

## **British Columbia Confederation of Parent Advisory Councils(BCCPAC) Leadership Summit November 18th 2022**



### **Honorable Minister Whiteside**

Honorable Minister Whiteside was our first presenter for the summit. *She shared a lot of numbers with us - mostly supporting ministry spending and priorities over the last few years.*

In 2021 BC's population grew by 100,000 people. 60% came from other countries and 40% came from other provinces. Expecting 100,000-200,000 new residents in 2022.

The education budget has had a \$2 billion increase since 2016-2017.

Between 2010-2017 \$ 3 billion went to creating 78 new schools or expanding existing schools.

231 new Playgrounds have received funding since the funding program started in 2018. \$30 million spent in that time.

The Ministry is looking at implementing a program that reduces childcare fees of up to \$500 per child per month. This amount is set to increase later to \$900 less per child per month.

Minister Whiteside promoted a book called *Wahi Wah! Indigenous Pedagogies* by Jo Chrona AN ACT FOR RECONCILIATION AND ANTI-RACIST EDUCATION. In this book it talks about how the words heart and mind are connected and it is very important to bring the heart and mind together.

Indigenous content requirement for graduation will be in effect for the next school year.

SOGI remains a Ministry focus so that kids see themselves reflected in the adults around them. This is about inclusion and the capacity to support all children. It is not about curriculum, it is about safety and inclusion that is based on our human rights code.

Information focusing on consent is coming out in the next few weeks and this includes supports and resources for students and teachers. The curriculum for Grade 11 and 12's will soon include a section on consent and well being. They haven't figured out yet which subject this will fall under. This was asked for by parents at BCCPAC and the Ministry is responding by adding this to the curriculum.

Question to the Minister was about the Ministry's view on FSA's. Minister feels they are an important way to see the overall picture in the province, however, this data can and is misused by some which is why there is controversy. This is an important measure for indigenous communities to see how their students are doing relative to the others in the province.

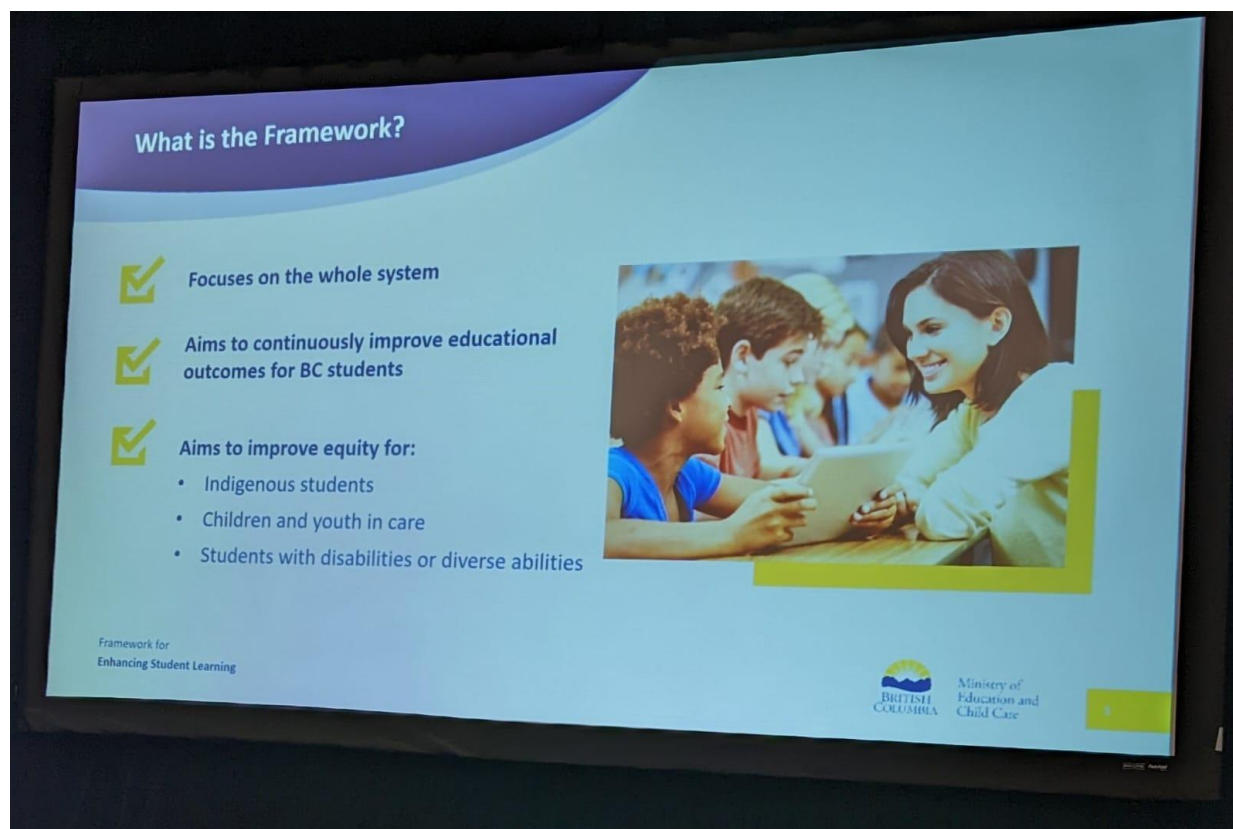
Question to the Minister about the new grading system in BC and how it affects post secondary education. This is still a work in progress that was derailed by covid and is now due to be resolved and released. Info should be available in the new year.

Question to the Minister. Why is PROFICIENT the goal for students not EXTENDING? This is because we want students to be proficient. Extending is there because some kids are extending and this needs to be recognized. We recognize when a child is DEVELOPING or EMERGING , so we need to recognize the kids on the other side of PROFICIENT as well. This new scale is more similar to what you expect from your employer evaluations so they feel why not start this language with children from the beginning. " PROFICIENT means you have mastered the content.

