



# COWICHAN VALLEY DISTRICT PAC

**Minutes: November 21, 2019 Regular Meeting**  
**SD79 School Board Office, Duncan**  
**Yuxwule' Eagle Room (Board Room)**

**Call to Order** 7:00 p.m.

1.0 Welcome and Introductions.

## **Voting Attendees**

Aurelia MacInnis – George Bonner Elementary Vice Chair/DPAC Rep  
Caroline Kirman – DPAC Chair, Cowichan Secondary Chair/DPAC Rep  
Carmen Sundstrom – DPAC Vice Chair, Drinkwater DPAC Rep, Quamichan Chair  
Heidi Hunton – DPAC Treasurer, Bench DPAC Rep  
Sylvia Cox - École Cobble Hill DPAC Rep  
Mary Souter - Mill Bay Nature School DPAC Rep  
Bevis Green - Quamichan Secondary DPAC Rep  
Ann-Marie Braithwaite - Discovery Elementary DPAC Rep  
Makiko Johnston - Maple Bay Elementary Chair, acting DPAC Rep  
Anna Huston - Khowhemun Elementary DPAC Rep  
Lizzi Johnson - Frances Kelsey DPAC Rep/Social Media  
Amber Marsh - École Mt. Prevost DPAC Rep/Treasurer  
Keirsten Tymko - Chemainus Elementary DPAC Rep  
Matthew MacAlister - Alexander Elementary DPAC Rep  
April Foster - Crofton Elementary DPAC Rep, acting DPAC Rep for Chemainus Secondary

## **Non-Voting Attendees**

David McDowell - George Bonner Elementary Chair  
Hina Charania - Mill Bay Nature School DPAC Rep  
Cynthia Lockrey - École Mt. Prevost parent  
Jason Sandquist - SD79 Secretary Treasurer  
Candace Silsbury - SD79 Board Chair/Trustee

**2. MOTION to adopt agenda** as amended moved by Discovery; seconded by Quamichan. Carried.

**3. MOTION to approve minutes** from October 17, 2019 meeting moved by Drinkwater; seconded by Alexander. Carried.

## **4. AGM Election**

- 4.1 Chair - Carmen Sundstrom by acclamation
- 4.2 Vice Chair - Amber Marsh by acclamation
- 4.3 Treasurer - Heidi Hunton by acclamation
- 4.4 Secretary - vacant - acting secretary Aurelia MacInnis

## 5.0 Reports

5.1 **Chair** - We have had the opportunity to attend advisory meetings but were unable to make it. Both DPAC Chair and Vice Chair went to DPAC Summit in Vancouver; met with the Superintendent this week and also the IEP Committee this week. Although we have a DPAC Executive, all DPAC members are welcome to offer their skill set however you may see it needed, whether it be attending meetings, helping with website, setting up parent education etc. Please do not hesitate to come forward.

5.2 **SD79 Admin**-Jason Sandquist shared a presentation that was shown at the advisory meeting regarding Truth and Reconciliation.

-6 childcare spaces have been approved at schools. Modularity will be built and brought to schools. Childcare will be operated by licenced partners, the District is just providing the space. It could be before and after school care as well as daytime, it's up to the licenced partner provider. Funding announcements were made for Alexander, Mill Bay and Palsson (hope to open in October 2020); which are in addition to previously announced sites at CVOLC, Chemainus Elementary and Khowhemun (hope to open in September 2020).

5.3 **Board of Education** - Trustee Spilsbury gave thanks to the DPAC table for support of the kids, great attendance.

-Strategic Plan has been the focus. We are now in stage 2/public engagement. There was a public consultation meeting and amazing volunteers from the community came. Mayors, MPs, MLAs, Chair of the Metis, Cowichan Tribes, DSAC, DPAC, Youth Outreach to name a few as well as community members. The input was well received and very valuable. That input as well as the input from schools has all been submitted. The District and Board will be adding bits as well then it will come back.

