



BC Confederation of  
Parent Advisory Councils

**DPAC 40 – New Westminster  
November 17, 2022**

**WORKING  
TOGETHER**



**WE ARE ALL VOLUNTEERS**

**DOING THE BEST WE CAN  
WITH WHAT WE HAVE**



BC Confederation of  
Parent Advisory Councils



It is my honour to be here as a guest and present to those who live work and play on the territory of the Qayquayt First Nation.

I come to you today from the traditional and unceded territories of the hə́nq̓ə́míḥə́m speaking people of the Katzie First Nation and Kwantlen First Nation.

I would like to acknowledge the many other traditional territories on whose lands we operate. To our Métis partners and friends, we see and hear you. We recognize that there is still work to be done on this path to truth and reconciliation.

# BC Public Education

(ORGANIZATION ALPHABET SOUP)



**SCHOOL BOARD**  
(District level)

**KEY PLAYERS:**

- Trustees
- Superintendent
- Secretary-Treasurer

**STAKEHOLDERS:**

- District Students' Council
- District Parent Advisory Council (DPAC)
- District Principals' and Vice Principals' Ass'n
- District School Teachers' Ass'n
- Represented by different unions and/or locals in each district. Some of the more common ones include:
  - Canadian Union of Public Employees (CUPE)
  - BC General Employees' Union (BCGEU)
  - International Union of Operating Engineers (IUOE)



**MINISTRY OF EDUCATION & CHILD CARE (ECC)**

(Provincial Level)

Minister of Education: Jennifer Whiteside  
Deputy Minister: Christina Zacharuk

**STAKEHOLDERS:**

- BC School Trustees Ass'n (BCSTA)
- BC School Superintendents' Ass'n (BCSSA)
- BC Ass'n of School Business Officials (BCASBO)



**SCHOOL**  
(Local Level)

**KEY PLAYERS:**

- Students
- Parent Advisory Council (PAC)
- Principal
- Teachers
- Education Assistants
- Office Staff
- Support Staff
- Building Engineers
- Construction & Maintenance Workers

**Treasury Board**

Reviews and approves spending by the Government.

**Ministry for Children and Family Development (MCFD) incl. Minister of State for Child Care**

Primary focus is to support all children and youth . Also responsible for developing universal, affordable, accessible, quality and inclusive child care.

**Teacher Regulation Branch (TRB)**

**BC Teachers' Council (BCTC)**

Enforce standards for educators, assess applicants for certification, approve and evaluate teacher education programs, and issue teaching certificates.

**BC Public School Employers' Association (BCPSEA )**

Employers' association and accredited bargaining agent for the province's 60 public boards of education. Board made of 9 school trustees, 4 government representatives, and a non-voting representative each from the BCSSA and BCASBO.

**First Nations Education Steering Committee (FNESC)**

Encourages discussion on education matters affecting First Nations in BC. Membership is open to BC First Nations communities.

**First Nations Schools Association (FNSEA)**

Works with First Nation schools to create environments that develop learners' pride and competence in their First Nations language and heritage within self-governing First Nations communities.

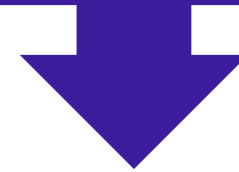
**Métis Nation BC (MNBC)**

Represents 38 Métis chartered communities in BC.

**Representative for Children and Youth (RCY)**

**PAC**  
**DPAC**  
and  
**BCCPAC**

SCHOOL: Parent Advisory Council  
PAC advises the **SCHOOL** administration on any matter relating to public education, supports parents



DISTRICT: Parent Advisory Council advises the **SCHOOL DISTRICT** on any matter relating to public education, supports PACs



BC Confederation of Parent Advisory Councils is the **PROVINCIAL** voice of parents on K-12 public education and related issues, supports DPAC and PAC members



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# The SCHOOL ACT also includes many related Regulations, Orders in Council, Ministerial Orders and the Manual of School Law

## **Preamble**

WHEREAS it is the goal of a democratic society to ensure that all its members receive an education that enables them to become literate, personally fulfilled and publicly useful, thereby increasing the strength and contributions to the health and stability of that society;

