

FALL 2016



# OUR VOICE

BC CONFEDERATION OF PARENT ADVISORY COUNCILS



## AUDAIN ART MUSEUM:

Proudly creates learning experiences based on the treasures found upon its walls

## SELF-REGULATION AND CHANGE:

Changes to practices that are so embedded in the culture of our schools and in our parenting

## ONE WITHOUT THE OTHER:

Educational reforms are happening on a global scale, including British Columbia

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Thank you to the BCCPAC Publications Committee for their hard work putting this edition of Our Voice together. Thanks to staff for their continued support of BCCPAC committees. Committee members who helped put this edition together are Cathy Jewett, Jocelyn Schonekess, Susan Wilson, Farah Shroff and Karen Nordquist.

## Who We Are

The B.C. Confederation of Parent Advisory Councils (BCCPAC) is recognized as the collective voice of parents regarding public school education in B.C. Every public school Parent Advisory Council (PAC) and District Parent Advisory Council (DPAC) in the province is eligible for membership. BCCPAC is a charitable non-profit organization registered under the B.C. Society Act.

One of BCCPAC's primary focuses this year is to ensure that our education system meets the learning needs of each student in a positive and respectful manner.

## Our Voice

Subscriptions to Our Voice are included with PAC and DPAC membership. If you are not a BCCPAC member but would like to subscribe to Our Voice please contact our office. To submit article ideas please email [info@bccpac.bc.ca](mailto:info@bccpac.bc.ca)

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# PRESIDENT'S MESSAGE

Our children deserve an education system that meets their individual needs in a positive and respectful manner. As parents, we must be respected as equal partners in education. This is the vision that was crafted at BCCPAC's Board retreat last June.

To achieve this vision, we must first set the table. We have developed a three point plan which will enable us to move our agenda forward.

We will build on the quality and credibility of parent voices by enhancing the profile of BCCPAC. This will be accomplished through frequent communication with members, ongoing public commentary on education, and advocacy for individuals and members. We must also work hard to ensure that there is parent representation wherever we believe it is warranted. Using our resolutions as our authority, we will develop papers on key topics such as the funding formula, student rights, discrimination, student safety and school culture. These will serve as a platform for ongoing advocacy.

Parent leadership could be defined as the combined strength of parent voices across the province. Parents must be more engaged if we hope to make real change in our education system. BCCPAC will make parent leadership a top priority in the coming year. We will develop a team of experienced parent leaders that can be called upon to provide assistance to our members when requested. We will use our events and communication systems to ensure that PACs and DPACs are well informed and have opportunities for networking.

Building collaborative relationships is the third point in our plan. We will engage with the Ministry of Education and work hard to be involved when an initiative is contemplated or when an issue is identified. We will find areas of mutual interest and participate in joint projects with various education partners.

We are in a time when change is not only possible, it is essential. Parents must be agents for change and partners in the decision-making processes.

Operationally, BCCPAC has adopted a portfolio structure which gives each director general responsibility in a given area of activity. The work performed under the facilitation of the director in charge might include one or more committees or working groups as required. This structure allows for flexibility and provides multiple opportunities for parent volunteers to participate. The portfolios may be altered by the Board at any time to meet current needs.

At present, the portfolios are Membership and Events; Management; Resolutions and Advocacy; Communications; Leadership Development; Governance Processes and Cultural Affairs.

On the personnel side, we also have some changes. Former Superintendent of Schools, John Gaipman joins us as our new Executive Director. John is a strong supporter of public education and a firm believer that parents must be integral partners in education if our children are to be well-served. In addition to bringing his professional expertise to BCCPAC, John will be a tremendous asset in our leadership development and advocacy work.

We have also hired a new Office Manager, Joanne Anderson. She will be the voice you hear when you call BCCPAC. Joanne has experience in a variety of office and business settings. Joanne enjoys interacting with people and has passionate optimism about the future of education in BC.

We also have numerous parent volunteers serving on committees and working groups. The numbers are increasing with past volunteers continuing and many new ones stepping up.

With a strong plan and plenty of parent participation, the year ahead looks very promising for BCCPAC.

Sincerely,

John Bird, BCCPAC President

## BCCPAC Board of Directors

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Shelley Courtney	SD 23 Central Okanagan
Karen Nordquist	SD 44 North Vancouver
Tracy Wright	SD 35 Langley

# MINISTER OF EDUCATION, MIKE BERNIER



Before the start of a school year, the Ministry of Education estimates the number of students in the province. This September, our public schools will welcome over 528,000 students back to classrooms. I always stop to think about that number, over half a million kids through Kindergarten to Grade 12. That's 528,000 desks, 528,000 pencils and 528,000 names during roll call!

That's also 528,000 students who are meeting new teachers and settling into their new grades.

The 2016/17 school year also marks Year Two of New Curriculum. This year, new curriculum for K-9 students will be fully implemented and draft curriculum will be available for Grades 10-12.

As the father of five, I know B.C. students are some of the best in the world, but our world is changing. Our new curriculum will help us remain global leaders. It teaches students the basics – reading, writing and arithmetic – in a way that connects them to collaboration, communication, and critical thinking skills so important after high school. These are the core skills universities, colleges, and employers tell us they are looking for.

One change is that the provincial exams will now be written in two subjects between Grades 10 and 12 – English and math. These are the core skills that cut across every subject – core skills that are key to success. These are the very same skills that universities and colleges look to during admissions. Though the provincial exams will no longer be used in science or social studies, there will be classroom-based exams and tests and projects to measure student progress.

While we call it “new” curriculum, innovation has been happening in our classrooms for years. Last year, I visited 23 districts. In every district, students were proud to share their work and accomplishments. For example, at Seaquam Secondary teacher Bryce Hamade turned an after school robotics club into an industrial

design course. Students learn to design, program and control their robots, while developing communication and teamwork skills. There are stories like this from all 60 districts.

Post-secondary education and training is a major step that can help our children succeed in life. Making it a bit more affordable and accessible is the reason we launched the \$1,200 B.C. Training and Education Savings Grant. Only one year after launch, more than 30,000 families have already applied. We also extended the eligibility to children born in 2006 or later.

The grant is available at financial institutions around the province, including TD Bank Group, BMO Bank of Montreal, Scotiabank, HSBC, RBC Royal Bank and BC credit unions.

There is no income level that has to be met to qualify for the grant and applying take three easy steps: obtain a Social Insurance Number for the eligible child, open a Registered Education Savings Plan at a participating financial institution, and apply for the grant. Families have three years to submit an application for the grant when their child becomes eligible. For a full list of participating financial institutions and to see if your child is eligible, visit [gov.bc.ca/BCTESG](http://gov.bc.ca/BCTESG).

Together, we can do more to make sure we get applications from the more than 200,000 children eligible for the grant this year. Your PAC can help connect parents and students by promoting the B.C. Training and Education Savings Grant in your school and community. To assist, we created promotional kits for all elementary school PACs that went out in your BCCPAC back to school package. You can contact Nicole Couture, the Ministry of Education's Director of Education Program Delivery, to order BCTESG promotional materials at [Nicole.Couture@gov.bc.ca](mailto:Nicole.Couture@gov.bc.ca) or (250) 415-2491

I want to thank all PAC parents for the vital role you play in our schools. You are the link between the classroom and learning that takes place at home. As we all gear up for our 2016/17 school year, I also want to thank each and every parent who take the time to enhance our schools, communities and lives of students.

# SELF-REGULATION AND CULTURAL CHANGE

*By John Bird  
John is the President of the BC Confederation of Parent Advisory Councils and an original member of the Greater Victoria School District 61 Self-Regulation First Wave team.*

is occurring at our First Wave lead school, Lakehill Elementary. Several students shared with me their increasing knowledge and understanding of self-regulation. Many of them clearly understood not only how to identify their own personal stress level, but also how to take action to return to a “ready for learning” state. If a student was clearly having some difficulty, he or she was “invited” by the teacher to analyze their situation and take the lead in determining a course of action. This process of facilitation reinforced the learning of self-regulation and clearly changed the actions of both the student and the teacher. And by the way, you might be interested to know that the students I visited were in Grade 3.