-The last strategic plan was developed by the Board and District of the time. We are hoping this time the main themes will be adopted by everyone as there is so much more involvement.

-Budget time is beginning, things are busy, the Board is very engaged and pleased that our initiatives and our staff are being recognized.

*Child care spaces - what is the turnaround to have them up and running?*

Provincially they are rolling out slower than was hoped. Not likely to see them until after September 2020.

*What is the process around the budget? When is the first meeting to discuss or has it happened?*

We are still in this year's budget. Budget will be based on September 30 headcount, we don't yet know the amount we will have to work with. Starting to work on a plan for next year. Funding formula will have substantial changes as well and we don't know what that will look like yet either. Same pot of money, but we don't know if our share will be more or less or the same. March 15 we get the funding, staffing decisions are made in May, there will be 2 or 3 budget meetings a week at that time.

5.4 **Treasurer** - report attached. Just for other treasurer's information, if you need to order cheques, cost can be written off gaming account as administration costs.

Reminder to PACS that you must apply for your gaming grants before June 30, and you should be filing the report 3 months after your PAC fiscal year end.

5.5 **BCCPAC DPAC Summit** - see notes attached

## 6.0 Old Business

6.1 Parent Education

6.1.1 *IEP Workshop* has been advertised on DPAC Facebook page and shared to many community pages. The poster/registration is through EventBrite. This is a free presentation, a panel discussion to draw out information. Please share the event widely, everyone welcome.

- The focus will be “What is IEP (Individual Education Plan)”: from an elementary perspective, from a high school perspective, from an education assistant perspective. Also discussion on how to prepare for the IEP meeting, being in an IEP meeting and post-IEP meeting. We want to ensure there is 30 min for questions and conversations at the end. We are aiming for 2 more meetings. After this initial meeting we can see what is the next piece in education to help families and caregivers. Remember, it is open to ALL parents, it could be applicable to anyone, IEP could even just include diabetics, anxiety or gifted children. Please let us know if there is extra special needs for your childcare if requested so assistance can be arranged. PLEASE SHARE, perhaps email the event to school secretaries for distribution

6.1.2 *Vaping presentation* will precede the next DPAC meeting. Rebekah Kirk, from VIHA, will begin at 6:15, everyone welcome.

6.1.3 *Screenagers*, the budget has been approved, any other volunteers to help organize it? Thank you to Quamichan for stepping up! It will be a free presentation to all SD79 families. Consider looking them up and subscribing. They send weekly tips and conversation starters to have with your kids.

6.1.4 *PAC 101* is looking like it will be more of a parent learning evening. The Superintendent will speak with District staff for demonstrations, breakout sessions etc. This will be for any parents, and we encourage PAC executives and aspiring or potential PAC executives to attend. Topics requested - emergency preparedness; a handbook or easy reference template source being available.

6.1.5 *Jesse Miller* Digital Literacy presentation to Chemainus Secondary students. Dec. 2 for grades 7/8, Dec. 11 for 9/10, and Jan 8 for 11/12. Parents welcome at all those times, it will be during the day.

***Motion to allocate \$300 for Chemainus Secondary's PAC presentation of Jesse Miller's Digital Literacy if they are able to obtain an evening parent presentation; by Chemainus Secondary, 2nd by Drinkwater. Carried.***

6.1.6 *Gordon Neufeld's* daughter just moved to the Cowichan Valley. It's suggested that perhaps a relationship could be developed, she could be valuable as a keynote speaker (ProD days, VIPC, school presentations etc).

6.2 Code of Ethics document for DPAC Reps was circulated. Please ensure it is signed and returned.

## 7.0 New Business

7.1 AED in schools - Some schools have them from a provincial grant in the past. Some schools have them because they have determined there is a need in that school (due to student or staff). Some of these were paid for by the PAC.

Approx \$1,500 at Costco.

New Health and Safety officer at the District has been looking into it. They are looking at regulations and District requirements.

