



**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, 1<sup>st</sup> Vice President  
Ayesha Haider, 2<sup>nd</sup> 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.

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, FNESC (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, FNESC, 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](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](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>



## BC CONFEDERATION OF PARENT ADVISORY COUNCILS

Suite 200, 4170 Still Creek Drive, Burnaby, BC V5C 6C6  
Tel: (604) 687-4433 Toll free:1-866-529-4397 Fax: (604) 687-4488  
E-mail: [info@bccpac.bc.ca](mailto:info@bccpac.bc.ca)

---

### ADDENDUM

At the August 16, 2014 DPAC meeting in Richmond, BC, the PowerPoint presentation included numbers on special needs students, students and ratios to educators, class size, etc. which came from the ministry. Some members asked whether there were other statistics in addition to ministry statistics. The following information is related to BCTF statistics.

FTE Learning Specialist Teachers, 2001-02 to 2013-14: Change before and after the Learning Improvement Fund:

<http://bctf.ca/uploadedFiles/Public/Publications/ResearchReports/RR2014-03.pdf>

Changes in FTE Learning Specialist Teachers, 2001-02 to 2012-13:

<http://bctf.ca/uploadedFiles/Public/Publications/ResearchReports/RR2013-07.pdf>

Both of these are on the BCTF website's "Research reports" page, at

<http://bctf.ca/publications.aspx?id=5630>

Class composition 2013-14 update:

<http://bctf.ca/uploadedFiles/Public/Publications/FactSheets/ClassCompUpdate2013-14%20.pdf>

2012 BC education facts: <http://bctf.ca/uploadedFiles/Public/Publications/2012EdFacts.pdf>  
(BCTF is working on an update that will include 2013-14 data; check back to the "Factsheets" page once in a while to see if a revised document has been published).

Reminder: Data about the K-12 public education system can be found on the ministry website, here: <http://www.bced.gov.bc.ca/reporting/province.php>

The BCTF's brief to the Select Standing Committee on Finance and Government Services can be found at <http://bctf.ca/BriefsAndPositionPapers.aspx>. Here is a direct link:

<http://bctf.ca/uploadedFiles/Public/Publications/Briefs/EdFundingBrief2014.pdf> .



# BC Confederation of Parent Advisory Councils

## DPAC CHAIR SUMMIT

AUGUST 16, 2014

---

---

---

---

---

---

---

---

### Agenda for the Day

- 9:00 Opening Comments / Purpose of Meeting
- 9:30 Current Labour Dispute
- 10:00 Emerging Opportunities
- 10:30 Refreshment Break
- 10:45 Myths & Facts – Reviewing the Data
- 11:30 Reframing the Public Dialogue
- 12:00 Lunch
- 12:45 A New Vision for Resourcing Classrooms
- 2:45 Refreshment Break
- 3:00 Media Plan
- 4:00 Next Steps
- 5:00 Adjourn



---

---

---

---

---

---

---

---

### Current Labour Dispute

- ❖ Government's position.
- ❖ BCTF's position.
- ❖ What does September look like?
- ❖ Ongoing effects on the school environment and reputation.



---

---

---

---

---

---

---

---

## Emerging Opportunities

- ❖ Opportunity for a strong and respected parent voice.
- ❖ Opportunity to advocate for student rights.
- ❖ Opportunity to impact learning conditions.
- ❖ Opportunity for authentic parent/staff partnership.
- ❖ Opportunity to build a more positive school environment.




---

---

---

---

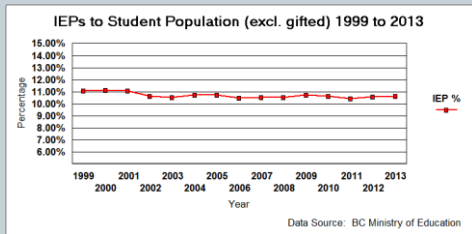
---

---

---

---

## Myths & Facts – IEPs Ratio




---

---

---

---

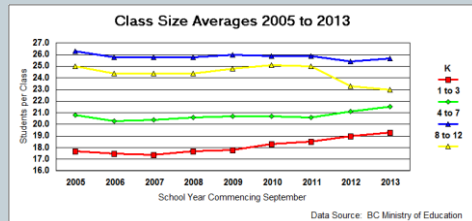
---

---

---

---

## Myths & Facts – Class Size Averages




---

---

---

---

---

---

---

---

## Myths & Facts – Staff / IEP Ratios

IEP Students per FTE Regular Instruction Teacher



Data Source: BC Ministry of Education

IEP Students per FTE Reg. Inst. Teacher (not incl gifted)



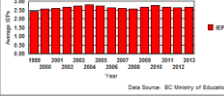
Data Source: BC Ministry of Education

IEP Students per FTE EAs (not incl gifted)