AND WHEREAS the purpose of the British Columbia school system is to enable all learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy;

THEREFORE HER MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of British Columbia, enacts as follows:

# Key articles from the School Act

- School Growth Plans – PACS should be consulted and/or working with school administration
- School Calendar (section 87.01)  
*Before submitting a school calendar or school calendars, as applicable, under subsection (5) or (6), the board must, in accordance with the regulations of the minister, consult with parents of the students enrolled in the school and representatives of employees of the board assigned to the school.*

[School Calendar Regulations](#)



# District Parent Advisory Councils (DPAC)

Recognized in the School Act, Section 8.4 & 8.5

- Is the official representative body of parents/guardians and Parent Advisory Councils in the District
- School Act provides DPACs the power to advise the Board of Education respecting any matter relating to education within the district, including educational policy
- Required to have bylaws under which they operate – governing meetings, how business is carried, dissolution, etc.
- Composed of, run and managed by parent **VOLUNTEERS**



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# Role of District Parent Advisory Councils (DPAC)

- Comprised of elected parent representatives from PACs and serves as an umbrella organization for PACs in the School District
- Assist parents in forming a PAC in every school
- Assist members in obtaining information and communicating with district personnel
- Help parents navigate the school system locally
- Advocate for parental involvement in the education system and input on School District decisions
- Support and encourage PACs and parents in accessing the school system at all levels by providing regular forums for the exchange of ideas and information to ensure that public education services the best interests of all students.





# Considerations for PACs and DPACS

Framework for Enhancing Student Learning ([FESL](#)) (for SD40)

School Growth Plans ([School Plan or Goals](#)) (for SD40)

Review your Schools' Growth Plans with your Principal and see how you as a PAC can support and provide input into the development of School Growth Plans.

Strategic [Facilities](#) Reviews and [Strategic Plans](#) (for SD40)

Check with your District on the status or reports of any Facilities Reviews and/or Strategic Plans

Annual Budget Planning [Budget Process](#) (for SD40)

Engage with Parents to provide input to School Boards

[Safe & Caring Schools](#) (for SD40)



# The Parent Voice, through your Executive is your most important role.

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- THE SCHOOL ACT LEGISLATES YOUR PARENT VOICE
- COLLABORATION AND RELATIONSHIP BUILDING ARE **CRUCIAL**



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## Family-School Engagement Playbook

DPACs can work closely with District Partners:

Parent Advisory Councils

School Board Trustees

Superintendent

Principal & Vice Principal Association Indigenous  
Partners

Teacher Association

Support Staff Association

and encouraging Student Voice.



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## Advice for Parent Advisory Councils

Build meaningful relationships with your school-based administration (Principal and Vice Principal(s))

Don't forget about clerical and custodial staff!  
Consider engaging in ways to support all staff.



DPAC can collaborate and meet with all District partner groups.

For everyone to share and be heard.

We can all better understand how to move forward when we understand and appreciate where everyone is at and where the concerns and successes are.



**THE WORKING AND  
ENVIRONMENTAL  
CONDITIONS OF OUR  
SCHOOLS ARE THE  
LEARNING CONDITIONS  
OF OUR STUDENTS**



Every partner group (teachers, staff, administration) wants the best for education.

We may not always agree on how to get there or what that looks like, but there is always room for common ground on what we can do.

The MOST important partner groups (and those that should be directing District actions as they are the District membership) are the Parent Advisory Councils.





DPACs can look at engaging with other groups in the community that support parents and students.

Have a voice at those tables and promote discussion, connection, share community information, resources, and activities.

A rectangular sign with a light beige, textured background is mounted on a beach. The sign is held in place by four silver-colored screws, one in each corner. On top of the sign, three smooth, greyish-blue stones are stacked vertically. The background of the image shows a beach with many small, smooth, light-colored pebbles in the foreground and a blurred ocean with white-capped waves in the distance under a bright sky.

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**[BCCPAC Website](#)**

**[BCCPAC Workshops](#)**

**[BCCPAC Volunteer Registration](#)**

**Support & Resources**

**[info@bccpac.bc.ca](mailto:info@bccpac.bc.ca)**