Topics commonly brought forward to the Ministry from the Parents: Climate change, Environmental science, K-5 Computer science in inner city schools, PE and health education for grade 11 and 12 students.

**Lucas Corwin Ministry of Education Executive Director, Sector Performance Branch, Governance and Analytics Division.**

This speaker provided information on the Framework for Enhancing Student Learning (FESL). *The purpose of the FESL is to support public accountability for student outcomes.*



What is the framework?

- 1) Focuses on the whole system
- 2) Aims to continuously improve educational outcomes for BC students
- 3) Aims to improve equity for:
  - Indigenous students
  - Children and Youth in care
  - Students with disabilities or diverse abilities

Ministerial Reporting Order came out in June 2020 that outlines the Ministry's and School Boards Commitments for reporting this includes:

- outlines requirements for Enhancing student learning Reports, including data analysis
- needs to be publicly accessible to all parents

## Continuous Improvement

*School districts and public schools are expected to develop multi-year strategic plans for student learning*



### Enhancing Student Learning Reports Demonstrate:

- Districts have a strategic plan for student learning in place
- Districts are using data and engaging with communities to inform their planning
- District operational plans are aligned to their strategic plan
- Districts are using continuous improvement cycle to ensure the efficacy of operations and strategies.

Framework for Enhancing Student Learning

## Role of Parents and Guardians

*Community members (Including Parents and Guardians) are encouraged to:*



- Provide guidance on accountability, implementation, and capacity building in the education sector
- Continue to approach issues collaboratively and objectively, with intent to problem-solve, advise, and assist in decision making
- Support opportunities to enhance student learning through greater equity
- Recognize different perspectives and experiences in their school communities

Framework for Enhancing Student Learning

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<https://studentsuccess.gov.bc.ca/> is a public website that parents can access at the Ministry.

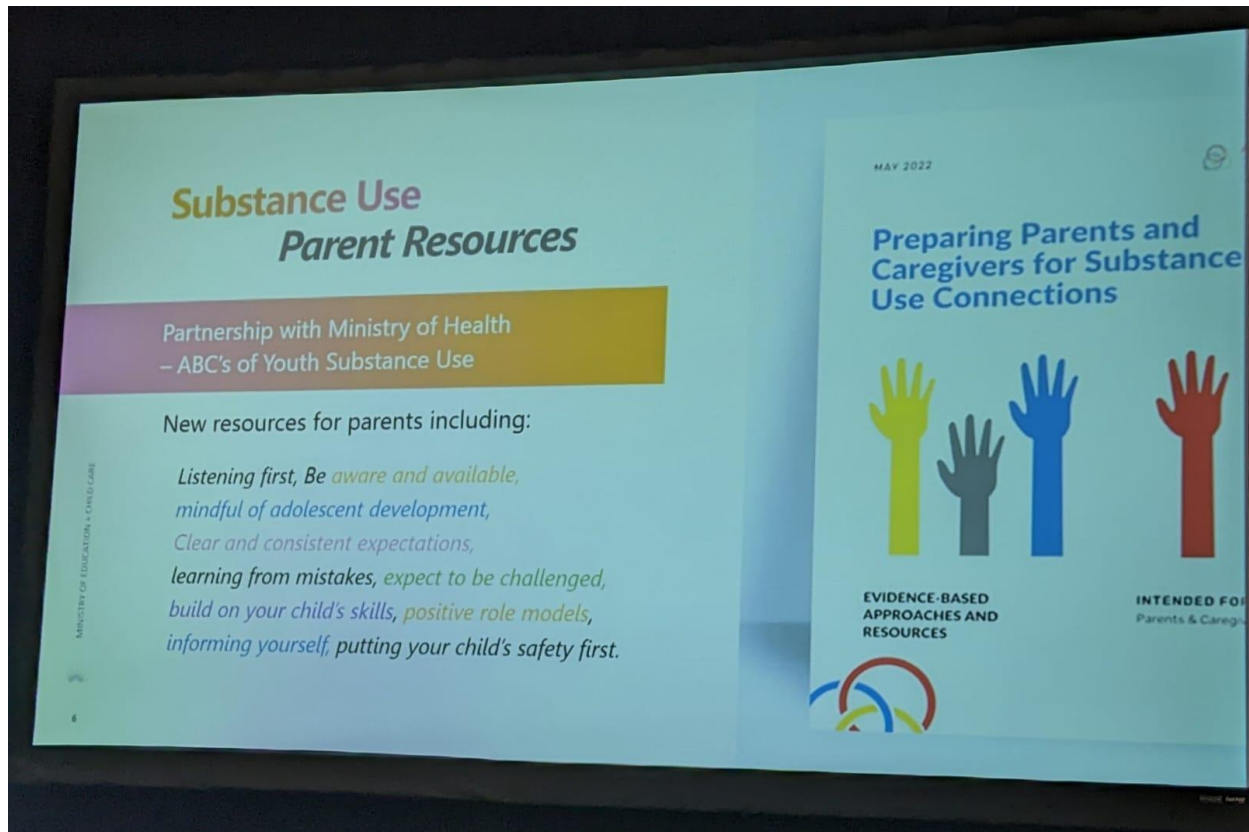


12 of 60 school districts are beginning their strategic planning cycle this year. (The SD8 strategic plan is for 2018-2023 so I believe we are one of these 12). **The ministry will be working with them on best practices for engaging the community.** Abbotsford SD is considered a “rock star” by the ministry for their strategic plan but the parents may not agree with this perspective. Ladysmith is winning awards for their strategic plan and the parents shared this perspective.