There is the question of training and training overlap as well as funding of the unit itself. If the Ministry has not determined that every school needs one then the funding will not be there. A resolution could be brought to BCCPAC, it may not be within DPAC's capability to request funding.

A reminder that PACs can bring resolutions to BCCPAC (must be a member). February-ish is the deadline.

BCCPAC membership is due by the end of December. PACs are encouraged to obtain a membership.

7.2 **VIPC-** Planning of Vancouver Island Parent Conference is in full swing. It will be held Feb 29 at Belmont Secondary. Keynote speaker will be Ayson Schafer, author of *Honey I Wrecked the Kids*. There will also be Shimi Kang, author of *The Dolphin Way*.

DPAC sponsors one delegate from each school to attend VIPC. It is up to the PACs to decide who can use the ticket but DPAC recommends that whoever is sent will be someone who will report back. Deadline for PAC delegates to register will be January 20. Please email DPAC to let us know who is attending.

Some PACs may fund an additional ticket if they want. \$75 early bird (before Feb 10), \$100 regular

***Motion by Drinkwater for DPAC to financially support VIPC in the amount of \$1,000. Alexander 2nds. CARRIED.***

7.3 **Playground Equipment-**Chemainus Secondary, the PAC is curious, is there a plan to install playground equipment that was talked about when the grade 7s moved over?

It is In budget cycle, funds have been put aside. The Principal has not advised what is required. District is wanting to see what grade 7s wanted.

Alexander is getting playground from the Provincial grant.

Mill Bay Nature School received one as it was a new school site.

No applications for more until spring. Can apply for \$105,000.

7.4 **Water Filtration** - Chemainus Secondary, we have water filling stations, PAC is being asked to fund filtration costs. If PAC does not, we are being told the District would not cover the costs.

Jason will talk to operations and see what is going on.

DPAC Exec, If fountains are aging out, the replacements will be the new refillable stations. There are logistics involved in setting them up, they need electricity etc.

***Quamichan motions to request District to research and respond as to the minimum requirements for safe drinking water for students/staff/guests and if those requirements are being met; and to clarify on funding water fountains. Chemainus 2<sup>nd</sup>. CARRIED***

7.5 **Technology-** George Bonner brings technology query. Currently all computers are being replaced with ipads. This is not sufficient for our teachers needs at either elementary or secondary level. Our teachers need computers/keyboards to teach business skills such as keyboarding etc. What teachers would like to see is a portable lockable station that can move from room to room. At this point at Bonner teachers have come to PAC to ask for support.

Bonner has been advised that the only technology that can be brought in is Apple. This has been a frustration when sourcing out costs etc.

SD79: mentioned the Board of Education/Business Committee, we could attend a meeting but could not speak to it; bring it to their attention?

Maple Bay had to fundraise for computer lab? They purchased Chromebooks.

Chair agrees more information and clarity is needed for student/teacher choices on technology platforms

Drinkwater moves to adjourn at 9:22 p.m., 2nd by Ecole Cobble Hill

**Next meeting: January 16, 2020**

Submitted by Aurelia MacInnis, acting DPAC Secretary

## DPAC Summit NOTES November 15

42 districts represented here today

FSA Survey & feedback – online and paper form here

By Dec 2019 all 60 districts will be using MyEd – though districts may be using MyEd, they may not have all aspects open (eg. Parent Portal)