We must remember that self-regulation is not a program to be added to the duties that schools and families have already. It is a fundamental understanding of how we function or more importantly, how we can function more effectively. Utilizing this knowledge in our practices will make us better parents and teachers.

School and parent leaders must work collaboratively to engage staff and parents in this important work.

Self-Regulation is a term used to describe a body of neuroscience which has the potential to significantly impact how we teach and how we parent. It has recently attracted the attention of the BC Education System. First Wave teams, formed in six school districts to pioneer this transition, have for several years been working to initiate practices and processes that will assist students with attaining and maintaining a state of mind that is calm, alert and ready to learn.

As we learn more about self-regulation, it is becoming apparent that behaviour management techniques that are based on external control simply don't work, especially for children exhibiting more challenging behaviours. But, how do we support changes to practices that are so embedded not only in the culture of our schools but also in our parenting practices?

Culture can be defined as “how we do things around here.” It is a powerful force that receives formal and informal support to sustain its inertia. We know, however, that knowledge as fundamental as self-regulation has the potential to change how we do things. We must determine how to support these changes in a way that results in sustainable practice.

Culture is based on beliefs, values and patterns of behaviour. To change it, we must use our new found knowledge to challenge our beliefs and reinforce our core values by altering our patterns of behaviour. Changes of this magnitude require the understanding and support of the whole community including staff, students and parents.

Cultural change processes are most effective when they involve all participants in the redevelopment of a common understanding and shared vision. It is, therefore, critical that parents and teachers learn about self-regulation together to ensure that the resulting cultural changes are practiced both in our schools and in our homes. Students must be taught self-regulation and afforded the opportunity to take responsibility for their behaviours and their learning.

Stating that self-regulation is a game changer doesn't quite capture it. In my own district, I have observed some of the transformation that has and

*The Self-Regulation Matrix - Where neuroscience and education meet. Based on the work of Dr. Stuart Shanker Visit [www.self-regulation.ca](http://www.self-regulation.ca) for more information on this topic.*

Biological Emotional Cognitive Social Prosocial

# BCCPAC WELCOMES A NEW BOARD OF DIRECTORS IN 2016



**President, John Bird - SD 61 Victoria**

John has been involved in the school system for twenty-nine years and counting. He has spent twenty years coaching, has served as a director on six different PACs over thirteen years and has been part of the Victoria DPAC executive for fifteen years, nine of those as the president. He is profoundly passionate about educating children in a public system that ensures the success of every student. He believes that parents are grossly underrepresented in the decisions that are made about children in our schools and he wants to see this changed. He believes that parent leaders need to reach out to educators to share their expertise about children and their perspectives on education. "Parents are the primary advocates for children. BCCPAC must ensure that parents are involved and that their expertise is incorporated into all levels of decisions that affect our children's school experience."

Email [johnbird@bccpac.bc.ca](mailto:johnbird@bccpac.bc.ca)



**First Vice-President, Farah Shroff PhD - SD 39 Vancouver**

I am mother to 14 year old Arman and 17 year old Zubin, both of whom attend Sty Wet Tan /Point Grey Mini School in Vancouver. Our kids attended école Rose des Vents, Queen Elizabeth Annex, EBus, Jules Quesnel and Maple Grove Elementary Schools prior to high school. Like our kids, I grew up in Vancouver, attending public schools. My husband and I are keen to support high quality public education and have been involved in our boys' education since they were in kindergarten.

Email [farahshroff@bccpac.bc.ca](mailto:farahshroff@bccpac.bc.ca)



**Second Vice-President, Jen Mezei - SD 41 Burnaby**

Jen Mezei has been involved with PAC and DPAC for over a decade – five years as the Burnaby DPAC Chair. She has been a parent representative on Education, Special Education, LGBTQ, Advanced Learning and Policy committees. Jen is passionate about providing parents with the opportunity to provide meaningful and informed input. She believes that the sharing of information is necessary to build capacity within our PACs and DPACs and to strengthen the parent voice in the collaborative process. Jen has three children and works in the renewable energy sector. She is the 2010 winner of the BCCPAC George Matthews award for excellence in Parent Leadership.

Email [jenmezei@bccpac.bc.ca](mailto:jenmezei@bccpac.bc.ca)



**Secretary, Kendra Mann - SD 08 Kootenay Lake**

Kendra joined the board as Secretary in November 2014. She currently lives in Nelson with her family of 3 daughters in the K-12 system. Kendra works as an Assistant Manager in the customer service industry and volunteers around the community. She enjoys mentoring young girls as a Guide Leader and volunteers for the Cancer Society, PAC and DPAC. She looks forward to working with parents across the province to advocate for quality public education.

Email [kendramann@bccpac.bc.ca](mailto:kendramann@bccpac.bc.ca)



**Treasurer, Gord Byers - SD 33 Chilliwack**

As I start my second term as Treasurer I look forward to a busy year. The first term was a lot of learning (well, still learning). All of my kids have graduated except for one, who is going into Grade nine, so I have few more years to go. I am currently working for Shaw Cable servicing the Chilliwack area. I am still involved with Chilliwack Middle School PAC and have stepped down from the Chilliwack DPAC so I can focus more on provincial issues this coming year. I look forward to being that parent voice for BC.

Email [gordbyers@bccpac.bc.ca](mailto:gordbyers@bccpac.bc.ca)



**Director, Darlene Campbell - SD 57 Prince George**

Darlene is a First Nations parent of seven children, with one left in the public school system. Her 10 year old son has a dual diagnosis. As a director, Darlene's passion has been to represent the First Nation parents throughout BC. In her words, "I see BCCPAC as the body that can effectively drive the change for the betterment of our children in BC. I hope I bring fresh insight and knowledge while learning from those around me." Darlene was raised in the North and makes her home in Prince George.

Email [darlenecampbell@bccpac.bc.ca](mailto:darlenecampbell@bccpac.bc.ca)



**Director, Shelley Courtney - SD 23 Central Okanagan**

Shelley was elected as director at the 2015 BCCPAC AGM. She looks forward to consultations with the Ministry of Education and to sharing information with BCCPAC members, PACs and DPACs. Shelley is also president of the Central Okanagan Parent Advisory Council (COPAC), and she is the école Glenmore Elementary parent representative to COPAC. As well as being an active volunteer, Shelley works part-time at a local credit union. In her spare time she is an avid birder, and she hopes to pass on her love of nature to her two young girls.

Email [shelleycourtney@bccpac.bc.ca](mailto:shelleycourtney@bccpac.bc.ca)



**Director, Karen Nordquist - SD 44 North Vancouver**

Karen has two school age daughters and has been involved in multiple roles on her school and district PACs for six years. A primary focus of her work has been on student rights and their welfare at school. She believes that parents, as the natural advocates for their children, need a stronger voice in public education to ensure that each child is learning to the best of their abilities in a safe and healthy environment. In her first term on the BCCPAC Board, she looks forward to working toward the goal of true meaningful consultation and collaboration between Parents, the Ministry of Education and Educators for the benefit of all students in public education.

Email [karennordquist@bccpac.bc.ca](mailto:karennordquist@bccpac.bc.ca)



**Director, Tracy Wright - SD 35 Langley**

Tracy is excited to be starting her second term with the BCCPAC Board of Directors. She lives in Langley with her husband Craig and their 3 wonderful children. All three kids attended public school, and their eldest has graduated in 2014. Tracy also has a Bachelor's degree in Education with Music, Theatre, and History as her main teachable subjects. Besides having been involved with her children's school PAC(s) and the District PAC for over more than decade; she has also served on the boards of the Learning Disabilities Association (LDAFS) Fraser South chapter and Learning Disabilities Association of British Columbia (LDABC) prior to joining the BCCPAC Board in 2014. Tracy is excited to serve our membership for a second term and can't wait to see what we as an organisation accomplish for the parents of this province and their children.

Email [tracywright@bccpac.bc.ca](mailto:tracywright@bccpac.bc.ca)



**Executive Director John Gauptman**

John has been in public education for 37 years. For the past fourteen years, he has been Superintendent of Schools; twelve of which were with the Victoria School District and two with the New Westminster School District. John is married with two daughters and one granddaughter. John is excited to be the new Executive Director of BCCPAC. It is his hope, through his vast experience in public education, he will be able to support the causes of BCCPAC.

