



**DPAC Summit Meeting
DRAFT MINUTES
Richmond, BC
August 16, 2014**

Our Vision: To improve public education for all students by including and supporting parents

BCCPAC Board Members in Attendance

Nicole Makohoniuk, President
John Puddifoot, 1st Vice President
Ayesha Haider, 2nd Vice President

Angie Carlyle, Director
Bonnie Krisher, Director
Darlene Campbell, Director

Tracy Wright, Director
Terry Berting, Past President

DPACs in Attendance

DPAC SD#05 Southeast Kootenay
DPAC SD#08 Kootenay Lake
DPAC SD#22 Vernon
DPAC SD#23 Central Okanagan
DPAC SD#28 Quesnel
DPAC SD#34 Abbotsford
DPAC SD#35 Langley
DPAC SD#36 Surrey (Skype)
DPAC SD#38 Richmond
DPAC SD#39 Vancouver

DPAC SD#41 Burnaby
DPAC SD#43 Coquitlam
DPAC SD#44 North Vancouver
DPAC SD#45 West Vancouver
DPAC SD#48 Sea to Sky
DPAC SD#50 Haida Gwaii
DPAC SD#57 Prince George
DPAC SD#59 Peace River South (Skype)
DPAC SD#61 Greater Victoria
DPAC SD#62 Sooke (SPEAC)

DPAC SD#63 Saanich
DPAC SD#64 Gulf Islands
DPAC SD#69 Qualicum
DPAC SD#71 Comox Valley
DPAC SD#72 Campbell River
DPAC SD#75 Mission
DPAC SD#79 Cowichan Valley
DPAC SD#73 Kamloops Thompson

Regrets

Susan Wilson, BCCPAC Treasurer, absent with permission

DPAC SD#68 Nanaimo-Ladysmith

The aim of the meeting is to create a more defined message and to provide that message to the membership, government and teachers.

Twenty-eight DPACs were represented at this meeting, covering parents of 81% of the student population.

Because the parties are polarised, there is an opportunity to inject the parent position of "students first". It was generally agreed that BCCPAC should not take sides. BCCPAC supports the children. BCCPAC's voice should be unique and distinct--it is the parents' voice.

The general consensus is that parents do not want to be involved in contract negotiations. They want to be involved in education issues. What affects children (education issues) should not be on the bargaining table.

How do we go forward if we don't have a legislated voice? BCCPAC is recognised as the voice of BC parents. Both parties are talking to the BCCPAC. BCCPAC's strength is empowering the parent voice in schools and representing parents to all partner groups. At this time parents have an increased voice at the provincial level and district level. There is an increased ability at this time to involve school trustees. There was a discussion held regarding supporting trustees.

Class size data, including graphs, are on the Ministry of Education website. Links will be provided to attendees.

UNEDITED AND UNAPPROVED. MAY NOT ACCURATELY REFLECT ACTUAL DISCUSSION. WILL HAVE ERRORS AND OMISSIONS.

The general agreement is that class composition is not an accurate way to negotiate a contract. The matter should be resources needed in the classroom to match resources to children. It is not about limiting who is allowed in the classroom. The current structure does not measure student needs properly. Each community has different needs. "Work load calculation" based on community socioeconomic realities may give a better indication. The system should be based on the needs of each child; build structure to reflect this need.

There needs to be new ways to analyse teacher workloads. How do we identify the learning conditions we want in our classrooms and allow teachers to quantify the workload? Is there an opportunity to separate these two issues?

The Griffin decision shows that the teachers' charter rights were violated. This can be context when we give the solution we come up with.

We may come across as wanting to remove something that the teachers fought for for so long. But that is what we are asking BCCPAC to present: to look at education in a different way and to fund it in a different way.

There should there be a change to the funding formula. Teachers could help with this analysis. The funding would need to be flexible enough so it can be access throughout the school year.

After today, if our position calls for funding, where will money come from? The media sometimes portrays BCTF as greedy. It is necessary to think of strategies and a response to properly present our position.

Discussion ensued on pilot projects that involve a district permitted to spend money as they see fit. Burnaby school district uses the response intervention model. It is a different process district to district. To move forward with that it needs to be determined what framework reflects ones community. To empower parents in the districts there needs to be a framework provided to them. Sometimes the trustees' voice is drowned out by opposing administrative voices. Parents could help to empower the elected trustees to run the district the way that trustees deem fit. President Makohoniuk stated that presentations to the BCSTEA trustees could occur in December on the value of parent involvement in the budgetary process.

Discussion occurred on how funding is currently reliant on labels or designations and concern was expressed that removing labels could result in loss of funding. There was consensus in the room that funding cannot be reduced.

The attendees completed group work to come up with short, medium, and long term goals.

Some long term goals, to be discussed in more length at a future provincial DPAC meeting, include:

- Alternative method of teacher assessment using resolution 2014.15 ongoing assessment of teachers
- Learning plans for all students (to help with class size/composition) (classroom resources)
- Long term parent partnerships where parents have power
- Long term education opportunities (BCCPAC)
- Expanding teacher skills
- Classroom resource fund
- Strategic planning

Some medium term goals suggested include:

- Bring together all parties (BCSTA, BCSSA, BCTF, BCPVPA, Ministry of Education, FNEESC (First Nations Education Steering Committee), etc.)
- Meet with relevant parties to discuss class size and composition (classroom resources)
- Meet with various partners to discuss education (ex: the trustees' association, the superintendents' association, principals, vice principals, CUPE, FNEESC, students.)