Rob Fleming – Ministry of Education

- Funding Model Review – BCCPAC being a part of the working groups. 350 submissions. All stakeholders have been apart of the working groups. No decisions have been made but Ministry is looking at all the questions / recommendations. Reason we started this process is due to it being archaic and not fully working; trying to get supports in place right away vs. waiting for paperwork and processes needed to get in place. Old way included our special needs students to be segregated from the rest of the class. Needs to be more transparent and have accountability. Parents advocacy needs to also be included. Updating information – parent handbook is under construction. 15% of students don't graduate or do without a road to further their education. Whatever changes are made, they will not diminish but enhance the supports needed. Prevalence is population data – funding associated for all in need (including kids in care, kids in poverty). Model now does not recognize these kids.
- Big Picture – within last 2 years – more \$ invested into education. School construction – 76 school constructions in place right now, including new schools and upgrades.
- Playground equipment funding, 101 made with more on the way. Policy changed – now are all inclusive playgrounds.
- Childcare – taking a much bigger role. Early learning is now 0-8 (vs 0-5). Build more childcare spaces, specifically on school grounds. {how is this done with the space restraints that we already have in our schools?}
- Personal Identification Numbers will be given to kids at birth to track all early learning.
- Teacher recruitment is continuing. Less than 1% vacancy rate for teachers in the province. Working w/ indigenous groups to encourage them to be teachers. Kids who are sent home due to teachers / EAs not being there, is not acceptable. Every child deserves to be in school 100% of the time.
- Inclusive Learning Policy – looking at this as there is a lot more work to do.
- Teacher bargaining; first time in 12 years to put everything on the table. Optimistic. Conclude this as quickly as possible in a fair contract.
- Indigenous Education; 17 languages, 6 under development being used in the province. Working on school completion rates in certain districts.
- Mental Health; youth-oriented counselling hubs within schools. Working on building the capacity in more schools, specifically in secondary levels. Being apart of daily conversation within classes.
- 10 point action plan on Vaping; announced yesterday.  
<https://news.gov.bc.ca/releases/2019HLTH0118-002192> Budget made for an advertising campaign with youth leading the communication. (Revelstoke doing a great job) April 2020 will be the last of the recommendations being set in place.
- Immunization catch up campaign; huge increase in the last 6 months.
- Question: Regulations / Standards for support staff? Needs are very different within districts. Qualifications are different within each district. Working on recruitment and sustainability. Looking at apprenticeship model. Working with UBC.

- Question: Playground Funding – Can we get a model of how funding is decided? PACs / DPACs / Districts – were asked for their top 3 priorities for funding and trying to help those with the highest needs first.
- Question: Responsibility of strikes in one district? Local bargaining has to be looked at.
- Q: Plan for indigenous students who are living on reserves? Hard to get new schools on reserves in BC as it is also a Federal matter. Increased funding has been made for transportation to get them to other schools. Trying to build relationships within districts.
- Q: Vulnerable kids not getting a full day of school; is gov't doing something to ensure that this changes? Yes! Need to communicate the expectations. Parents need to be informed more. School boards will communicate which supports they need to help these kids.
- Q: Green world; will there be a focus on things like bike lanes to school? It becomes a discussion within municipalities / school boards. Greener initiatives are being offered and being used.
- Q: Is there the 1 thing that is still a focus for you? Student hunger! Too many kids are coming to school hungry. There was a mention within the Federal crown speech, that is encouraging as it will be a focus for them as well.

#### SOGI123 for Parents – Hosting a Parents Event

Scout Gray, SOGI123 Lead / ARC Foundation

Many PACs may feel uncomfortable talking about SOGI123 and if so, do a parent night!

#### Personal Education Number (PEN) Improving the K-12 Journey

Elenor Liddy; Executive Director, Services & Technology / Ministry of Education

Providing a number at birth to follow them in all early learning, including strong start, pre-school, etc. and will continue to follow them until gr 12. This number enables the Ministry to;

- Trace individual student outcomes from pre-school to post-secondary
- Identify effective interventions and supports to improve student success
- Support public health programs
- Provide quality information for research and reporting

The Current Registration process – Biggest challenge to register our kids into school? Table talk

Future State: PEN will be created at birth and digitally linked to their BC Services Card. Then you can use BC Services Card to register for StongStart or other Early Childcare and Learning (ECL) programs.