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# HOW THE BC TEACHERS' COUNCIL SUPPORTS BC EDUCATION

No other profession spends as much time with children as teachers. We entrust our children to the care of teachers for up to seven hours a day, five days a week, forty weeks a year, for thirteen years. This powerful interaction has a huge impact on children's intellectual, emotional and physical development.

BC's teacher regulatory structure works to ensure that certificate holders – who include teachers, principals, directors and superintendents in the public and independent school system – are well-educated and prepared for their important work with our children and for the responsibility they share with parents to raise strong, healthy and informed citizens.

The current system for teacher certification, regulation and discipline came into force on January 9, 2012 with the implementation of the Teachers Act. The BC College of Teachers was replaced with the Teacher Regulation Branch (TRB), part of the Ministry of Education. The TRB supports the regulatory structure that ensures that educators in all K-12 schools in BC meet and maintain the standards of competence and conduct required to keep students safe and build public trust and confidence in BC teachers.

The current structure consists of the Director of Certification, the Commissioner for Teacher Regulation, the BC Teachers' Council, the Disciplinary and Professional Conduct Board, and the Independent School Teaching Certificate Standards Committee. Under the previous BC College of Teachers, each of these functions was overseen by the College. Under the new structure, the Teachers' Council is responsible for creating and reviewing the standards for both educators and teacher education programs in BC. Enforcement, regulation, and certification of educators is now handled by independent bodies within the structure of the Teacher Regulation Branch. The BC Teachers' Council (BCTC) receives its mandate from section 10 and 13 of the Teachers Act. The BCTC consists of 16 elected and appointed members from education stakeholder groups throughout the province.

There are currently eight standards educators must meet to be eligible to teach in BC. These are unchanged from the prior standards set by the College.

1. Educators value and care for all students and act in their best interests.
2. Educators are role models who act ethically and honestly.

*By Susan Wilson*

*Susan is a former BCCPAC Board member and was appointed to the BCTC in April 2016.*

3. Educators understand and apply knowledge of student growth and development.
  4. Educators value the involvement and support of parents, guardians, families and communities in schools.
  5. Educators implement effective practices in areas of classroom management, planning, instruction, assessment, evaluation and reporting.
  6. Educators have a broad knowledge base and understand the subject areas they teach.
  7. Educators engage in career-long learning.
  8. Educators contribute to the profession.
- For additional explanations of these standards, including definitions of terms, please visit: <https://www.bcteacherregulation.ca/Standards/StandardsDevelopment.aspx>

The BCTC work plan for 2016-17 includes:

- Continue the review of the Standards for Educators in BC
- Analysis and strategic release of the data from the New Teacher Survey
- Establish and implement an Interim Teacher Education Program Review Process
- Establish a formal review process for teacher education program
- Develop and implement a BCTC communication plan
- Review BCTC policies, procedures and meeting rules

In addition to these items, the BCTC routinely receives updates from TRB outreach and certification unit activities. The BCTC also provides input to the First Nations Education Steering Committee (FNESC) and most recently the French Language Advisory Committee.

Regulation and enforcement of the standards is the role of the Commissioner for Teacher Regulation. This position is currently held by retired Supreme Court Judge Commissioner Bruce Preston. The Commissioner receives submitted complaints about teacher conduct related to possible breaches of the standards. The source of these complaints can be individuals, schools, Boards of Education, and/or other educators. The Commissioner

may also launch independent investigations based on media reports or other sources. On the completion of an investigation where warranted, the Commissioner may initiate disciplinary action. Each year the Commissioner issues a report to the BCTC on his activities from the previous year. The current report can be found on the TRB's website <https://www.bcteacherregulation.ca>.

The outcomes of recent disciplinary actions and a database of previous disciplinary decisions can also be found on the TRB website.

The Teachers Act sets up a Disciplinary and Professional Conduct Board (DPCB) which provides the Commissioner with a group of individuals who can serve on Disciplinary Hearing Panels. The composition of the Disciplinary Hearing Panels is made by the Commissioner for each case that proceeds to a hearing. The Commissioner pulls panelists from the DPCB — a pool of nine members from the BCTC — and may also appoint members of a public hearing panel pool to a sit on hearing panels as appropriate. The public hearing panel pool, comprised of eight members who are appointed following a public invitation for application, provides input from persons outside the school system to strengthen public confidence in the hearing process. Parents living in BC may apply for inclusion in the Hearing Panel roster, which forms the hearing panel pool. Parents from this Pool who are chosen to serve on a panel will have expenses, such as travel and meals during

hearing panel proceedings, reimbursed based on government policy. More information on how you can apply to be included in the public hearing panel pool can be found on the TRB website.

Given that the work of the teaching profession in BC is ever evolving, the BCTC is working to ensure that teacher education programs continue to prepare new teachers with the relevant skills and knowledge to be successful in the profession. It is the BCTC's desire to ensure that the standards for the education, competence and professional conduct of educators in BC accurately reflect the multifaceted and critically important work of educators in the 21<sup>st</sup> century.

The TRB has developed workshops that will help to educate participants about the standards for educators in British Columbia. The workshops are geared mainly towards those who already have a teaching certificate or for those who are applying for a teaching certificate, and can be amended to accommodate PACs or DPACs upon request. Please contact the TRB if your PAC or DPAC is interested in learning more about these workshops.



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# Get Ready to Shake Out.



**October 20, 10:20 a.m.**



Register at

[www.ShakeOutBC.ca](http://www.ShakeOutBC.ca)



## 2016 BCCPAC EDUCATION AWARD WINNER MICAH MAY



*The BCCPAC Educational Award honours Ona Mae Roy, President of the B.C. Home and School and Parent Federation (now BCCPAC) from 1978-1980*

Micah May is this year's recipient of the 2016 BCCPAC Education Award. Micah graduated from LV Rogers Secondary School in Nelson and will be attending the University of Northern BC to achieve a degree in Environmental Engineering. Below is an excerpt of his essay: "The Value of Parent Involvement in Education."

"While teachers and administrators work hard, parents can bring a broader range of perspectives, experiences and skills to the school community. As a result, parents bring innovation and energy that adds value to the public school experience. As an engaged parent, my Mother worked with teachers to create experiential learning opportunities for myself and as many students around me as possible, such as field trips and workshops with local authors and artists. As a member or Chair of the PAC, she advocated for all of us and addressed gaps in the system. This was especially important for students

whose parents could not be involved, for whatever reasons. It takes a community to raise a child and to have healthy public schools.

"Parent involvement helps blur the lines between learning that happens at school and through other aspects of a student's life, which empowers us to take responsibility for our education. Rather than school being something separate that is forced on us and we must endure, it becomes an opportunity within the broader context of our lives, which we can help shape to meet our needs. Parents are the conduits that help us bring the best of our broader experiences into our school and, conversely the best of our school experience into other aspects of our lives. Working with various PACs, my Mother helped schools partner with many community organizations, businesses and leaders to dissolve the boundaries of the school grounds and help schools be part of the bigger community effort to educate youth."

## 2016 GEORGE MATTHEWS AWARD WINNER SERENA TRACHTA

*The George Matthews Award for Excellence in Parent Leadership was created to honour George Edwin Matthews (1941-2001) who provided unwavering support of parents in education throughout his years as Ministry of Education Liaison with BCCPAC.*

Here is an excerpt from Serena's nomination: "Serena has kindled involvement unlike anything we have experienced before at all levels of school, district and community. Her ability to stay organized, focused and resolute on projects and educational causes inspires and energizes others to follow suit. The energy that goes into all she does drags along the rest of us in her wake. Her focus has ranged from inclusive playground design, funding and construction to a broad range of curricular and non-curricular interests. She has lent her professional expertise as a practicing architect in critiquing SD40 {New Westminster} capital projects, liaising with district administration and construction management, and trying to get the best possible facilities for our children and community.

any forum on matters affecting our children's education.

