing: \$15,938.40
 - Garden: \$90.49
 - Gaming: 2140.18
2. Development/Fundraising - Stephanie (in lieu of Amanda and Mindy)

Amanda is on it for gaming grant and applying for all sorts of extra funding next year, including potential funding to hire a Winter Faire Coordinator. She is working on putting proposals together.

 - a. Flower baskets have been ordered
 - i. Information in newsletter for ordering
3. Parent Enrichment - Cathy, Hazel
 - a. Mary Brian coming to do Eurythmy info session for parents, Friday April 21 7-8:30pm
 - b. Lesson is free, donations encouraged, hanging basket and a card decided on to acknowledge Mary's time
 - c. Reconciliation course attended by Hazel and Amanda
 - d. See Hazel's notes (attached)
 - i. Could help with land acknowledgement work.
 - e. Grade 1 teacher would like to do a workshop around Waldorf math
 - f. Robert McKay (current Chair of the Board of Rudolf Steiner College Canada offering to do in person presentation on Anthroposophical work to both parents ("Why Waldorf?") and Faculty ("Meditative Path") Topics open to suggestions based on wants and needs of the community. Mark McGivern facilitated this connection. May 26 & 27 proposed dates as that is when Robert is in town.
4. SES Board Report - Diana, Andrea
 - a. No update from Andrea or Diana
 - b. Next board meeting Monday April 17th
 - c. Rae gave an update:
 - i. Down another Board member as Vanessa Vogill moved back to the UK. Actively seeking more members.
 1. Does not need to be a current sunrise parent
 - ii. Bylaw work being facilitated by Rubeena
 - iii. Reporting going well
 - iv. Governance learning going on by board members.
5. Faculty Update - Sara Wilson
 - a. Kindergarten is great
 - i. Kids making felted eggs, teachers making little surprise chicks that will hatch out of them - exciting to watch the anticipation of the kids
 - ii. Notice students come together as a class so much from September to April
 - b. Open house for Preschool children to come and visit before going into Kindergarten.
 - c. Practicum students are in the school
 - i. Grade 5
 - ii. Grade 1 and preschool
 - iii. Grade 4

- d. Agreed on a calendar
 - i. Increasing instructional hours
 - 1. Less closure days
 - 2. Eating time changes
 - ii. Bringing in “Waldorf essentials” Handwork, Woodwork and Eurythmy
 - 1. Will allow for certain movement of instructional hours to be diverted to allow for funding increases.
 - a. Rae provided a technical explanation in which she explained the mechanism with the Ministry of Education, which allows for funding. She equated it to how religious schools fund religious classes.
 - iii. Earth Day will be the whole school doing some type of garden activity.
 - iv. Recess increases have been requested. Eats into instructional time. May not happen.
- 6. Festivals - Jenni
 - a. Entire school lunch in forest on April 21st 11-1
 - i. Welcome to bring garden tools to work at school
- 7. Garden - Stephanie (in lieu of Jasmine)
 - a. Seed fundraiser with available Baker Creek
 - b. Friday gardening volunteering after coffee.
- 8. Administration Update - Katherine
 - a. See attached email

IV. Questions for the Board (5 mins)

V. Motions

2st Reading: *The 2023 Pumpkin Path will be an event held by the whole school with each grade class responsible for 1 skit or story on the Path and the PA holding the overall organizational aspects of the event.*

Mover: Katie

Seconder: Sarah

Carried

VI. Hub Party and Potluck April 15

What is needed for support?

- Need help for serving it right for alcohol sales
 - Julian Bjornson
- Need help for selling tickets at the door
 - Stephanie Sayers
- Need help with talent handlers
- Need help with end of night tidy

Cash bar only **Need to remind people on Facebook.**
Non alcohol options available.

V. Mayfest Planning May 6 (10-2pm)

PA aspects: **Signup Genius being worked on by Stephanie. Cara working on a Facebook post for what needs to be met.**

- Flower crowns – Willow branches, flowers
 - Need volunteers to gather supplies.
 - Willow branches
 - Need to get in touch on Facebook group page to not cut your willow branches until right before Mayfest
- Food & Beverages (ideas **Wheelbarrow Salad, Popsicles**, mango on a stick, **popcorn and baked goods, Coffee/Tea, lemonade, popsicles**)
 - Encouragement of pack in pack out
 - Garbage
 - Plates, bowls, cutlery etc
 - Separate out the lines
 - Bakesale line
 - Drinks line
 - Salad line
 - Popsicle line
- Games – need someone to organize – Jenni bringing back to Alexis to ask for older grades to support with this
 - Three legged race, potato sack races, bean bag toss into happy clown.
- Vendors (select few from Sunrise community, plus students, kids vending area)
 - 10AM opening time
 - Faculty has agreed would like to keep it small 3-4 vendors
 - Jenni has reached out to vendors already
- Morris Dancers
 - 1015 – 1045
 - Second set later in the day
- Garden/PA table
 - Hanging baskets at PA table (if leftover or for pickup)