Parents can follow the progress without losing any information. It can then be used to register them for school via online or in person. If you move provinces and then move back, the school can find their previous education history, and then know of any additional support needed. You can use your PEN to order transcripts, retrieve scholarship and apply for Student Aid. Education and identity information is seamlessly transferred to their post-secondary institution. You can use this to identify and pull up their education record (after years). All the education information is there, and you will be credited for past work experience and will understand the path to graduation.

(table talk discussions)

How to do we get this info out to parents?

What suggestions do you have for improving the process?

Do your children have a BC Services Card? If not, why?

Jonathan Foweraker, Director, Resource Management Division / Ministry of Education

Why Change the Funding Model?

Continually hearing that the model doesn't work, inequity, too difficult, don't know who to go to for supports, etc.

How our children are learning has changed. Commitment had been made with gov't. to review the process.

5 Phases: Establish Principles, Gather Information, Independent Review Panel, Complete New Model, Implementation (timeline so far; Oct 2017 – Sept 2020)

Can't change funding without changing how the districts are spending the funding. We need to know what the funding will / should include.

- All groups had representation that knew the subject area well and could provide a broad range of perspectives.
- All groups were led by Co-Chairs with background in the subject area
- Members expressed a range of different perspectives.
- Accountability across all parts and players in the education system is needed in order to ensure that students will be well-served going forward
- Needs to be transparency in what's being funded and how those dollars are being spent on students
- Need for greater focus on quality assurance as part of regular program delivery
- Working groups shouldn't be wasting time on paperwork but get the best practices and supports for all students are in place.
- This hasn't been looked at in over 17 years – It should be looked at every 2-3 years.

Patricia Kovacs, Director, Inclusive Education / Ministry of Education

Current Inclusive Education Model

- Based on designations and reporting of students
- FMR Panel heard that this doesn't work and needs fixing
- 2018/19 numbers show 31,314 students claimed in funded special needs designations; 581 in Level 1, 22,874 in Level 2, 8,757 in Level 3
- Recommendation 6 – The Ministry should create a single Inclusive Education Supplement. Component 1 high-cost supports continue to be reported and claimed. Component 2 funds should be allocated through a population-based model, using a comprehensive range of 3<sup>rd</sup> party medical and socio-economic population data (Health Factors 50%, Children in Care 20%, Income and Earnings 20%, English/French Language Development 10%)
- Panel's Recommendation – recommendation is only about the allocation of available funding to Boards of Education. Does not specify how Boards allocate funding to schools, or how schools provide supports to students. Does not determine the process by which school districts determine whether a student needs additional supports. Does not specify what level or type of support a student gets. Recommendation is about providing funding to Boards in an administratively efficient manner that recognises a wide range of student characteristics that in general require additional supports.
- There will still be targeted funding for high needs supports.
- Funding model is NOT the spending model!
- There are some districts that are / are not spending the \$ in the appropriate ways – not being targeted in the right ways.
- It is the Board that approves the budget!
- The group met 7 times so far in 2019. Topics included;

Current funding model and implications for inclusive education



Current service challenges across the province

Implications of creating a new Inclusive Education Supplement

Areas out of scope of the recommendation; Quantum, collective bargaining, other Ministry programs and services

- Considerations:

Accountability – Measures should be in place for funding, supports and services and equitable outcomes for learners.

A new category – will need to be developed for students with complex needs who require high-cost supports. This category should better meet the needs of all students, particularly those with complex socio-economic or behavioral challenges.

Data and modelling – should be transparently available to the education sector and broader public.

\*\* Students should continue to receive supports and services including; assessments, documentation that supports student learning (eg. IEP), and access to needed supports and services.

\*\* A comprehensive engagement and communication strategy should be implemented to ensure supports during the transition period.

\*\* Senior leadership staff should be provided on-going learning to implement the proposed new model.

\*\* The existing financial Audit program should align with the proposed new funding model to ensure fiscal compliance, and an emphasis on student well-being and outcomes.

\*\* On-going monitoring of implementation should happen in a timely, transparent way.