"A stellar example of Serena's leadership was the school spring event that grew to become the Qayqayt Howl and Tipperary Park Music Festival. I doubt anyone has attended an elementary school function on the scale of that family friendly community event. She pulled us through 5 months of endless planning, excruciating anxiety and plain hard work. The result was spectacular – there was a palpable glow afterwards that was indescribable. And who else can inspire a superintendent to flip burgers for 6 hours? We didn't think at our age our time would be so enmeshed in school PACs.

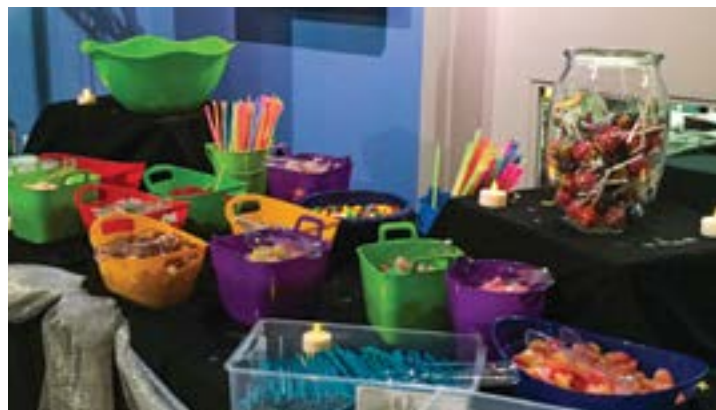
"The blame can be mightily aimed at Serena. For which we can't thank her too much."

"Serena unflinching tackles day to day issues at the school level that are of concern to individuals and the parent body with tact, tenacity, compassion and creative problem solving. She is never satisfied with leaving a dysfunctional status quo. She will diplomatically speak out without strident confrontation but firm resolve at



*Nicole Makohoniuk (L) and Kendra Mann (R) presenting the award to Serena (centre) at the 2016 AGM in Kelowna.*

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## AUDAIN ART MUSEUM ENGAGES STUDENTS

In October 2012, Vancouver home builder Michael Audain announced an agreement with the Resort Municipality of Whistler to build a 56,000 sq. ft. art museum showcasing British Columbia art. Becoming Canada's newest public not-for-profit museum, it is the only museum in Canada with a dedicated permanent collection focused on the works of a single province. Designed by Patkau Architects, the Audain Art Museum opened to the public on March 12, 2016.

Gracefully elevated amongst the forest canopy, the Audain Art Museum is built on the traditional territories of the Squamish and Lil'wat Nations. Anchored by its Permanent Collection donated by Michael Audain and his wife Yoshiko Karasawa, the span of the Museum's collection includes centuries-old Indigenous Northwest Coast works through to the internationally-renowned Vancouver photo-conceptualists of our era.

Among the highlights of the Permanent Collection is one of the world's most important collections of Northwest Coast masks and two dozen seminal Emily Carr works, lately acknowledged as one of history's most important female artists. There is also a large collection of coastal artist E.J. Hughes' cherished paintings, donated on a long-term loan by Jacques Barbeau and his wife Margaret Ann Owen Barbeau. Our collection of Canada's most significant post-war modernists includes Jack Shadbolt and Gordon Smith, as well as works by internationally-collected

*Generously submitted by Erin Edwards, Education and Volunteer Manager of the Audain Art Museum located in Whistler, BC.*

contemporary artists such as Jeff Wall, Rodney Graham, Stan Douglas, Robert Davidson, Brian Jungen and others.

The rotating temporary exhibitions encompass a variety of mediums, themes, artists and time periods. Temporary exhibitions produced either in-house or on loan from other institutions are intended to enrich the museum experience as well as generate new perspectives on the Permanent Collection.

Building from Michael Audain and Yoshiko Karasawa's vision, a key component of our mandate is to support youth access and contribute to the development of arts literacy through engagement with historical and contemporary works. It is for this reason that anyone 16 years of age and younger receive free admission.

Offering programs for every age, the Museum is proud to create signature learning experiences based on the treasures found upon its walls. A variety of Public and School Programs create diverse opportunities for children and youth to explore the dynamic natural and cultural elements, which our lives are comprised of.

Some of our exciting Public Programs include: Walk and Talk Tours, Family Studio Sundays, Meet our Artists, Artist-Led Workshops, Yoga, Art Camps, and themed Discussions and Lectures.



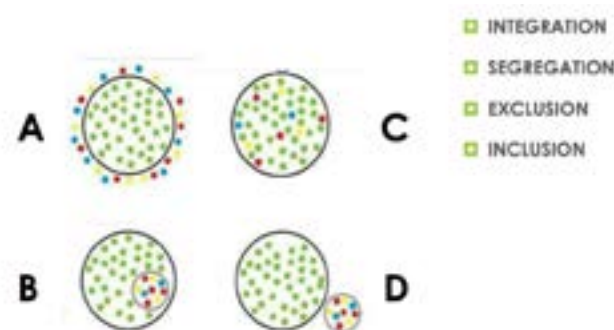
Connecting with a variety of curricular links, our School Programs include engaging exhibition tours that are complemented by Studio workshops that enable students to creatively express their own identity, voice and ideas. Self-guided options are also available for classes. Bookings for the 2016/2017 school year are now being accepted.

The Museum is open from 10 am to 5 pm six days a week, closed on Tuesdays. For more information about upcoming programs and special events please visit our website at [www.audainartmuseum.com](http://www.audainartmuseum.com).

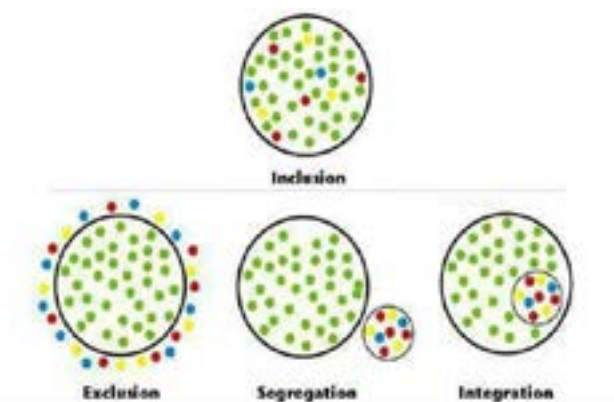
# ONE WITHOUT THE OTHER

I was teaching a course last summer at the University of British Columbia called “Conceptual Foundations of Inclusive Education.” Thirty or so practicing teachers from various subject areas, knowledge expertise, and experience levels from across British Columbia joined me for three weeks of deconstruction, inquiry, and reflection, creating an engaging community of learners. The course was in July, and on this particular day, it was my birthday. We started the class with some cupcakes and hung up “Happy Birthday” bunting across the whiteboard, before diving into our explorations and understanding of the concept driving learning systems all over the world – inclusive education.

I showed a slide to my students with four bubbles. Their job was to label the bubbles with the appropriate terms (inclusion, integration, exclusion, and segregation) based on their own experience and prior knowledge of the concepts.



After some discussion, it was agreed that Bubble C in fact represented inclusion. This is the common consensus arrived at in many groups that I have worked with, both in pre and in-service professional development settings.



*By Shelley Moore*  
*Shelley is a storytelling, inclusive educator and teacher-consultant in British Columbia, Canada.*

After further discussion, however, a student commented, “Shelley, I don’t think that this diagram is inclusion either.” This caught me off guard.

“Of course this is inclusion!” I thought. I have shown this slide to hundreds if not thousands of people! What could she possibly mean?

She further explained, “Look what you have shown us. I see a bubble with a whole bunch of green dots. And then, there are a scattered handful of other coloured dots.”

“Yeah,” I said, “and...”

