



# PARKVIEW PTO

**General Membership Meeting Minutes**  
**Tuesday, March 12, 2019**

**Welcome everyone!** Please sign in (forms on tables). It's starting to feel like the end of the year is in sight. We have several PTO events on the horizon:

- Parkview Auction and Social on Thursday
- 5th Grade Celebration
- End of the Year BBQ

## **Announcements**

Ali Bonner shared information about the September 2019 **Bellingham Bay Marathon**. This year they will again allow relay teams to compete. Last year we had nearly 30 Parkview parents and teachers participate and it was a lot of fun. It's a great way to get motivated to exercise and set a good fitness example for our kids. There's an early registration discount if you have a team registered by the end of March. She passed out flyers with more information. Feel free to talk with her if you have questions.

Nyla Thursday from the district came to talk about the **Walking School Bus pilot project**. A WSB is similar to a regular school bus — it has a fixed route and stops to pick up students.

She is overseeing a pilot project funded by a grant from the Washington Traffic Safety Commission. The goal is to encourage more walking (and biking) to school along with greater safety. Parkview, Roosevelt, and Sunnyland will be pilots. Each route will have a walk leader, who will be vetted through the district's volunteer process. Each route will have fixed stops and other family members are encouraged to join the bus on its route.

If you are interested, get in touch with her, and use the volunteer registration process on the district's website. She will be providing some safety vests and crossing flags, and is interested in supporting other ideas, such as also picking up litter on Earth Day.

The WSB will start after spring break on and run on Fridays only.

Routes are not yet finalized, but Nyla handed out a flyer and some possible routes. If you have interest, please contact her. She knows there are existing groups that already do this, and if these can be formalized, it could also benefit other students close to the route.

### **Approval of Meeting Minutes**

Cindy drew attention to draft minutes on each table from both the November 2018 and January 2019 meetings. Our bylaws require a formal vote to approve them. After a couple minutes looking them over, one person moved to approve the minutes. Another person seconded. The minutes were approved with a unanimous voice vote.

### **Construction Update — Mylo**

The Ed Spec committee developing a design for the rebuild of Parkview has continued to meet. There have been some limiting factors — the section of Parks property next to our school has been more complicated than anticipated and a sewer line on school property was discovered (which can't be built over as it currently exists). Those problems are now resolved and current draft plans will be revised accordingly. He hopes that the Ed Spec committee will meet again before spring break to look over the revisions.

After the group reaches consensus on the site plan and floor plan, there will be a community meeting. Right now, he can say that the plan involves a 2-story building, an improved drop off/pick up area, and significantly more parking. The plan aims to have a community feel and not be sprawling. It also is intended to keep the connection with Cornwall Park that our school now enjoys. Look for information about the community meeting, likely in April. There will be opportunity to learn more and provide feedback.

After the plan is finalized based on community feedback, the next steps will be permitting, developing a construction schedule and putting out bids.

The timeline has been delayed as a result of these unanticipated site issues, but at this point we don't know what the actual effects will be. Permitting can be very quick or very slow. His best guess is that we will break ground within the next year. We should have a pretty clear construction timeline by the end of this school year. (And sometimes projects are completed ahead of schedule, like Sehome, which was completed 8 months ahead of schedule).

At next month's PTO meeting he expects to be able to share the site plan and floor plan. Cindy S. and Ali are both on the Ed Spec committee as well, if you have questions.

*Question:* On a related note, are there any updates on the boundary change issue that was discussed at our January meeting?

*Answer:* Nothing is finalized yet. The boundary committee has continued to meet and Mylo participates on that as well. There has been a lot of discussion of the "wedge" area west of Meridian. His impression is that this area will not change in the recommendation made to Dr. Baker. Columbia does not have room for additional students.

Although the group is not yet in consensus, there seems to be more traction to the proposals that keep all Parkview students together going to Whatcom Middle School. He believes that Proposal G has the greatest support.

The schedule is for the committee to provide a finalized proposal to Dr. Baker at the end of this current school year. Dr. Baker will solicit feedback for likely a full year before a final decision is made. There will not be any boundary changes before 2020.

*Question:* Is it possible that construction would start this summer?

*Answer:* it is possible, but less likely given the delays. Fall construction/breaking ground is tricky with wet weather, but until we are further along in the process, it's difficult to know. Regardless, he wants to be very intentional about when to start and what the school and neighborhood impacts will be.

### **Cornwall Park Neighborhood Association**

Jason Garat joined us. He's usually at the neighborhood meeting on the 2nd Tuesday of the month, so he doesn't come to the PTO meetings.

The Cornwall Park Neighborhood Association is similar to the PTO — it aims to build community, and work on shared interests and goals. He came here tonight to let us know about the group and remind us to keep the relationship open.

His work with the association doesn't go too far back in time, but others have been involved for years and gave him a list of school/association history. He listed a dozen things the association has promoted that benefit our school community. Here's a short sampling:

- Helped encourage creation of a safe bus loop by encouraging the city to purchase the last house on Cornwall and remove it for a bus loop.
- Funded new play equipment in Cornwall Park.