Data Source: BC Ministry of Education

IEP Students per FTE EAs (funded categories only)



Data Source: BC Ministry of Education




---

---

---

---

---

---

---

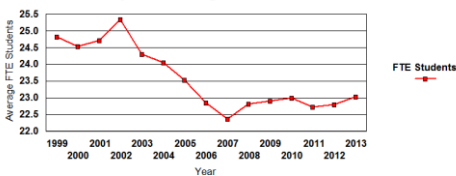
---

---

---

## Myths & Facts – Teacher / Student Ratios

FTE Students per FTE Regular Instruction Teacher



Data Source: BC Ministry of Education




---

---

---

---

---

---

---

---

---

---

## Myths & Facts – Griffin Decision

- [458] As reviewed in the Bill 28 Decision at paras. 283-290, class size and composition issues greatly impact the quality of a teacher’s working conditions and job stress. The more students in a class and the more students with special needs integrated without adequate assistance, the more before and after class planning and preparation and in-class student management is required by the teacher and the less time there is available for actually teaching.




---

---

---

---

---

---

---

---

---

---



## Myths & Facts – Griffin Decision

- [679] The outcome of this case means that teachers have once again had their right to collectively bargain over their working conditions restored. They have had certain language returned to their collective agreement retroactively. This does not guarantee that the language is clad in stone, as it can and likely will need to be the subject of ongoing collective bargaining.



---

---

---

---

---

---

---

---

## Reframing the Public Dialogue

- ❖ Move from responding to the positions of the Government and the BCTF to establishing ourselves as the primary advocates for students.
- Possible actions in the Process
  - Articulate clear positions about what we want for our children at school.
  - Advocate strongly for adequate resources for our children.
  - Be involved collaboratively in discussions and decisions about learning conditions.
  - Reinforce the position that parents are the natural advocates for their children.



---

---

---

---

---

---

---

---

## Reframing the Public Dialogue

- ❖ Move from defining groups of children (class composition) to defining services required.
- Possible actions in the Process
  - Articulate the principle that each and every student has the right to adequate services.
  - Develop a position paper explaining that allocating services based on types of students frequently leads to discrimination and segregation as well as leaving other unidentified students without adequate services.
  - Show the identified services required is a more effective process.



---

---

---

---

---

---

---

---

## Reframing the Public Dialogue

❖ Move from asking for more general funding to advocating for adequate protected resources for classrooms (classroom resources fund).

➤ Possible actions in the Process

- Show how the funding structure makes it extremely difficult to prevent cost pressures from ultimately impacting the classroom.
- Develop recommendations for a classroom funding model that provides protection and these cost pressures.
- Establish classroom resources and supports as our first funding priority.



---

---

---

---

---

---

---

---

## Reframing the Public Dialogue

❖ Move learning conditions from the bargaining table to the parent/staff partnership table.

➤ Possible actions in the Process

- Explain to our education partners that the key to student success is in using the combined expertise of parents and staff to establish appropriate learning conditions.
- Make recommendations on how to structure this process at the school, district and provincial levels.
- Advocate strongly for appropriate learning conditions for our children.



---

---

---

---

---

---

---

---

## Reframing the Public Dialogue

### Advocating for Student Rights

*"Parents are the natural advocates for their children."*

➤ **2006.20 Ensuring the Rights of All Students**

- *That BCCPAC advise all education partners that limiting the number of students in classrooms based on designations or labels is discriminatory and, as such, legislation or employee contracts must not contain wording that promotes or creates such limits.*

**Context of Resolution**

- *Every student has the right to benefit equally from the education system.*
- *Decisions need to be based on the unique needs of each student.*
- *Decisions based on group characteristics are inherently discriminatory.*
- *Meeting the needs of every student is a training and resource issue.*



---

---

---

---

---

---

---

---

## Reframing the Public Dialogue

### Advocating for Student Rights

*“Parents are the natural advocates for their children.”*

#### ➤ 2010.13 Advocating for Students’ Rights

- *That BCCPAC advocates for the rights of students in the public education system as the need arises with respect to systemic issues.*

#### Context of Resolution

- *This resolution sought to provide the BCCPAC Board with a general authority to act on emerging issues related to students’ rights.*



---

---

---

---

---

---

---

---

## Reframing the Public Dialogue

### Advocating for Student Rights

*“Parents are the natural advocates for their children.”*

#### ➤ 2010.14 Advocating for Equal Rights for Students

- *That BCCPAC advocates for the equal rights of students when other stakeholders in the public education system are exercising their own rights.*

#### Context of Resolution

- *When adults in the education system are exercising their rights we need to ensure that student rights are recognized, respected and given equal weight.*