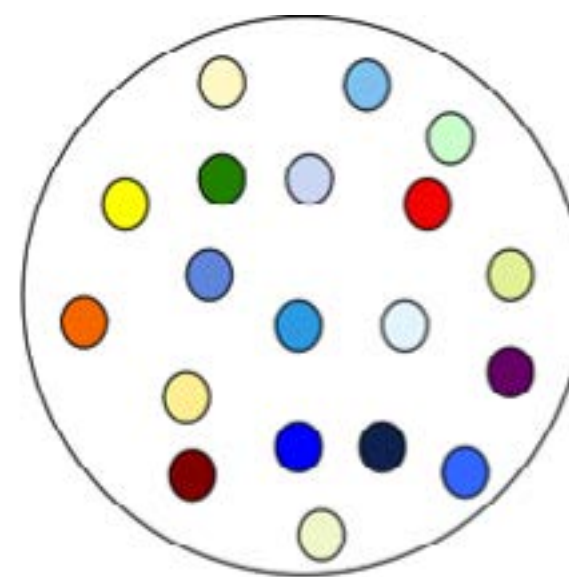
“Well, in my definition of inclusion, there is no other.”

I stood there speechless, because she was absolutely right. The diagram I was presenting was not one of inclusion; it was an example of the traditional model of education. The model where our goal is to produce more of the same – lingering evidence of the factory model of education where we needed to produce and replicate people (or green dots) to meet the demand of the workforce during the industrial revolution (Robinson, 2009; Zhao, 2009). A model where our job as educators (and especially special educators) was to identify students who aren’t green and fix them. Send the red kids to the red teacher, the blue kids to the blue teacher and the yellow kids to the yellow teacher. This model of education is a deficit, medical model, and I was showing the class a perfect example of how it was still plaguing us today.

More and more kids are coming to us not green, and this deficit service model is not only ineffective, but also, we are running out of funding, supports and students to allow this model to continue. Some have met this shift in paradigm with panic – others are seeing it as an opportunity. An overdue shift to starting to match our goals of education to the goals and expectations needed to meet the current demands of our society – which no longer want people to simply comply. This is especially true now, as more and more occupations involving compliance and replication, are being replaced by machines (Zhao, 2009).

Educational reforms are happening on a global scale, including British Columbia and other provinces in Canada, where the Ministries of Education are completely restructuring their curriculum, being designed and written by teachers for teachers, with the emphasis on moving away from classrooms of green students (BC Ministry of Education 2015). We are no longer living in the industrial revolution; this is the 21<sup>st</sup> century -- where we need to value the strengths rather than deficits in learning. Rather than finding out why students aren’t green, our job is now to find out what their colour is. What do they bring? What can they contribute because of their diverse and unique expertise? For decades we have been trying to take this “colour” out of our of students, taking the special out of special education, the autistic out of autism, the language out of cultures, and especially, the indigenous out of First Nations, Metis and Inuit children. This is not teaching to diversity. This is not inclusive. Teaching to diversity and inclusion is where we value the characteristics that ARE diverse, and not try and homogenize them.

The class continued to discuss what the conceptual diagram of inclusion could be, and together we decided that the only way to ensure there was no “other” was not to make us all green, but instead to make us all “an other” by representing our unique characteristics in colour.



When looking at inclusion this way, it also helped us realize that this is no longer an idea specific to special education. There is a distinct gap between the silos of special education and curriculum (Pugach & Warger, 2001; Thomas & Loxley, 2007), but if we look

at inclusion as a concept of teaching to the diversity of all, rather than just a special education initiative, we can bridge this gap. We are diverse, all of us. We all have strengths, we all have stretches, and we all need to get better at something. The difference in teaching to diversity, however, is that we don’t start with our deficits; we start with our strengths, and this includes students, teachers, support staff, custodians, bus drivers and parents. My good friend Leyton Schnellert refers to this collective as “the ecology of learning communities.” Inclusive education is one that relies on the diversity of its ecosystem, to not only promote coexistence and tolerance, but to thrive on the interaction and celebration of each person in the community.

Through this discussion, I also realized that, if we can now extend inclusive education to include every diverse learner, then we also can also start to view inclusion as not something we simply do; instead it becomes something that just is. We cannot escape or avoid the diversity in our world by attempting to homogenize and standardize our classrooms and learners. Homogeneity is a battle that has never been won and never will. Civilizations have collapsed in their attempt to make everyone the same (Morris, 2013). This is no longer our vision of education (thank goodness) and we are long overdue in matching our vision to our practices in classrooms, schools and communities.

It was also on this particular day, that I was inspired to write a book, because it was on this day I realized that, if inclusion and diversity is something that just is, then it is also something we live, something we are, and something we believe in -- together. And it is through this common goal that we can also be unified: we can be one without being an other.



Shelley’s book “One Without the Other is available from Portage & Main, Amazon.ca and Amazon.com.



# THE SLOGAN OF OUR SCHOOLS IS “BRING YOUR MONEY”

*The slogan of our schools is “bring your money”:  
How about teaching our children to care for others  
through the power of democracy?*

My twins started kindergarten a couple of years ago. By the end of the year, they had taken part in two food bank drives and multiple bake sales to raise money for all sorts of good causes. I am glad that the school is fostering a sense of social responsibility and that my children are thinking about others. However, I am concerned that the only solution they are learning to address issues of poverty and hunger is to donate. The slogan of our schools has become “bring your money.”

Where are the lessons about the structural causes of these societal problems and what our political institutions can do about them?

About one in five children live in poverty in BC, according to the 2015 Child Poverty Report Card released last November by First Call: BC Child and Youth Advocacy Coalition. That’s 167,810 children, enough to fill the Disneyland theme park four times.

The rate is worse for children under six, which is especially worrying because of the damaging impact of poverty on children’s early physical, social and cognitive development.

The statistics are dismal but the overwhelming response provides hope. Clearly, people are concerned about child poverty in our province and want to take action to address it. However, just like in our schools, our response is often to donate. In fact, BC is one of the most generous provinces in Canada in terms of giving to charity. And yet, BC has had one of the highest poverty rates for the last 13 years.

Don’t get me wrong; giving to charity is necessary in this time of great need in order to address the immediate needs of people living in poverty. However, charities can only provide short-term relief that addresses the “downstream” symptoms and we need long-term solutions that go “upstream” to fix the root causes.

Food banks themselves are saying the same thing. In the 2013 HungerCount report, Food Banks Canada

*By Trish Garner  
Trish is a parent of three young children and the  
Community Organizer for the BC Poverty Reduction  
Coalition.*

highlights that “the root of the need is low income.” Their recommendations look “upstream” and include government commitments to provide affordable housing, education and training, support for low-wage workers and increased “social assistance so that people can build self-sufficiency instead of being trapped in poverty.”

Food banks were, in fact, initially meant to be a temporary measure but they have now been around for over 30 years. They have become such a normal part of society that we never question their role and the extent to which they can address these big issues. We give year after year without wondering why children are still going hungry in BC.

Perhaps we should start asking that question and look to our government for answers.

When I talk to my children about these issues, I tell them that the government is a group of people that has the power and responsibility to make the “big rules” or “policies” that could really help children in poverty. I tell them that we vote for them to represent our concerns and they are (or should be) always interested in listening and making change for the good of all.

They are especially eager to listen in the lead-up to an election, which will happen next May so here’s an idea to take to our provincial government (and all the candidates). Every other place in Canada has a poverty reduction plan and they are already saving lives and money. BC needs a comprehensive poverty reduction plan with legislated targets and timelines to really make a difference for families, communities and our province.

Unfortunately, a reliance on economic growth and job creation is not enough to tackle poverty. Most people in poverty already have a job, and almost one in three poor children live in families with at least one adult working full-time full-year. Minimum wage earners, especially those supporting children, live far

below the poverty line. Government spending has the potential to be an investment for British Columbians. It can rebuild the social supports that British Columbians need, improve economic productivity and save money in the long-term.

The fact is that poverty is costing us billions in this province. Higher health-care costs, increased policing and crime costs, lost productivity and lost economic activity add up to \$8-9 billion a year. In contrast, the estimated cost of a strong, comprehensive poverty reduction plan once fully phased in over a few years is \$3-4 billion.

Poverty is a heavy issue and we need everyone to share the weight. Giving to charity is the community stepping up and now we need to ask government to share the weight with us.