**Jennifer MCCrea**  
**Assistant Deputy Minister - System Liaison and Supports Division**

*Jennifer announced a bunch of new services and resources that the Ministry will be releasing in the next few weeks and months which are accessible to parents.*

The first is a new resource for substance abuse



There is a lot of work on resources and education for parents and students on consent. This is due to Hopefully be released in the next 2 weeks. There will also be a new section on the ERASE website on consent. Erase content will include:

- What is Consent?
- What it isn't.
- Equal Power
- How to take action
- Sexual violence
- Youth dating violence

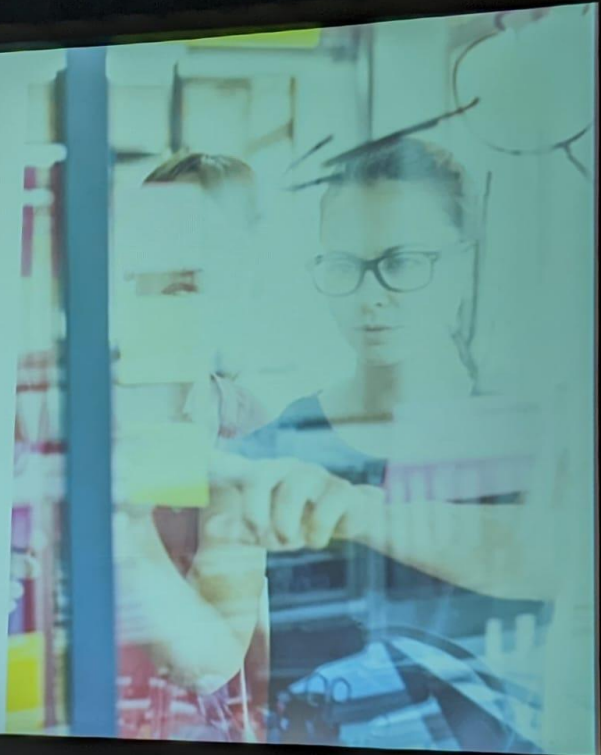


Consent is an agreement to engage in an activity; it occurs when you ask, or give, permission to do something.

In the context of sexual activities, consent refers to giving voluntary permission to engage in a sexual activity. The legal age of consent to sexual activity is 16 (except where young people are close in age).

## Consent/Healthy Relationships

- Working with subject matter experts and educators
- NEW section to *erase* website: Consent and Gender-Based Violence
- Sharing resources and best practices between districts and Safe School Coordinators
- Working across government on the provincial Gender-Based Violence Action Plan



## Consent - Working with subject matter experts and educators

- The provincial curriculum includes two key elements related to consent and gender-based violence: required learning standards and curriculum elaborations.
  - *Learning standards are mandatory and outline what all students are expected to know, do, or understand.*
  - *Elaborations include definitions, suggested topics, and key questions that teachers can use to deliver these learning standards more effectively in their classrooms.*
- The provincial curriculum in Physical and Health Education, contains learning standards related to topics like appropriate and inappropriate touches, healthy relationships, and the avoidance and prevention of uncomfortable and abusive situations.



### Expansion work:

Working with a team of classroom teachers and subject matter experts, the content in the elementary and secondary Supporting Student Health guides related to consent and gender-based violence is being expanded.

SOGI

## SOGI-Inclusive Education

We know that Lesbian, Gay, Bisexual, Transgender, Two-Spirited, Queer (LGBTQ2S+) students are subject to higher levels of bullying, cyberbullying, physical abuse, emotional abuse, sexual abuse and discrimination, and are at higher risk of mental health issues, including suicide.

- July 2016 – The [B.C. Human Rights Code](#) was updated to include gender identity and expression among the protected grounds of discrimination.
- All boards of education and independent schools to include sexual orientation and gender identity in their codes of conduct and anti-bullying policies.
- Everyone has a sexual orientation and gender identity (SOGI). It's an inclusive term that applies to everyone.

### SOGI is a comprehensive strategy to:

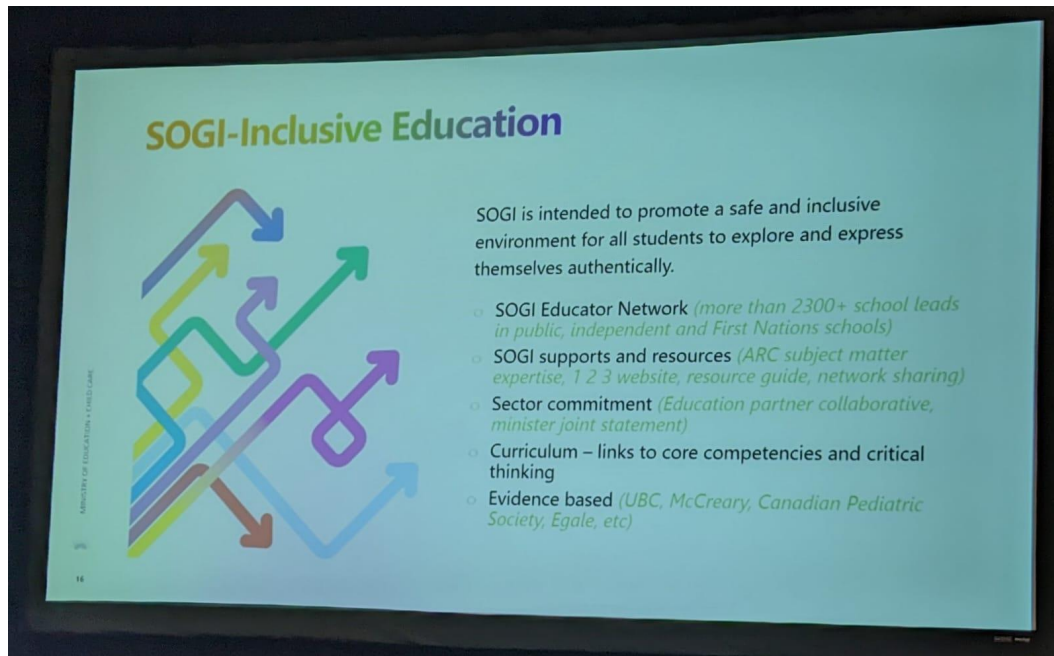
- *Strengthen district and school policies and procedures*
- *Foster inclusive school environments*
- *Develop resources and tools*





SOGI is in the BC Human Rights Code and is not optional. Inclusion of SOGI is a Human rights mandate that the Ministry of Education must follow.