- Commitment should be in writing – to review
- Data and Population Based Model – Complex Needs (component 1) and Prevalence (component 2)

What is prevalence? How common something is in a specific region in a given time period. It is the proportion of the population that have a characteristic regardless of when they first have it. However; data being used in the Health Factors component is Population data. It is not a statistical model or trend data. Data is linked to actual students and their health conditions that impact learning.

Low Birth Weight Data – has an effect on a child's learning, approx 32,500 students. Number of children born weighing under 2500 grams.

Mental Health Data – Non-clinical treatment provided through the Ministry of Children and Families, approx 30,000 students

Medical & Wellness Data – number of interactions students have had with the provincial medical system in their lifetime for a variety of conditions is counted. This gives us way more funding than what we know now! Health data covers 533,000 students, over 16x as many students as are currently designated for supplementary funding purposes; 96% of student population.

This data than can be given to schools prior to entering school.

- Number of interactions students have with the provincial medical system in their lifetime for a variety of conditions would be counted. Counts are then weighted by impact on student need, scaled where the data coverage is less than 100% and added to created a score. Index is the score divided by the number of students.
- No waits for diagnosis or assessments or for paperwork to meet funding requirements. Funding flows as soon as the student enters the school district.
- Has the ability to project health profile of the next years school cohort, aids in planning, preparation and staffing.
- Next Steps: Discussion with medical and educational experts on; which medical interactions should be included; which are likely to drive the need for increased services; and weightings for each medical interaction. Relative weighting of the 3 data sets; Health & Wellness Conditions, Low Birth Weight, and Non-clinical Mental Health Data

- Boards retain autonomy and flexibility to direct funding to local needs and priorities
- Panel identified:
  - lack of transparency on local spending decisions and what drives them
  - lack of clarity on why there are reserves and what they are being kept for
  - poor reporting on Board strategic goals and progress towards them
  - no clear path for parents to advocate for their children
  - low levels of accountability for student outcomes

Funding changes cannot be made in isolation; requires policy and program change as well.

Is the spending from your Board related to student outcomes??

There is the need to change the reporting, accountability, and transparency!

#### Potential Program Policy Changes

- Combines 5 existing policies into one higher level policy
- Sets out Ministry and Board responsibilities to meet the needs of a diverse student population
- Shifts the inclusion paradigm from a moral imperative to a rights-based framework
- Requires more transparent identification of student needs and allocation of supports and services
  - directing districts on how they are spending funds, how they are assessing students. Districts still have autonomy but the info needs to be PUBLIC!
- Supported by new policy manuals and parents guide, including expectations around identification and assessment of student needs. – Need a parent handbook. What needs to be in it?

#### Questions to Consider:

1. How can we best communicate with parents and the public to show the transparency of the model and support conversations about their child's success?
2. The Inclusive Education Working Group recommended that the Ministry develop a detailed transition plan to ensure the public is aware of changes going forward. What are the key elements that you feel need to be in the transition plan?
3. One of the suggestions from the Inclusive Education Working Group around improving accountability and transparency is to develop a parent workbook. If this handbook were to be developed, what are the key areas of information you feel need to be included to support parents understanding of the education system?

It is still important for parents to know that students still should get assessed for possible designations as there are other supports / resources that they may be available outside of the educational system.

[K12fundingreview@gov.bc.ca](mailto:K12fundingreview@gov.bc.ca)

#### The Partnership Model: Before / After School Care

Patricia Kovacs

The Ministry of Children and Family Development has identified that there are waiting lists for all types of childcare in BC, including before and after school care, and this is limiting parents' participation in the labour force. As a result, government has committed to working more closely with school districts to increase childcare opportunities on school grounds.