- Provided grants for murals.
- Contributed \$5000 for new play equipment for Parkview's 50th anniversary.
- Fought against a proposal to extend city street past Parkview all the way through to the hospital.

To learn more, visit [www.cornwallpark.org](http://www.cornwallpark.org) and keep the group in mind where we have shared interests.

### **Parkview Auction and Social**

Our 5th, or is it 6th, annual auction is coming up Thursday. It will be at the Depot Market from 5:30-8:00. It is open to all. An auction catalog was emailed to families and is also available on the PTO website. There will be a food truck and beer, wine, and root beer for sale. There will be a bake sale and kid's boutique with kid-made stuff (like slime) for purchase. There will also be a kids zone with some games.

We will have checkout that night, so winning bidders will pay and take their stuff home that night. Although cards will be accepted, cash or check is preferred, to eliminate processing fees. The parking area at the farmer's market is free after 5pm.

We could still use some volunteers, so let us know if you're interested.

### **Bullying in Our Schools — Aileen**

She would like to talk with us about bullying: how we define it, what we do about it as a school, and what we can do as adults (best practices).

As we define it, an act is considered bullying when it has these 3 elements:

1. Unwanted aggressive behavior,
2. A real or perceived power imbalance, and
3. Behavior is repeated or has the potential to be repeated.

When speaking with kids, we simplify this, but still discuss all the elements. We might say bullying is when someone is mean on purpose, the behavior is 1-sided and is repeated. She starts talking to kids about bullying from a young age, but doesn't get specific until the older grades.

There are various ways she talk to kids about this. 2nd graders had a "bully busters" poster contest. She and other staff also try to work from a positive side and talk about how to "fill someone's bucket" as a way to be thoughtful toward others.

If bullying is reported, families should know that every report is taken seriously. There are different responses. Mylo, Aileen, and Michelle Hess, the Assistant Principal, work together to determine who will interview students. The staff member works to learn whether the incident meets the bullying definition. That person also works to learn both sides and speak with bystanders. There are confidentiality laws that prohibit staff from sharing too many specifics with families, but they can say that action is happening. There is follow up, and the behavior should stop or staff action will continue to work to correct the problem.

If a kid has a consistent bullying behavior, staff works to figure out how to get the kid the support needed to change the behavior.

At elementary school we can use tools like Kelso's Choices, but these issues become more complicated as kids get older. Cyberbullying is a prime example.

Aileen teaches students to be empowered. Bystanders can help intervene if they witness a bullying situation. (The bystander idea is introduced in 2nd grade.) Studies show that bystanders have the most power to stop bullying. *Side note: if your kid tells you that he/she intervened when someone was being mean to someone else, you should have a family celebration! This is a huge step toward changing the culture and supporting safe schools.* Students also should be encouraged to talk with a trusted adult. Even if the adult doesn't have the power to stop the problem, adults can give comfort, support and advice. Never tell a child to ignore bullying.

For adults, Aileen shared a list of Do's and Don'ts.

Don't:

- Ignore it or think kids will work it out without adult help
- Immediately try to sort out the facts
- Force kids to report publicly
- Assume the kids involved need to talk together
- Make the kids involved apologize or work it out on the spot
- Call the act "bullying" while you are trying to figure out what happened
- Ask "why?"

Do:

- Stop the behavior immediately
- Empower and problem solve
- Listen without blaming
- Stay calm
- Reassure that your child has support and safety
- Talk the talk, Walk the walk
- Follow up

To support the kids involved adults can: Learn what's been going on and show you want to help. Kids who are bullied may have trouble talking about it. Assure the child that bullying is not their fault. Give advice about what to do. Work with the school to resolve the situation and protect the bullied child.

For follow up, check in regularly. Remind kids that bullying often doesn't stop overnight, but that you're committed to help, and remind your child that there is a team of people who care.

If your child reports bullying to you at home, communicate with the school. Every report is taken seriously and there will be follow up. Also, remind your child that a team is working to fix the problem.

*Question:* Playgrounds are staffed, but busy. If bullying happens on the playground, how would a student report it?

*Answer:* Students can talk to any trusted adult: Aileen, Mylo, a teacher, or whichever adult the student is comfortable addressing. Classrooms, or the playground may feel too public, but encourage the child to report it. This is true for bystanders as well.

*Question:* This may not rise to the level of bullying, but one parent related that her child is getting teased at lunch about eating the vegetables in his lunch. Now he doesn't want to have those in his lunch.

*Response:* Aileen encourages the family to talk about it. There's not an easy solution to this, but communicate with your child about it.

*Question:* The previous question sounds like a consistent problem of the type he would call "institutional bullying" where a kid figures out how to ostracize another kid and get away with it. What can parents do to help?

*Answer:* Talk with your child. Work to build confidence. This is one of the goals of the Social Emotional Learning curriculum implemented this year. If a school has a "tribal" feeling and kids are more connected to each other, this behavior is less likely, and less tolerated. Disconnected kids are easier to bully.

Help your student think about empathy. For younger students Aileen uses the ideas of a "warm fuzzy" feeling versus a "cold prickly" one. For older kids, the ideas of tolerance and compassion are appropriate.

If you have questions or want more information, feel free to contact her.

**Adjourn**