LGBTQ2S+ have a 7% higher suicide rate than the rest of the population and this is not acceptable. SOGI helps these students to see themselves reflected in the adults supports that are present in their lives and this brings down suicide rates.

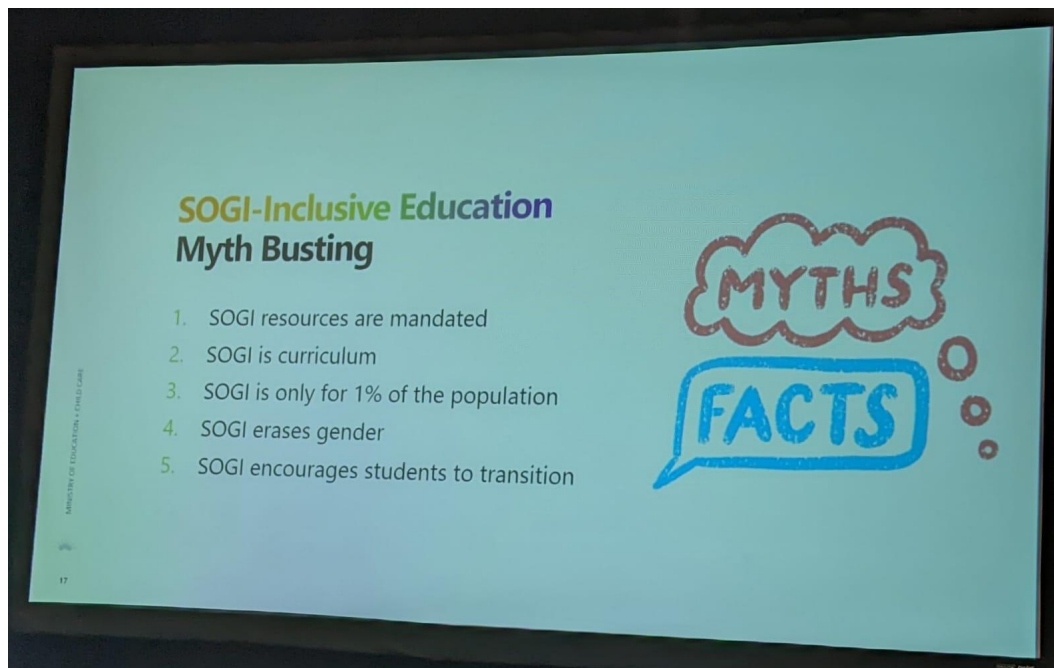


**SOGI-Inclusive Education**

SOGI is intended to promote a safe and inclusive environment for all students to explore and express themselves authentically.

- o SOGI Educator Network (*more than 2300+ school leads in public, independent and First Nations schools*)
- o SOGI supports and resources (*ARC subject matter expertise, 1 2 3 website, resource guide, network sharing*)
- o Sector commitment (*Education partner collaborative, minister joint statement*)
- o Curriculum – links to core competencies and critical thinking
- o Evidence based (*UBC, McCreary, Canadian Pediatric Society, Egale, etc*)

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**SOGI-Inclusive Education  
Myth Busting**

1. SOGI resources are mandated
2. SOGI is curriculum
3. SOGI is only for 1% of the population
4. SOGI erases gender
5. SOGI encourages students to transition

**MYTHS**

**FACTS**

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## SOGI-Inclusive Education Parent Resources

SOGI 1 2 3 Parent Resources were created in collaboration with BC Confederation of Parent Advisory Councils (BCCPAC) and the BC Ministry of Education to answer parent questions about what SOGI-inclusive education looks like in Canadian schools

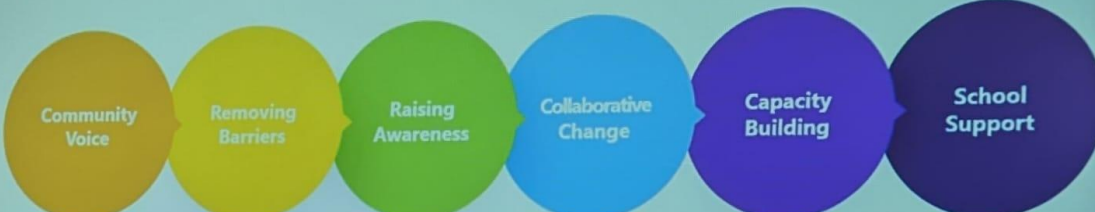
- erase = expect respect and a safe education  
[www.erase.gov.bc.ca](http://www.erase.gov.bc.ca)
- UBC SARAVYC [www.saravyc.ubc.ca/resources](http://www.saravyc.ubc.ca/resources)
- BCCPAC [www.bccpac.bc.ca](http://www.bccpac.bc.ca) -> Resources

MINISTRY OF EDUCATION • CHILD CARE

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A specific Indigenous anti racism policy is coming to the Ministry soon.

## K-12 Anti-Racism Action Plan



<b>Community Voice</b>	<b>Removing Barriers</b>	<b>Raising Awareness</b>	<b>Collaborative Change</b>	<b>Capacity Building</b>	<b>School Support</b>
Engage rightsholders and community organizations to ensure actions are guided by lived experience	Remove barriers for Indigenous and racialized students and ensure policies and culture are anti-racist	Promote anti-racism messages, understand shared history and celebrate diversity	Build on existing partnerships and create networks to champion anti-racism throughout the education system	Increase diversity of sector staff, and ensure educators are equipped to support anti-racism related learning	Provide resources, support and guidance for schools, ensure anti-racism learning opportunities are provided for all students

MINISTRY OF EDUCATION • CHILD CARE

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## Denise Augustine Superintendent of Indigenous Education and Brad Baker Associate Superintendent of Indigenous. Education

Declaration on the Rights of Indigenous People - new law in BC. That makes Indigenous people not just stakeholders but rights holders in BC. This is a huge step for reconciliation. *Data supports that what is good and works for Indigenous learners is good for the entire student population.*



This new law is an important step towards true and lasting reconciliation. It recognizes Indigenous rights and will create stronger communities, good jobs and prosperity for everyone in BC.