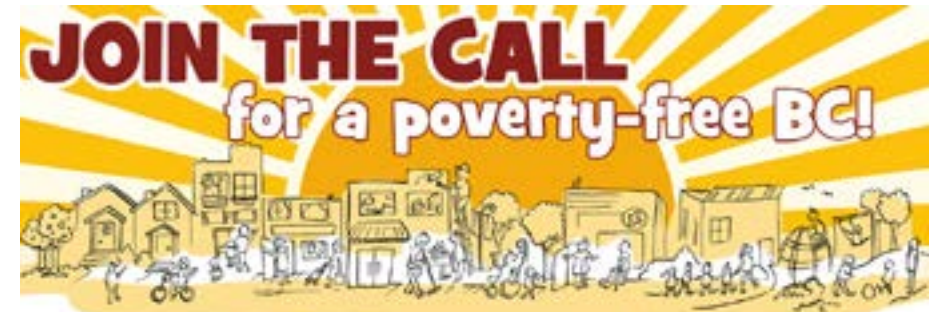
We are teaching our children to be charitable givers, and fostering social service from a very young age. Let’s also teach them to be democratic citizens and think about social justice by engaging with their government. At the same time, let’s learn that ourselves.

Here are five ways to get involved with tackling poverty within your school and community:

1. Visit our website at <http://bcpovertyreduction.ca> to subscribe to our e-newsletter to stay up-to-date on everything we’re getting up to
2. Ask your PAC to join the BC Poverty Reduction Coalition and add their voice to the network of over 400 organizations throughout the province
3. Ask your local School Board to pass a resolution in support of a provincial poverty reduction plan and send a letter to the provincial government (we have a sample resolution that we can provide for you)
4. Work with your teachers to organize our Share the Weight activity in your school to get students thinking about the upstream approach to helping people living in poverty
5. Encourage members of your PAC and others within your school and community to take part in the Welfare Food Challenge, which is the challenge of living on \$18 for food for the week of October 16-22

*“Overcoming poverty is not a task of charity, it is an act of justice. Like Slavery and Apartheid, poverty is not natural. It is man-made and it can be overcome and eradicated by the actions of human beings. Sometimes it falls on a generation to be great. YOU can be that great generation. Let your greatness blossom.”*

*Nelson Mandela*



# #THINKBEFOREYOUVAPE - WHY PARENTS AND TEENS SHOULD TALK ABOUT VAPING

Remember when you just had to have the latest fashion? Trends entice teens, especially when promoted using savvy marketing tactics, such as celebrity endorsements. Tobacco companies are masterminds of appealing to young appetites. The latest trending products are e-cigarettes, aka vapes, e-pens or MODs, that come in delicious flavours. Marketed as a healthy alternative to smoking, vaping is gaining popularity among teens.

The proliferation of e-cigarettes has incited curiosity, public health concerns, and regulatory confusion. As parents, you might be curious: what are e-cigarettes, what's the concern, are there regulations and, what can you share with your teens? Unlike regular cigarettes, not a lot is known about e-cigarettes. In this article, the Canadian Cancer Society seeks to clarify some uncertainty.

## What are e-cigarettes?

E-cigarettes are electronic devices that simulate smoking, but without tobacco or combustion. They contain e-juice, a flavoured liquid that when heated, produces a vapour that is inhaled. E-juices are available in almost 8,000 flavours including candy, fruit, and alcohol.

People choose e-cigarettes for many reasons, such

*Generously submitted by the BC & Yukon Branch of the Canadian Cancer Society.*

as a way to quit smoking, or vape in non-smoking areas. While the Canadian Cancer Society recognizes the potential benefit e-cigarettes may provide to those trying to quit, e-cigarettes are not approved for cessation and the Society promotes approved nicotine replacement therapies (NRT) that are known to result in long-term quit success.

## What is the concern?

Interest and sales of e-cigarettes have increased dramatically since introduction in 2007. We know that 16% of BC youth 15-19 years old have tried an e-cigarette. Of those teens, 57% never smoked, indicating interest among non-smokers.<sup>1</sup> Recent research<sup>2</sup> found links between e-cigarette use and cigarette smoking as youth transition to adulthood, even among those with no intention of smoking cigarettes.

Other concerns of e-cigarettes include product safety, youth smoking initiation, tobacco industry involvement, and the potential to normalize smoking behaviour and undermine existing tobacco control legislation. More research is needed to assess the long-term health impacts of vaping and second-hand

exposure, since it is currently limited and largely unknown.

## What is important for teens to know?

Yes, e-cigarettes are likely less harmful than regular cigarettes since there is no tobacco, tobacco smoke, and fewer chemicals. However, that doesn't mean no harm exists and vaping provides no health benefit to non-smokers.

E-cigarette aerosol is not merely water vapour. E-juice contains propylene glycol, glycerin and artificial flavours. Additional ingredients raise health concerns, including nicotine, volatile organic compounds, formaldehyde, heavy metals and particulates.<sup>3</sup> Exposure to these ingredients can have a greater impact on children and youth since their bodies are smaller and brains, hearts and lungs are still developing.<sup>4</sup>

With no product standards, companies are not required to disclose e-juice ingredients and chemicals. Lax regulations result in product tests where an overwhelming number of "nicotine free" liquids contain traces of nicotine. Nicotine is an addictive drug that adversely affects brain development in young people.

Starting September 1, 2016, new BC legislation will prohibit e-cigarette use in indoor workplaces and public places, ban sales to minors under age 19, and restrict advertising and promotions.<sup>5</sup>

## The Society's position on e-cigarettes

The Society is committed to discouraging non-smokers, especially youth, from taking up smoking and vaping, protecting the public from exposure to second-hand smoke and vapour, and supporting smokers who want to quit. For those who have successfully used vaping as a method to quit smoking, the Society genuinely congratulates them and recognizes that quitting is no small feat.

Considering the rising popularity of vaping, it is important that youth and parents are informed so they can make decisions for their health. To reach out to youth, this June the Society launched a grant-funded e-cigarette social marketing campaign: #ThinkBeforeYouVape. The campaign videos (links below), encourage teens, especially non-smokers, to consider the implications of vaping and think critically before using e-cigarettes. We challenge non-smoking youth to think about why they want to vape and what is influencing them to try.

PSA - Ooze: <https://youtu.be/Y53PgO3nx5U>



PSA - Egg: <https://youtu.be/VPWg9V1hEt8>

Transit Shelter Stunt: <https://www.youtube.com/watch?v=YfXikB5QK-0>

As leaders in cancer prevention and tobacco control, the Society continues to monitor e-cigarette research to assess short and long-term health impacts and regulatory needs in Canada. The Society encourages youth to think before they vape – just because we don't know the long-term impacts of vaping, that doesn't mean it's safe. For more information, parents can visit [cancer.ca](http://cancer.ca).



(Endnotes)

1. Czoli CD, Reid JL, Rynard VL, Hammond D. E-cigarettes in Canada - Tobacco Use in Canada: Patterns and Trends, 2015 Edition, Special Supplement. Waterloo, ON: Propel Centre for Population Health Impact, University of Waterloo.
2. Barrington-Trimis JL, Berhane K, Unger JB, et al. The E-cigarette Social Environment, E-cigarette Use, and Susceptibility to Cigarette Smoking. The Journal Of Adolescent Health. July 2016; 59 (1): 75-80. Available from: <http://www.ncbi.nlm.nih.gov/pubmed/27161417>
3. Goniewicz ML, Knysak J, Gawron M, et al. Levels of selected carcinogens and toxicants in vapour from electronic cigarettes. Tobacco Control. 2014; 23: 133-139. Available from: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4154473/>
4. U.S. Department of Health and Human Services. ATSDR Case Studies in Environmental Medicine: Principles of Pediatric Environmental Health. Available from: [http://www.atsdr.cdc.gov/csem/ped\\_env\\_health/docs/ped\\_env\\_health.pdf](http://www.atsdr.cdc.gov/csem/ped_env_health/docs/ped_env_health.pdf)
5. BC Gov News. Legislation comes into force to regulate e-cigarettes. June 2016. Available from: <https://news.gov.bc.ca/releases/2016HLTH0049-001002>

## 'Why don't they teach this stuff at school?'



Ninety-three percent of students say it's important to learn about finances at a young age. But only 19% say they know enough, and 71% agree that more time should have been spent teaching personal finance in school.