#### Educational Changes to the framework

- Expands the focus from infancy to 8 years of age
- More integration between theory and practice
- Updated inquiry questions
- Connects with K-12 curriculum, core competencies, and the primary program principles
- More focus on reconciliation with Indigenous peoples
- Increased focus on inclusion and diversity

Resources “Let’s Play” resource material - guidebook for parents and another for educators  
Changing Results for Young Children

- a professional development partnership between EDUC and United Way of the Lower Mainland
- focuses on research that outlines the connections between children’s social emotional well-being (how you feel) and their educational and life outcomes (how you learn).

Strengthening Early Years to K Transitions

- Focus on developing strategies to improve transitions from community to Kindergarten
- Some prior engagement with the family to have a sense of who the child is.

Before & After School Care Policy

- Increasing the accessibility of quality child care spaces
- Enabling districts to operate before & after school care directly or through a licenced partner.

We currently have very little guidance from the School Act or policy.

Needs to be a stronger connection between early learning and school curriculum

In construction

Questions: think about your context

1. What’s happening in relation to before and after school care in your school district?
2. How could schools and childcare operators work together to better support before and after school care?
3. What areas continue to need support?

Framework for Enhanced Student Learning

Cynthia Drumond, Director, Continuous Improvement / Ministry of Education

How would you define student success?

Do we have common ground or values? What are they?

1. Social & emotional well-being
2. Literacy
3. Numeracy
4. Competencies for career / post secondary
5. Graduation

Want to work together towards the same goals, our common values

Collectively improve on setting out what we aim to achieve; strategic planning and reporting on it

Combine efforts to build capacity, continuous improvement

Learn together!

What evidence can be used to show success...

Social & emotional well-being

In literacy

In numeracy

In graduation

Competencies for career / post secondary

The conversation should be about student success!!! (not fund-raising! Haha!)

[EDUC.FESL@gov.bc.ca](mailto:EDUC.FESL@gov.bc.ca)

Getting Parent Input – Immunization and Your Family

Craig Thompson, Director, Immunization, Population & Public Health

Ministry of Health and Julie Hamilton, Independent Contractor / Ministry of Health  
 Refreshing ImmunizeBC, the government policy that will guide the province wide guide into 2030  
 Pre-summit survey went out and they will go thru the data.

What supports could contribute to more conversation and learning about immunization at home between you and your child / children? Please be specific. Eg. An app, board game, physical game  
 iboostimmunity.com – do the quiz and earn immunizations for Unicef, has real stories that are shared  
 kidsboostimmunity.com – lessons and interactive quizzes for kids / teachers  
 ImmunizeBC.ca

November 16

BCCPAC Committees:

Resolutions

Constitution & Bylaws

Policies

Online Safety

Awards

Nominations

DPAC Table Discussion:

What are the top 3 issues within your DPAC? (relating to such things as how you operate, bylaws, engagement working with district staff, PAC engagement, volunteer burnout, succession planning, connecting with other DPAC effectively etc.)

What are the top 3 challenges facing your PACs relating to similar areas?

Using your Top 3 DPAC issues identified, what are possible solutions?

Considering your Top 3 PAC challenges identified, what are possible solutions?

Succession Planning

Relationships

Bylaws (& Constitution)

Engagement

(Nomination committee)

\*\* list of expectations & code of conducts for PACs & DPACs

Resolutions – The Good, the Bad and the Ugly

Policy 4020 and the Resolution Committee

Resolutions passed at AGM are the basis for the operations and advocacy work

The Resolutions Committee exists to ensure that proposed resolutions are lawful and that the qualified proposers are assisted to develop effective resolutions

Will review each resolution to consider whether;

- to the extent possible, the resolution is clear, is actionable and will have the intended effect;

- to the extent possible, the proposer's position statement is clear and factual;
  - that the list of implementers suggested by the proposer is appropriate; and
  - that the list of Interested Parties suggested by the proposer is appropriate
- 
- We are compiling a Resolutions Guide, revising forms and documentation
  - We need to educate members on who / what / where / when / why on Resolutions to enable more time for both proposing and discussing pre-AGM
  - Policy 4020 needs an update at AGM