- The reputation of the BC education system is at stake (may affect international student enrollment)
- Create a solution that won't require revisiting every few years
- BCCPAC could provide resources for DPACs
- DPACs could meet with local partner groups
- Legislate back to work? Last resort? (Not at this time)
- Appropriate learning resources and conditions (create new phrasing)
- Advocating for learning conditions not to be part of contracts or negotiating

Some short term goals suggested include:

- Advocate for children to return to school September 2
 - To avoid open interpretation do not say ASAP
 - Don't use x, y, or z as a sticking point to continue negotiating, for example class composition and size
- Work on class funding model after children are back in school
- If the dispute continues, call for lock out to be lifted and strike stopped
- Partnerships, including with mediator Vince Ready
- Continue bargaining in private; don't negotiate in public
 - Children should not be exposed to the bargaining or the effects of bargaining
- Start our messaging with a positive tone
- Develop a coherent media message, such as, "appropriate learning conditions are every students' right. We need their maximum learning potential reached. We need to allocate resources to allow this."
 - changes to current funding model
 - Don't discuss the \$40
- Wording: Use "job action" instead of "strike" or "labour dispute"
- Reply to partner group letters
- Reframe the dialogue
- Provide the Ministry of Education with input on their website FAQ devoted to the labour situation, as the ministry has requested. The FAQ is about facts (ex: dates, timelines), not about heavy arguments, Attendees are invited to email suggestions to BCCPAC past president Mr. Berting. The Ministry website is good opportunity to position ourselves as a third party of reason
- Ask the parties at the table to negotiate and agree upon wages and benefits ASAP
- Classroom resource fund (working on next)
- Statements and Fact Sheets
- Press Release
- BCCPAC could provide information on why public education is important and why everyone needs to care about this issue
- Advocate for teacher assessment and support in the classroom
- DPACs and BCCPAC feelings on legislation of back to work?
- BCCPAC could provide factual information to parents

Should BCCPAC ask to be in the negotiating room as an observer representing the students? It was suggested no because BCCPAC will be used as a political tool. The trustees association has two listeners attending; BCPSEA is there on behalf of the board of trustees.

Some parents expressed that BCCPAC should have a voice in the negotiating room.

DPACs are connectors to the PACs and their local media. DPAC can share messaging, once it becomes available. A link to the Ministry website will be posted.

The difference in press release to be produced is that it is the first time all DPACs came together and agreed on backing the message.

A media message will be formulated. DPACs will receive the final copy shortly before it is released to media.

Attendees were asked to wait to share information until they receive it from BCCPAC. It was said earlier that day that they can take photos of the paper on the wall and share information off of the sheets.

The general consensus is that parents do not want to be involved in contract negotiations. They want to be involved in education issues. What affects children (education issues) should not be on the bargaining table.

USEFUL LINKS

School District Profiles:

<https://www.newsroom.gov.bc.ca/ministries/education/factsheets/factsheet-school-district-profiles.html>

Legal links:

<http://www.bced.gov.bc.ca/legislation/schoollaw/> and <http://www.bclaws.ca/>

Class Sizes, Teacher Stats, Reporting on K-12 etc: <http://www.bced.gov.bc.ca/reporting/province.php>

PISA results: http://cmec.ca/Publications/Lists/Publications/Attachments/318/PISA2012_CanadianReport_EN_Web.pdf

Other PISA info: <http://www.oecd.org/pisa/pisaproducts/>

Two Griffin Decisions: <http://www.canlii.org/en/bc/bcsc/doc/2011/2011bcsc469/2011bcsc469.html>

<http://www.courts.gov.bc.ca/jdb-txt/SC/14/01/2014BCSC0121cor1.htm>

The Wright Report on Teacher Bargaining: <http://www.labour.gov.bc.ca/pubs/teacher/teachers-final-report.pdf>

BCPSEA website on teacher bargaining: <http://www.bcpsea.bc.ca/bc-teachers/teacher-collective-bargaining.aspx>

District Statements of Financial Information (SOFI): <http://www.bced.gov.bc.ca/accountability/district/sofi/welcome.htm>

K-12 Funding Allocation System: <http://www.bced.gov.bc.ca/k12funding/welcome.htm>

Area Standards for School Construction: <http://www.bced.gov.bc.ca/capitalplanning/resources/areastandards.pdf>

The Moore Decision: <http://www.harrisco.com/resources/legal-news/843>

Independent school Information: http://www.bced.gov.bc.ca/independentschools/is_resources/welcome.htm#fund

School and District Contact Info: <http://www.bced.gov.bc.ca/apps/imcl/imclWeb/Home.do?district=039>

Capital Planning resources: <http://www.bced.gov.bc.ca/capitalplanning/resources/welcome.htm>

Student Achievement: <http://bcparentinfo.ca/student-achievement/>

Ministry Fact Sheet on Class Composition:

<http://www.newsroom.gov.bc.ca/ministries/factsheets/factsheet-class-composition-in-british-columbia.html>