The Credit Counselling Society offers free workshops for teens, parents and teachers on a variety of topics. We can come to your PAC, Pro-d day or class to talk about money, credit, budgeting or any topic that's important to you.

Contact Lisa at 604-636-0292 or by email at [lisa.rogers@nomoredebts.org](mailto:lisa.rogers@nomoredebts.org) to book your workshop today.



# EMERGENCY PREPAREDNESS IN SCHOOL DISTRICT #61 GREATER VICTORIA

British Columbia's West Coast forms part of the Pacific Ring of Fire, an active fault region where roughly 90% of the world's earthquakes occur. There is a one in three chance that a mega-thrust magnitude 9.0 earthquake will occur over the next 50 years, and this will affect all British Columbians. When the "Big One" hits, buildings will crumble, roads will be ripped apart, and fires will spread faster than they can be reported. Emergency responders will be overwhelmed in this crisis situation, and people will have to rely on helping each other. The B.C. Earthquake Immediate Response Plan assumes that "communities will work together without receiving guidance from the Province".<sup>1</sup> People will be asked to shelter in place, and will therefore require enough food, water, and emergency supplies to last three to seven days. For many this task seems overwhelming, and has resulted in widespread apathy among people throughout the province.<sup>2</sup> In turn, this raises the question every year; "Are schools prepared to care for our children in the event of a catastrophic disaster"?

This year, the Victoria Confederation of Parent Advisory Councils (VCPAC) will be coordinating a multi-agency training exercise (Ex: School MATE) for various schools in their district to coincide with the Great BC ShakeOut Exercise<sup>3</sup> on Thursday October 20th. The purpose of this exercise is to validate: communications flow and reporting structures; school staff training; emergency equipment requirements; and emergency protocols both within their schools and throughout their school district. Multi-agency training exercises are a great opportunity for schools to practice their emergency plans to expose seams, test perspectives, gain confidence in what they do, and are the best way to build the relationships that will be used during and after a real disaster. As part of events leading up to the exercise, a template for a family education night on emergency preparedness



*By Marketa Lund  
Marketa is the VCPAC Emergency Preparedness Representative*

will be provided for each school participating. The education night, hosted by the school Parent Advisory Council (PAC), will explain the school emergency plan and procedures for a student release drill, provide information on making a family emergency plan, refresh first aid facts, and talk about mental health after a crisis.

VCPAC would also like to demonstrate the immediate response capability of a proposed government funded Emergency Container (E-Can) stocked with emergency equipment and resources to be used by schools, communities, and local authorities. If employed to their fullest potential, they are an opportunity to synergize with community and municipal plans, and assist in eliminating the numerous community stovepipe plans that currently exist. In this capacity, the E-Cans may act as a communications hub and de facto community rally point that will assist in the coordination of recovery efforts across the region. With the release of the Emergency Management Planning Guide for Schools, Districts, and Authorities, the expectation is that parents will acquire and organize emergency supplies on an ongoing basis. This means that school PACs must ask parents for money, or fundraise for these essential supplies. Much like fire extinguishers, parents should not have to pay for emergency supplies for their schools, and the money for these supplies cannot come from the same funds already allotted to support public education. In recognizing that, "There is no greater treasure to a society than its children",<sup>4</sup> we must stay true to basic social principles, where the children's right to physical safety and to an education, are not forced to compete for the same funds.

Emergency preparedness is everyone's responsibility. After a catastrophic disaster, emergency responders may not get to our schools right away and while district personal are not necessarily trained as emergency services workers, they may be called upon to fulfill roles related to first aid, damage assessment, locating students and staff, and care and comfort for

students over an extended period of time<sup>5</sup>. Therefore, schools, school districts, local authorities, and all those who work in them must be prepared for the sake of the children in their care, and for themselves, and the families they would like to go home to. When used in conjunction with well-rehearsed plans and training, strategically placed E-Cans would be a valuable resource for schools, communities, and local authorities, and would enhance the overall emergency response capability at all levels of the government. Involving parents in school emergency drills will bring awareness to their own state of preparedness at home, and is the first step towards establishing a culture of preparedness that will help build resiliency in our communities, and will ultimately lead to keeping our children safe.

(Endnotes)

1. B.C. Earthquake Immediate Response Plan Version 1, July 20, 2015. Pg:17
2. Findings based on a 2015 Prepared BC online survey, <http://www2.gov.bc.ca/gov/content/safety/emergency-preparedness-recovery/preparedbc/new-page-1208>
3. The Great BC Shake Out Exercise: Largest earthquake drill in Canada
4. The Importance of Community Involvement on the Road to School Seismic Safety in British Columbia: The Obstacles and Circumventing Them. By: Tracy Monk
5. Emergency Management Planning Guide for Schools, Districts, and Authorities.

**DPAC SUMMIT**  
November 17-19, 2016  
Inn at Laurel Point,  
Victoria Inner  
Harbour  
Representatives from the  
Ministry of Education  
will be available for an in  
depth question, answer and  
discussion session.

**FRIENDS for Life Parent Program**  
A free online program that teaches families about anxiety prevention and resiliency and how to use the FRIENDS skills being taught in BC schools, at home

**The F.O.R.C.E.** (FOR CHILDREN'S EMOTIONAL RESILIENCE) | **Ministry of Children and Family Development**

Parent Program: [www.friendsparentprogram.com](http://www.friendsparentprogram.com) | School program: [www.gov.bc.ca/friendsprogram](http://www.gov.bc.ca/friendsprogram)

# DYSLEXIA

Dyslexia means difficulty reading. Difficulty reading is associated with academic challenges, higher incarceration rates and mental health problems. As parents and as educators we need to be using best practices at home and at school to support children in attaining literacy skills. Before describing some of those best practices let us be clear on the skills required for reading. Not all research separates these skills clearly and not all teaching targets the skills a particular child needs to improve.

Just think about what you need to do to read the next two sentences.

Harry Potter was a highly unusual boy in many ways. For one thing, he hated the summer holidays more than any other time of year. For another, he really wanted to do his homework, but was forced to do it in secret, in the dead of night. And he also happened to be a wizard. (J.K. Rowling, Harry Potter and the Prisoner of Azkaban, 1999)



*By Dr. Melanie Houston  
Melanie is a speech-language pathologist and occasional lecturer. The views expressed are her own. She can be reached at [melanieh@pacificoast.net](mailto:melanieh@pacificoast.net) and followed on Twitter @HoustonMelanieJ*

Let's start with the **second** thing you did when you read this. You processed the information just as you would have **if it had been spoken**. You:

- Understood the **words** in their own right and in this context, for example dead as in 'dead of night';
- You coped with the **grammar** such as the 'but' clause and the implications of the past tense;
- You used **cognitive skills** to hold the thought that the behaviours described are unusual; and
- You brought some **world knowledge** such as knowing about wizardry especially as it applies to Harry Potter.

So let us be clear. It is critical to have these skills to be a successful reader, but they are not specific to the reading process.

The **first** thing you needed to be able to do, which is **specific to the reading process**, was **decode** and it is in the underlying decoding skills that the vast majority of children (more than 20% of Kindergartners) have challenges. If you can't decode efficiently then you don't even get to understand the text.

- First you recognized the **alphabetic letters** and were able to sound them out;
- Second you held onto those **sounds** and blended them in the correct order to make a word; and
- Third you did this so fast and **automatically** that you had processing ability left to deal with the second tasks described above.

Sight word reading has a small part to play and as a sole strategy leads to failure and lack of self esteem.

There are assessment tools for all these skills as well as teaching and remediation programs. There are also developmental norms. The American Speech and Hearing association (ASHA) has excellent descriptions of **language development norms** <http://www.asha.org/public/speech/development/chart/> For **literacy development** <https://www.nichd.nih.gov/publications/pubs/nrp/documents/report.pdf> is a good resource.