---

---

---

---

---

---

---

---

## Reframing the Public Dialogue

### Advocating for Student Rights

*“Parents are the natural advocates for their children.”*

#### ➤ 2014.16 Accountability for School Related Associations

- *That BCCPAC advocates to ensure that all school related associations consult with parents on policy issues and that they have an appeals process that provides for the inclusion of parent representation.*

#### Context of Resolution

- *There are a number of organizations that provide school based activities for our children, sports being the most obvious one.*
- *These groups are currently not accountable to our school districts or to parents.*
- *Students need to have their rights protected through parent representation and organization accountability.*



---

---

---

---

---

---

---

---

## Reframing the Public Dialogue

### Advocating for Adequate Classroom Resources

#### ➤ 2014.8 New Public School Funding Model

- *That BCCPAC advocate for revisions to the public school funding model to ensure that student services and classroom supports are protected.*

#### Context of Resolution

- *Classroom resources are frequently the casualty of tight budgets.*
- *Cost increases from staff raises to hydro rates are not always followed by revenue increases.*
- *We need a model that will ensure that students get the classroom resources that they need.*



---

---

---

---

---

---

---

---

## Reframing the Public Dialogue

### Advocating for Adequate Classroom Resources

#### ➤ 2014.15 Expanded Basic Training and Professional Development for Teachers

- *That BCCPAC advocates for expanded training at Universities to better equip new teachers to teach to our diverse population.*
- *And be it further resolved that BCCPAC advocates for support and resources for classroom teachers to expand their professional skill sets with respect to teaching to diversity and managing student behaviors.*

#### Context of Resolution

- *Teachers in classrooms need to be supported to have not only general teaching skills but also specific skills appropriate to the current cohort of student.*
- *Students behaviours are most frequently a sign of unmet needs. Current research shows that the classroom environment, and practices can be modified to mitigate these behaviours and increase learning for all students.*



---

---

---

---

---

---

---

---

## Reframing the Public Dialogue

### Advocating for Learning Conditions *"Parents are their children's first educators"*

#### ➤ 2014.9 Defining and Advocating for Learning Conditions

- *That BCCPAC develops a functional definition for "learning conditions" and as a result of this information, BCCPAC actively seeks to be consulted by the Ministry of Education on issues related to learning conditions.*

#### Context of Resolution

- *The appropriate resources required to ensure each student's educational success is a learning condition.*
- *Appropriate learning conditions are a student's right and parents are the natural advocates in this regard.*
- *Collaboration between staff and parents is a critical process in developing appropriate learning conditions.*



---

---

---

---

---

---

---

---

## Reframing the Public Dialogue

**Advocating for Learning Conditions**  
*“Parents are their children’s first educators”*

### ➤ 2014.20 Support for the Draft Curriculum

- That BCCPAC supports the direction of the new draft curriculum as presented on the website: <https://curriculum.gov.bc.ca>

#### Context of Resolution

- The new curriculum seeks to address each student’s strengths and engage them in their learning.
- It proposes to go deep into subject matter rather than simply obtaining a broad base of information.
- It suggests the movement from providing information to assisting in analyzing the information for value and making connections across subject categories.
- It is focused on developing a set of competencies that will be effective in our future society.



---

---

---

---

---

---

---

---

## Classroom Resources Fund

*“to support and enhance learning conditions for all students”*

### ➤ Guiding Principles

- The fund must be a separate envelope protected from other cost pressures.
- The funds must be used to optimize the learning opportunities for the class.
- Each student’s strengths and challenges as well as the teacher’s skill set must be considered.
- The fund must be publicly accountable.



---

---

---

---

---

---

---

---

## Classroom Resources Fund

### ➤ Possible Uses

- Resources to support adaptations or modifications for specific students.
- Additional training for staff to support the unique learning needs of a specific classroom cohort.
- Minor changes to physical environment to make more conducive to learning.
- Supplemental EA support for classrooms.
- Supplemental in-classroom specialist services.



---

---

---

---

---

---

---

---

## Classroom Resources Fund

### ➤ Deployment

- Initial needs list, based on the developed framework, is prepared by teachers in consultation with students, parents and other involved staff.
- Reviewed by principal and revised, if necessary, through consultation.
- School budget requirements compiled and sent to district.
- District allocates funds with supporting rationale, identifies any shortfalls and advises Ministry for future budget allocations.



---

---

---

---

---

---

---

---

## Media Plan

- Media Releases
- Op/Ed articles
- Speaking points (for parent leaders)
- Website link to special page
- Support letters for publishing
- Press conference



---

---

---

---

---

---

---

---

## Building Support – The Players

- The Public
- PACs and DPACs
- Boards of Education
- Education Partners
- Special Interest Organizations
- MLAs



---

---

---

---

---

---

---

---

Thank you for attending.