Jenni Update

- Shared a Steiner Quote
- Festivals should always include activities for the head, hand and heart.
- Provided a timeline of events for the day
- Alexis would like to use the big tents that are in the PA shed.
 - Unknown if the tents are good still.
 - Would the PA be willing to put them away if Alexis' group assembles them.
- Article in the Valley Voice around Mayfest
 - Jenni writing article
- Do we need a Health and safety plan? Yes

IX. Other business arising from minutes (5 mins)

- PA shed organization before Mayfest
- Nico Memorial April 22, 2pm at the Hub

Next PA meeting: May 3, 2023

Closing Of Meeting – School Verse (1 min)

To wonder at beauty, Stand guard over truth, Look up to the noble,
 Resolve on the good, This leads us truly, To purpose in living, To
 right in our doing, To peace in our feeling, To light in our
 thinking, And teaches us trust, In the workings of God, In all that
 there is, In the widths of the world, In the depths of the soul.

(Steiner's At the ringing of the Bells)

**Sunrise Waldorf Parent Association
Balance Sheet As at Feb 28, 2023**

ASSET

Current Assets

PA Cash Float Held by Treasurer		187.90
CC Main Account 100	16,971.84	
CC Garden Account 101	90.49	
CC Gaming Account 102	2,860.18	
Total Cash	19,922.51	
The Hub Deposit	100.00	
Deposit Held Misc	200.00	
Total Receivable	300.00	
Prepaid Expenses	80.76	
Project Funding in Progress		0.00
Total Current Assets	20,491.17	

TOTAL ASSET 20,491.17

LIABILITY

Current Liabilities

Accounts Payable	452.53
Total Current Liabilities	452.53

TOTAL LIABILITY 452.53

EQUITY

Retained Earnings

Retained Earnings - Previous Year	12,236.77
Current Earnings	7,801.87
Total Retained Earnings	20,038.64

TOTAL EQUITY 20,038.64

LIABILITIES AND EQUITY 20,491.17

Generated On: Mar 16, 2023

**Sunrise Waldorf Parent Association
Income Statement Feb 01, 2023 to Feb 17, 2023**

REVENUE

TOTAL REVENUE 0.00

EXPENSE

General & Administrative Expenses	
Parent Enrichment Expenses	630.00
Total General & Admin. Expenses	630.00

TOTAL EXPENSE 630.00

NET INCOME -630.00

Admin Report April 12 2023 (Katherine)

Enrollment: two students have joined since the spring break (Class 1 and 3)

Numbers are looking promising for next year. I still have space in kindergarten, but preK and classes 1,2 and 3 are full.

Enrollment committee meeting this Friday. Focus on upcoming events (Mayfest) and generating good vibes and outreach for current and future sunrise families.

Preschool have been granted the government early childhood funding. Tuition costs are being calculated – they will be lower now.

HR have posted several jobs on our website, including grades teacher, eurythmy and woodwork instructors (we are now able to hire people for certain positions (woodwork and Eurythmy, for example) that fall into a different category (Waldorf curriculum that falls outside the BC curriculum) without the full credentials. This will create more options in hiring.

Admin: Our calendar for next year is also finally finished after full faculty involvement throughout.

I have been revising and updating the Parent Handbook. I hope it to be ready for the new year.

The next few weeks are packed with class trips, plays, events, tours and other fun things. Keep your eyes on the newsletter so as not to miss these things.

Festivals – busy times

Earth Day Birthday Friday April 21

Periods 1 and 2

Picnic lunch all together on the big field with cake for each class to follow.

Classes 1 and 2 planting seeds, corn and squash. For their own classes and others

Class 3 making a cake for whole school – details tbc

Classes 4&5 mulching and filling beds and taking out bindweed in the orchard TBC)

Class 6 planting flowers in the mayfest garden (along the big field)

Classes 7 and 8 in the rose/memorial garden planting rose bushes

Parents are welcome to participate. A call-out for loan of tools or specific help may still come.

Alumni Day Friday May 5

The day is for Alumni to feel welcomed and celebrated at Sunrise. In the afternoon we will welcome former parents and staff as well. PA are encouraged to join for this portion – 3-4pm.

11:45 register and sign up for activities

12-1pm lunch (pizza and veggie snacks)

1-1:20 join recess

Periods 3 and 4 join activities

3-4pm Open House visiting time. Old and current teachers and staff and PA invited, tea and coffee, catchup

Mayfest May 6

10 – 2pm

Practice pole will go up ahead of time, big pole will be up in time for dress rehearsal on Friday. See Alexis for details. Alexis will give out dances.

Festival committee in collaboration with the PA are proposing the following:

Vendors – yes. No more than 5, directly connected with Sunrise

Student vendors approved, but no vending until after the dancing

PA may supply baked goods and drinks

We may have Morris Dancers again, or live music of some other source

PA are welcome to have craft table

PA and SWS Garden will share a fundraising/information table

Enrollment Committee will have a table

Board will have a table

Games (tug o' war) are welcome if someone wants to organise

Parents will provide flowers and vines for crowns

Families are encouraged to bring a picnic and a blanket.