**Some key skills necessary to help children become good readers are:**

**Phonological awareness:** In preschool your child should be able to recognize and generate rhyme and be able to clap out syllables e.g. cat-er-pill-ar. In Kindergarten/ grade 1 your child should be able to sound out first sounds and then all the sounds in monosyllables e.g. ch-i-n and be able to blend sounds together to make a monosyllabic word like b-l-u-n-t -> blunt

**Alphabetic code:** In Kindergarten your child should know all the sounds of all the letters of the alphabet as well as the names of the letters.

**Phonics:** Children need to be able to use sounds and groups of sounds to read and write. This should start in Kindergarten.

**Vocabulary:** Children should have age appropriate vocabulary knowledge for all parts of speech, for example adjectives and verbs as well as nouns. This is typically around 10,000 words by Grade 1.

**Language:** Talk with your children. Read books together. Get help from a speech-language pathologist if your child is showing delays.

**World knowledge:** Talk with your child about things that happen at home and in the community. Explain lots!

**Fluency:** All approaches, whatever the teaching philosophy or beliefs of the educators, agree that children need to read, read and read. Read things that are interesting for your child and at their level and let them practice reading material that is comfortable for them and only requires a few words to be "sounded out". Children really, really, really need to feel successful.

**Best practices** have taught us that reading remediation must be explicit, intense and systematic and the children who do best are those who are motivated and attending. Most literacy skills have language skills as their base.

We still have a way to go in meeting all our children's needs as best we can. Thank you for inviting me to share information on this very important topic.

## Make the healthy choice the easy choice!

**Be a Champion** at your child's school and help organize a school milk program.

Children who drink milk at school are more likely to meet their recommended daily servings.

**School Milk BC** is a BC Dairy Association initiative that provides schools with tools and resources for serving milk at school. For more info email [schoolmilkbc@bcdairy.ca](mailto:schoolmilkbc@bcdairy.ca) or call **1.800.242.6455**.



## Student WorkSafe

Preparing more students in more classrooms for their first jobs.



Resources for teachers, students, and independent learners are available at [worksafebc.com](http://worksafebc.com).

**WORK SAFE BC**

## BUILDING A GENERATION OF SAFE, HEALTHY WORKERS: YOUR ROLE AS PARENTS

As parents, most of us fulfill multiple roles. Sometimes we're taxi drivers, cooks, coaches, cleaners, nurses, homework helpers, or referees in sibling wars. What we don't necessarily see as our role is that of career counselor, and certainly not before our kids are thinking about their first jobs. But as we strive to empower our children with the knowledge and skills they'll need to be successful in life, that role shouldn't be overlooked.

What we convey to our kids about the working world is vital. There is much to consider. What do they like to do? What are they good at? Will there be jobs available in their field of interest? What kind of education do they need to set them on the path to that career?

And then there's the question that's worth asking regardless of the kind of job they decide to pursue: how can we be sure they are safe and healthy at work?

It's possibly not a question you've considered, particularly if your kids are in elementary school. But before you turn the page because you think your kids are too young and this doesn't apply to you, think again. While the exact path that your child will embark upon may not yet be clear, there are things you can do to help them prepare for the journey, regardless of the path they choose.

Above all, we want our kids to avoid being hurt in life, right? So, when is the right time to talk to them about things like workplace hazards, rights and responsibilities,

and personal protective equipment? The answer is arguably yesterday. Or the day before that.

Think about how habits are created. They don't just happen. They are learned over time. Experiences shape behaviour. And rewards for good behaviour, not surprisingly, cause those behaviors to be repeated.

Given that reasoning, if we want our children to be safe at work, we should demonstrate safety and reward them for good, safe behaviour from the early years. Safety can start in the sandbox, on the playground, in school and at home. It happens when we, as parents, enforce the bike helmet rule, when we make our kids wear the protective gear for skateboarding and cycling, when we discuss potential hazards on their newspaper route or when they babysit.

We don't want to fear monger, but we do want to help our kids develop an innate sense of what is and isn't safe early in life. It could save them a serious workplace injury down the road. And considering that young workers are most likely to be injured when they are newly employed, the more they develop that innate safety sense, the more likely they are to avoid injury.

So, while you're playing your myriad of roles – driver, cook, doer of laundry – try on the career counselor role for size and talk to your kids about safety and health. Start the conversation in the sandbox and keep it going.

## Earthquake Proof Desks Will Save Student Lives Even When Buildings Can't

*Natural Resources Canada 2012* "Fact: Globally 2.6 million people have died as a result of earthquakes from 1900 to 2010.

11% were due to tsunami.

77% were due to collapsing buildings."

BC is overdue for a mega-thrust event. The term 'inevitable' is often used.

Many of our schools were built before 1973: when the BC building code changed with the learning some areas were in fact in a highly active seismic region. Many are structurally un-reinforced masonry (URM), the most dangerous kind or high risk to be in or around during an earthquake.



*Strength tested to 150 Tonnes, students with these desks are achieving Drop Cover Hold drills in 3 seconds*



*Once both inside the desk, students have their emergency kit with water, food, dust mask, emergency blanket, glow stick and even cell phone charger*

Stephen Noon is a not only a builder with experience in seismic upgrading, but an emergency volunteer who has worked during and rebuilding after several natural disasters around the world. As a father of a child in a 1922 red brick school, he started Paratus Emergency Preparedness to provide earthquake shelters to people exposed to high risk buildings.

Following the 2015 completion of a large order in Victoria providing the first BC private schools with these student safety devices, Paratus has announced they will now be made in BC under patent license and using 99% recycled steel.

The Ministry of Education have advised that for this level of safety to be implemented, the desire has to be expressed from parents to school districts, who may apply for grants under allowances like the Safe Schools Program. For facilities that may be decades yet to be upgraded or replaced, there has been no interim life safety solution like this until now.

Paratus is offering to attend PAC meetings to answer questions about the cost, time & safety benefits they can provide your children & the staff that care for them.

Their website at [pepbc.com](http://pepbc.com) also has some useful parent resources and impressive laboratory/field test results.



*Combined classroom strength can support floors above from total collapse and allow rescue tunnels*

# Our Vision

A world where children are protected and safe

The **Canadian Centre for Child Protection** is a national charity dedicated to the personal safety and protection of children. Our goal is to reduce the sexual abuse and exploitation of children, to assist in the location of missing children and to prevent child victimization by providing programs and services to the Canadian public.

## Working Together to Better Protect Canadian Children

**Lifetouch** became a Founding Funder of the Canadian Centre for Child Protection's MissingKids.ca program, Canada's national missing children resource and response centre, when it launched in 2011. Lifetouch's investment in the operations of MissingKids.ca, their collaboration with the Lifetouch Pictures 2 Protect photo ID card initiative and their support through the printing of hundreds of thousands of pieces of educational materials annually have allowed the Canadian Centre to reach countless teachers, families and children with valuable tools to protect children in Canada.



supported by



## REASONS TO JOIN BCCPAC:

1. Be part of the collective voice recognized by government and education partners, who involve BCCPAC as the provincial voice of parents.
2. Representation by member PACs and DPACs in BC, BCCPAC advocates for systemic changes to the education system.
3. Create change in the education system by bringing resolutions to the Annual General Meeting, for discussion and support. If accepted by the membership, BCCPAC will lobby the government for change, on behalf of our membership.
4. Support implementation of new legislation when BCCPAC is successful in its ongoing lobbying.
5. Participation in nomination and election of BCCPAC Board of Directors at the Annual General Meeting.
6. Networking with other member PACs and DPACs to share information and successes via conferences and website.
7. Stay advised of current educational issues by receiving regular communications.
8. Opportunities to receive leadership education from skilled experts at our annual conferences.
9. Travel subsidies are available for members through DPAC to attend the Spring Conference.
10. Opportunities to serve on various provincial committees, and to provide feedback through focus groups and opinion polls.



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**Smart Play®: Venti™ packs 20 exciting activities into its compact size.** With multiple entry points, this accessible playstructure can accommodate a whole class at once! Nets, slides, belts and climbers provide a multitude of challenges that promote physical development and strategic thinking, while also creating hangouts where kids can take a break and connect with others. Smart design incorporates materials efficiently to create a large number of activities within a small footprint.

Get smart. Discover big play value for a lower total investment at [playlsi.com/venti](http://playlsi.com/venti).