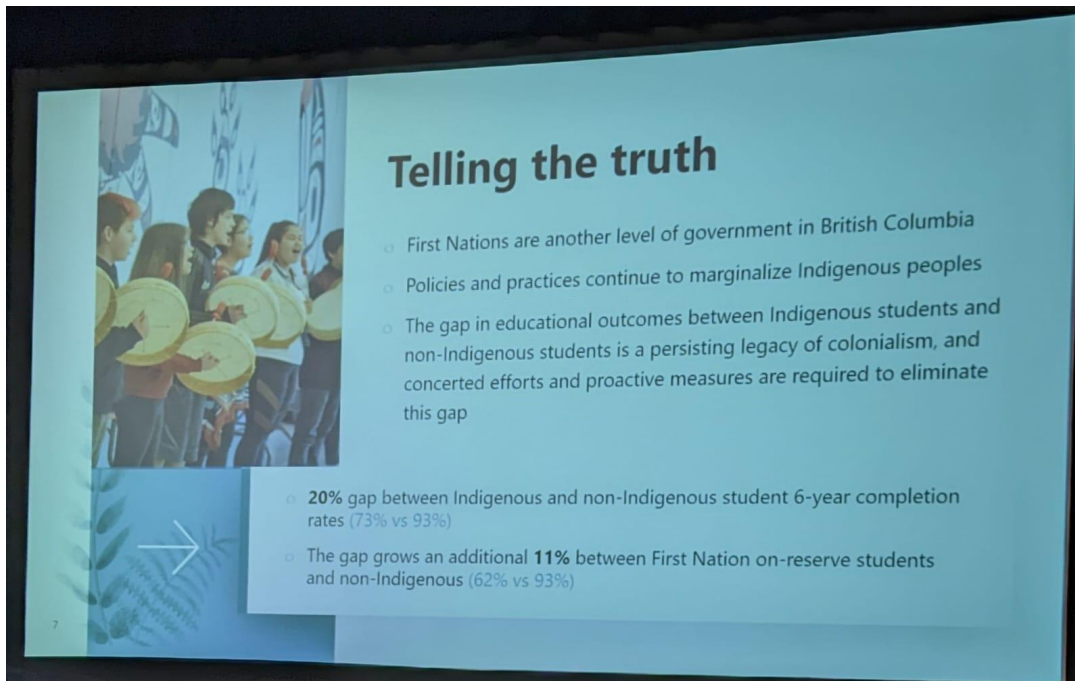
Putting things in Perspective

579,000 Students in BC

69,200 Indigenous Students in BC

8001 Students in BC Students living on reserve in BC

## Telling the Truth.



**Telling the truth**

- First Nations are another level of government in British Columbia
- Policies and practices continue to marginalize Indigenous peoples
- The gap in educational outcomes between Indigenous students and non-Indigenous students is a persisting legacy of colonialism, and concerted efforts and proactive measures are required to eliminate this gap

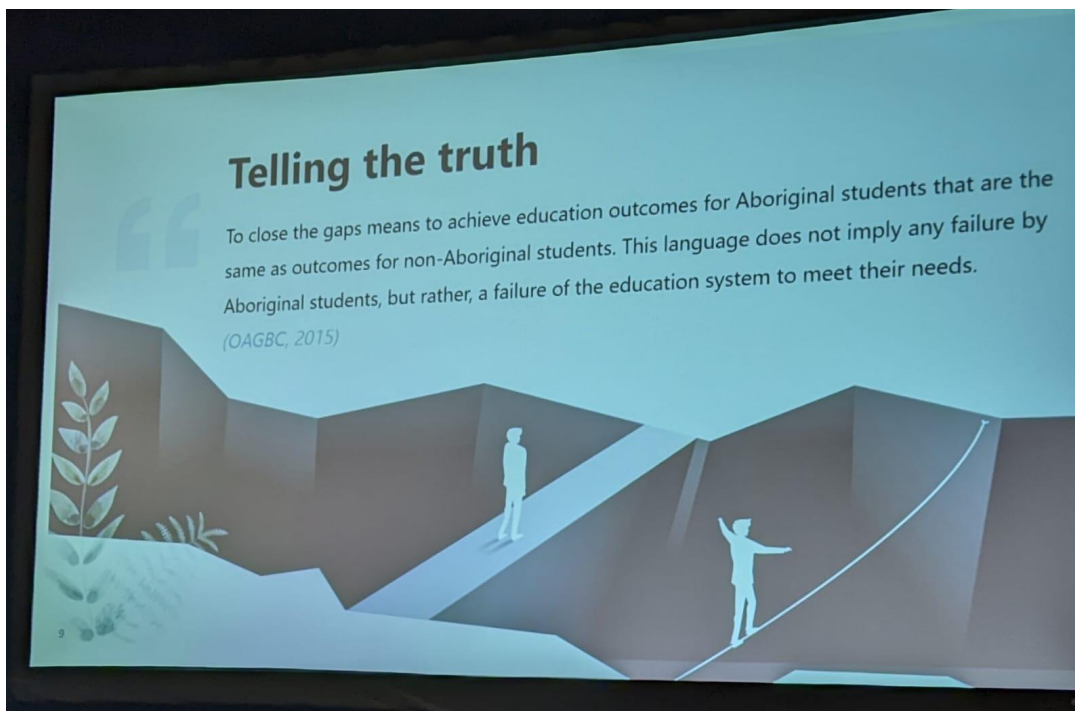
○ 20% gap between Indigenous and non-Indigenous student 6-year completion rates (73% vs 93%)

○ The gap grows an additional **11%** between First Nation on-reserve students and non-Indigenous (62% vs 93%)

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20% gap between Indigenous and non-indigenous students in 6 year completion rates. (73% vs 93%)

The gap grows an additional 11% between first Nations Students on reserve vs. non-indigenous students (62.% vs 93%)



**Telling the truth**

To close the gaps means to achieve education outcomes for Aboriginal students that are the same as outcomes for non-Aboriginal students. This language does not imply any failure by Aboriginal students, but rather, a failure of the education system to meet their needs.