Outside guests welcome

Parking: Markus will call the gravel pit down the road. Someone (me?) will let Blue Grouse know.
Jenni has done a write-up for Valley Voice

Recital – June 2

Reconciliation Through Education – UBC free online course (Hazel's report)

<https://pdce.educ.ubc.ca/reconciliation/>

Next offering May 2 – June 20

Parent Association Participants: Amanda Knapp and Hazel Whitehead

This document contains Hazel's favorite tid-bits from the course

The idea behind doing this course as parents was not that we would directly share the information from this course with our children. The information contained here and in the course is for adults. It seemed that the place to begin when thinking about reconciliation as it pertains to a school is to educate the adults. Once we are educated and are working through what our roles are in reconciliation we will be far more prepared to properly and appropriately introduce the subject to our children at the right time. This course both covered the history of colonization and some really interesting ideas about education drawn from aboriginal traditions.

1. Kitchen Table Dialogue from Reconciliation Canada - https://reconciliationcanada.ca/wp-content/uploads/2022/11/CommunityActionToolkit_KitchenTable_for-ind_Aug13.pdf
 - a. Very interesting format for a dialogue that could be used in an informal setting with teachers or parents or both to talk about Reconciliation
 - b. 3 hour guided discussion
2. Territorial Acknowledgement – Interesting information to reflect on. It seems important to think these things over and not just recite the same spiel at each occasion. The speaker, the audience, the land, and history should make each acknowledgement unique.
 - a. Native land Digital – Territory Acknowledgement - <https://native-land.ca/resources/territory-acknowledgement/>
 - i. “If we think of territorial acknowledgments as sites of potential disruption, they can be transformative acts that to some extent undo Indigenous erasure. I believe this is true as long as these acknowledgments discomfit both those speaking and hearing the words. The fact of Indigenous presence should force non-Indigenous peoples to confront their own place on these lands.” – Chelsea Vowel, Métis, [Beyond Territorial Acknowledgements](#)
 - ii. You may find it helpful to reflect on and research questions such a
 1. Why is this acknowledgement happening?

2. How does this acknowledgement relate to the event or work you are doing?
 3. What is the history of this territory? What are the impacts of colonialism here?
 4. What is your relationship to this territory? How did you come to be here?
3. Legacy of Hope Foundation – Residential School Survivor Stories - <https://collections.irshdc.ubc.ca/index.php/Gallery/28>
 1. These are stories from residential school survivors. They are definitely worth listening to. Please look after yourself when listening and reach out for support if you need it.
 4. First Peoples Principles of Learning – These principles are already in the BC curriculum and it seems important to revisit them. There is so much to think about in these nine principles. It is interesting to think in what ways Waldorf already embodies some of these things and what could be explored further. <https://www.fnesc.ca/first-peoples-principles-of-learning/>
 1. The Principles are as follows
 - i. Learning ultimately supports the well being of the self, the family, the community, the land, the spirits, and the ancestors.
 - ii. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
 - iii. Learning involves recognizing the consequences of one's actions.
 - iv. Learning involves generational roles and responsibilities.
 - v. Learning recognizes the role of Indigenous knowledge.
 - vi. Learning is embedded in memory, history, and story.
 - vii. Learning involves patience and time.
 - viii. Learning requires exploration of one's identity.
 - ix. Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.
 5. Book Club – The course posed the idea of doing Aboriginal book clubs as an act of reconciliation. I have learned so much from the fiction and non-fiction books I have read. A couple of their suggestions were as follows:
 1. The Absolutely True Diary of a Part-Time Indian – Sherman Alexie
 2. Indian Horse – Richard Wagamese
 6. Clever Apes: Nature and Human Nature by WBEZ – 8 minute podcast <https://beta.prx.org/stories/76311-clever-apes-nature-and-human-nature>
 1. Interesting podcast talking about the way we teach science to our children. Contrasting traditional aboriginal worldviews with a European view.
 2. Do children learn they are a part of nature or apart from it? Is being part of an ecosystem and being related to all things a foundational principle that they are taught early?
 3. Aboriginal children come to school with higher than average science but by 4th grade they are average and by 8th grade they are the lowest
 - i. We have to recognise and capitalise on that knowledge of the nature world that they come to school with

ii. Look at teaching science in a different way that brings in the kind of learning that happens in a traditional classroom

7. Cynthia Nicol – <https://youtu.be/8PSWnlte0Ec>

1. Very interesting talk about math as place based education. From the teachers it sounded like some of this was “very Waldorf”
2. Math providing way to form and build relationships learn about the community and the land and each other. Some examples are:

i. Working with shapes on totem poles

ii. Patterns with found objects on the beach, build their own patterns and ask each other to extend the patterns

iii. Bent wood box - figuring out how much wood you need and how many berries it would hold. Starting with questions related to place and nature and find the math in that rather than constructing unconnected circumstances for each mathematical concept

iv. Mapping a canoe and exploring the process of making it

v. Kindergarten – kids inside the clamshell made out of fabric, raven comes down and taps two to get out, how many are left? – Connecting stories with mathematics

3. Ask yourself in what ways your lesson:

i. Connects to place

ii. Builds relationships

iii. Is based in Inquiry

iv. Is based in Story

v. Is action oriented