(OAGBC, 2015)

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Equity + Action Framework - ask your District to see yours. Every District has this plan and it should be available for viewing by all parents.

## Seven Key Themes

1. Collective responsibility
2. Truth at the center
3. Connection to community
4. Bias and privilege awareness
5. Commitment to Indigenous ways of knowing and learning
6. Evidence informed
7. Collaborative professional learning culture

*For more information, reach out to the superintendent and/or the Indigenous Education lead*

[Joe.Heslip@gov.bc.ca](mailto:Joe.Heslip@gov.bc.ca)

### Indigenous Student Success

Accountability to Community

Coherent and Aligned

Committed to Action

Personalized and Evidence-informed

Timely Supports and Response

Cultures of Reflective Practice

Implicit Bias and Privilege Aware

High and motivating expectations for all

Confident Learners with sense of belonging and identity

Culturally Relevant

Includes Indigenous Worldviews and Perspectives

Connected to Family and Communities

Equity In Action

What is your local Education Agreements (LEA'S)?

## Local Education Agreements (LEA's)

## Indigenous Education Councils (IEC's)

### LEAs

**Who and What?**

- o Agreements between boards and specific First Nations
- o Outlines relationship and purchase of education services

**Why?**

- o BC Tripartite Education Agreement (BCTEA) and DRIPA Action Plan commitments

**Key stats**

- o 145 LEAs in place across the Province
- o 45/60 Districts have at least one

### IECs

**Who and What?**

- o Broader Indigenous representation
- o Involved in strategic and financial planning

**Why?**

- o DRIPA Action Plan commitment to involve in school district financial planning

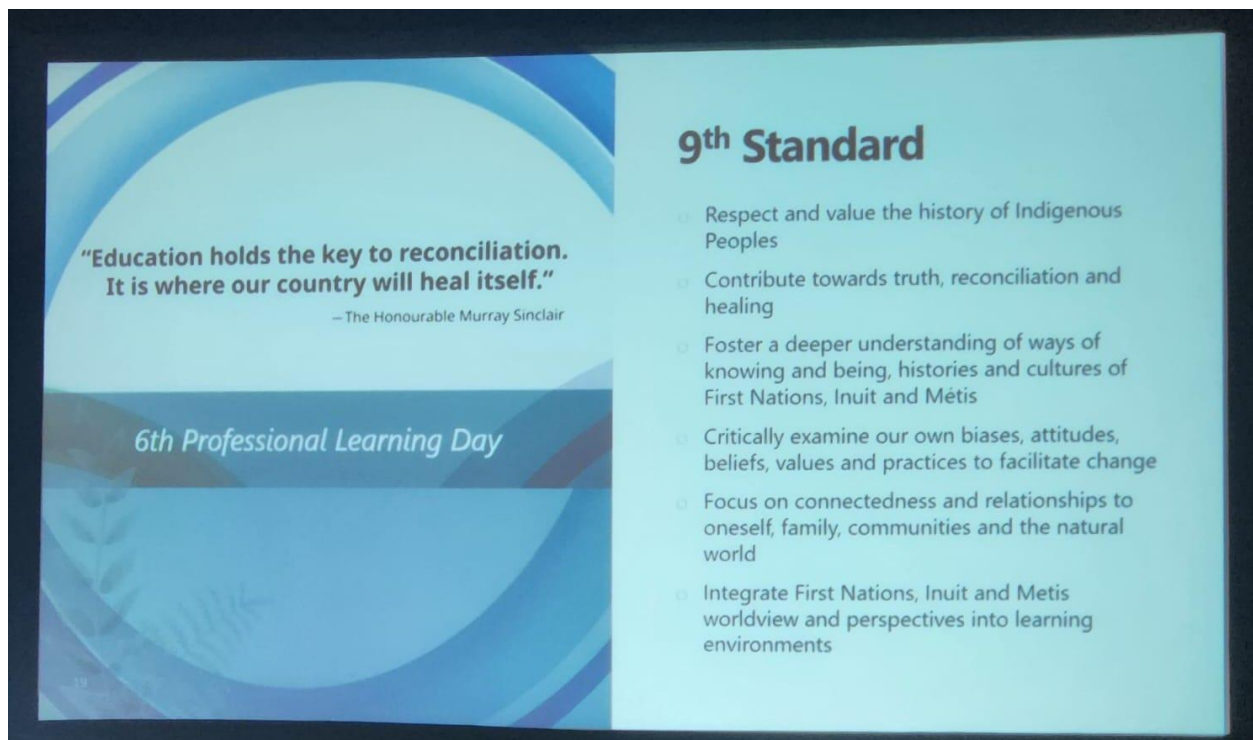
**Key stats**

- o 56/60 Districts have an IEC

(IEC ) Indigenous Education Councils - is the SD8 ACE considered an IEC? Does SD8 have an LEA?

All status Indians are still considered wards of the state and this holds them down and under a thumb. The name hasn't even changed from Indians to Indigenous peoples. How would you feel as an adult being a ward of the state?

The Ministry mandates that one of the 6 Pro D days in the school year needs to be focused on Indigenous education. What is your district doing? All parents should be invited and welcomed to professional development days. SD 8 Indigenization Pro D is on April 17 2023. So far a Keynote by Chief Cadmus Delorme is planned, as per the September 20, 2022 Aboriginal Committee of Education meeting minutes



**"Education holds the key to reconciliation.  
It is where our country will heal itself."**  
— The Honourable Murray Sinclair

*6th Professional Learning Day*

### 9<sup>th</sup> Standard

- Respect and value the history of Indigenous Peoples
- Contribute towards truth, reconciliation and healing
- Foster a deeper understanding of ways of knowing and being, histories and cultures of First Nations, Inuit and Métis
- Critically examine our own biases, attitudes, beliefs, values and practices to facilitate change
- Focus on connectedness and relationships to oneself, family, communities and the natural world
- Integrate First Nations, Inuit and Metis worldview and perspectives into learning environments

A 4 Point Checklist to see if you are practicing true inclusion and reconciliation practices and understanding the true lives and needs of your local Indigenous community.

- 1) When was the last Indigenous Ceremony you attended?
- 2) Who is the elder you are connected to?
- 3) When was the last time you spent time in the Kitchen with the Matriarchs of your local Indigenous community at a community event?
- 4) Do you know 10 sentences in the local Indigenous Language?

What is the new Indigenous Education Requirement that goes into effect in the 2023-2024 school year?

## How to Meet the Requirement

Successful completion of 4 credits from:

- ✓ One or more of a variety of provincially-developed courses – **AND/OR**
- ✓ A First Nations Language course at the 10-12 level – **AND/OR**
- ✓ A locally-developed, Indigenous focused course (BAA) that meets specific criteria

→ No increase to total number of credits required for graduation

→ Some existing provincial courses could meet multiple graduation requirements (e.g., BC First Peoples 12 could meet Social Studies 11/12 requirement, and the new requirement)

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?

Where do we want to be in 3, 4, 5 or 7 generations from now when we talk about the relationships between Indigenous and non-Indigenous peoples?

Truth and Reconciliation  
Commission of Canada

Commission de la vérité et de la réconciliation

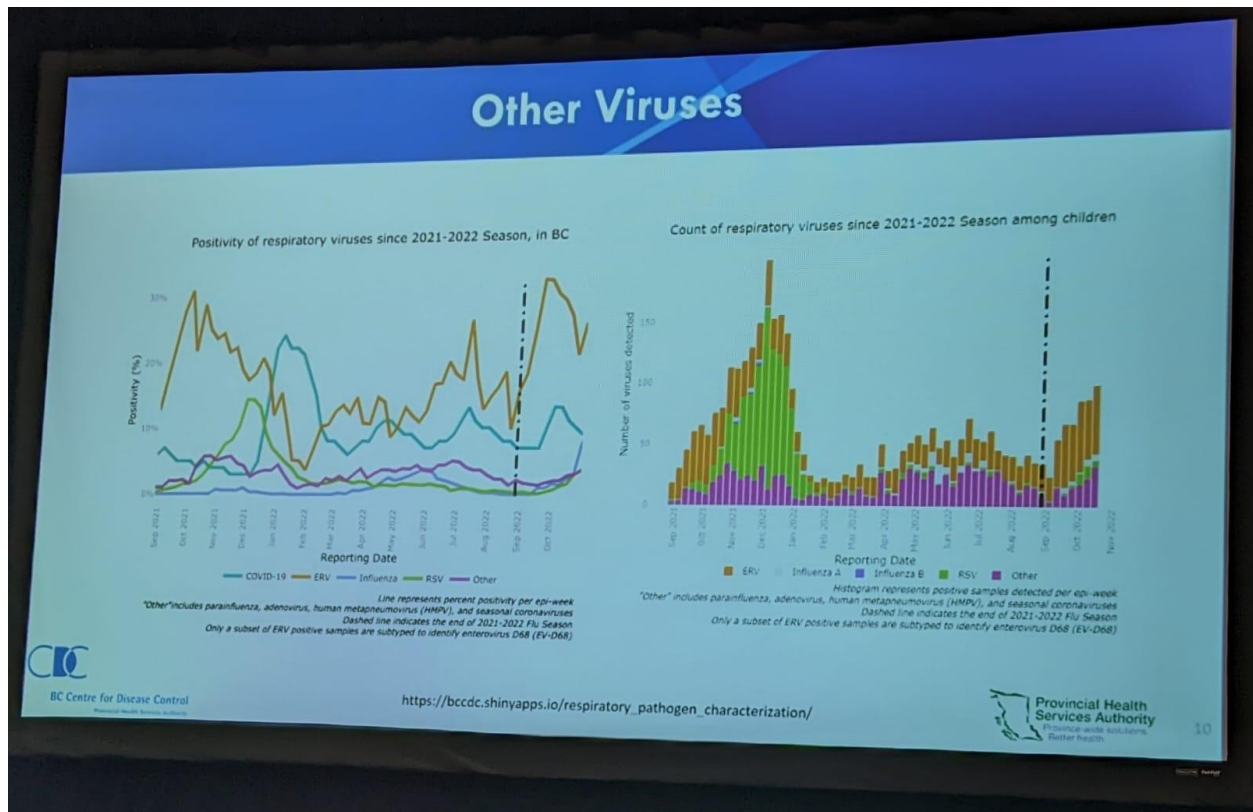
[TRC Mini Documentary](#)  
[Senator Murray Sinclair on Reconciliation](#)  
[YouTube](#)

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## Public Health Update - Dr. Geoff Mckee, BCCDC.

The speaker shared data current as of November 17 about COVID/flu/RSV/other illnesses, vaccine information, other public health info and a BC Children's Hospital tool on when to seek emergency care.

- 1) Respiratory illness in children.
- 2) Child vaccines
- 3) Other measures.



- 1) Respiratory illness
  - Covid
  - Hand hygiene
  - Vaccination Stay home
  - Respiratory Etiquette

30 % of 7 year olds are not up to date with regular childhood vaccinations. 2012-2022 went up and down by 1-2% over 10 years but are the same for 2012 and 2022 at 70%. The numbers of immunized children are higher as children get older and are in school. Only 0.5% refused all vaccinations in 2020 and 1% in 2022.



Table 1. Percent of seven-year olds with up-to-date immunizations, British Columbia

Province	Vaccination Details	Year										
		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
British Columbia BC	Up-to-date for age	70%	71%	72%	63%	66%	68%	70%	69%	69%	70%	70%
	Specific Agents											
	D/T/aP/IPV	79%	79%	78%	77%	76%	76%	77%	76%	76%	77%	76%
	D/T/aP	n/a	n/a	n/a	n/a	n/a	n/a	78%	76%	78%	77%	76%
	Hepatitis B	90%	91%	91%	89%	89%	89%	90%	85%	84%	82%	85%
	Measles	89%	91%	90%	90%	90%	88%	82%	78%	80%	80%	77%
	Mumps	89%	91%	90%	90%	90%	88%	82%	78%	80%	80%	77%
	Rubella	95%	96%	95%	96%	95%	95%	95%	91%	91%	90%	90%
	Varicella	89%	91%	92%	69%	72%	74%	76%	75%	77%	78%	75%
	Meningococcal C conjugate	89%	91%	92%	93%	94%	93%	n/a	89%	87%	87%	86%
	Polio	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77%	78%	79%	77%
Refused all vaccines	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0.3%	0.5%	1.0%	1.0%	

In 2022 appx. **30%** of seven year olds in BC are not up-to-date on childhood vaccines



Contact your local health unit to find out more about getting your kids up to date on their vaccinations: [Find a health unit](#) | [Immunize BC](#)



## Supporting children during vaccination

When to bring your child to the BC Children's Emergency Department (<http://www.bcchildrens.ca/about/news-stories/stories/when-to-bring-your-child-to-the-emergency-departmentrens.ca>)

Mental health in kids is still a problem especially in teens.

# Mental Health

Many children and youth have experienced worsening mental health over the pandemic.

## A SPOTLIGHT ON MENTAL HEALTH EXPERIENCES

The 2021/2022 YDI asked 9255 youth about areas that impact their mental health, including both positive and negative feelings, mental health during COVID-19, and coping skills.

**COVID-19 MENTAL/EMOTIONAL HEALTH**

49% rated their mental/emotional health as poor or fair during COVID-19

**LIFE SATISFACTION & POSITIVE FEELINGS**

37% reported high life satisfaction

51% felt good most of the time

**BEHAVIOURAL SELF-CONTROL**

34% rated their ability to handle difficult situations as very good or excellent

**DEPRESSION & GENERALIZED ANXIETY**

41% met screening criteria for generalized anxiety\*

40% met screening criteria for depression\*\*

**GENERAL MENTAL HEALTH & SELF-CONCEPT**

54% rated their mental health as good to excellent

51% reported high self-esteem

**PERCEPTIONS OF MENTAL HEALTH**

86% said mental health is an important issue facing youth today

**EMOTIONALITY**

28% felt it is easy to talk about their feelings with others

**LOMELINESS**

18% experienced high levels of loneliness

**\*The Youth Development Instrument surveyed 9255 grade 11 students from 22 school districts in BC**

**\*\*Screened using the GAD-7. Screened using the PHQ-9.**

**YDI**

<https://chartlab.ca/about-ydi/infographics/>

For more information about the YDI, visit: [chartlab.ca](https://chartlab.ca)

2021/2022 Youth Phase 3

**BC Centre for Disease Control**

Provincial Health Services Authority

**Provincial Health Services Authority**

Province-wide solutions. Better health.

**Minister Katrina Chen**  
**Minister of State for Child Care.**

From 2017 to 2022 a lot of progress has been made related to childcare. Basically from having almost nothing to now in 2022 having a plan, spaces available and reduced fees.

Cut fees up to \$900 affordable childcare benefit. For Kids under 5 per month per

Next year cuts of up to half for school age children in fees for childcare.

More money is going into childcare than ever before. Strong Start, Seamless Day and Daycare are all areas of focus for the Ministry.

Portables (now called learning studios or modulars) are being used where space is an issue to increase capacity at schools to give childcare options to families that are connected to the school.

**Day 2**

**BCCPAC Leadership Summit**

The second day is about BCCPAC business and not presenters and speakers. This is where we get a chance to connect with the BCCPAC executive and discuss topics and concerns that BCCPAC is hearing from the DPAC's. As always there was a call for updating and paying our membership dues for this year.

Districts Territorial Acknowledgements is an area that constantly needs to be improved upon. This is something that is not supposed to be just a written statement but it is supposed to be something that comes from within when we acknowledge the beautiful lands that we share. Make an attempt to make these more fluid and less of something that needs to be said. One way of doing this is to read the written acknowledgement and then elaborate upon the lands in the season you are in to personalize it.

The acknowledgements this year at BCCPAC were different every time and personal and beautiful. We should all strive for this.

We had 2 slides full of questions that we were supposed to get through but discussions don't always happen quickly. Each table was asked to choose one item on the list and then hand in our notes to BCCPAC.

These are topics that BCCPAC is looking for feedback from the DPAC's on and as such we feel these are questions we need to ask at our DPAC meeting. We should also send these out to our School PAC's and gather their feedback and then we can collate the information we gather and have our DPAC send in our District's feedback to BCCPAC.



## Emerging Topics

- We must update the Area Standards document to make rooms like Learning Assistance and music/art required rooms in all schools, they should not be seen as supplemental rooms when space allows.
- Sexual Health Education – We are seeing troubling statistics in our area that we do not believe are being addressed in a timely fashion. These issues include curriculum delivery, policy & procedure updates, and staff training.
- Staffing Shortages. Our District is experiencing critical staffing shortages; resulting in school closures, bus route cancellations and students unable to attend school.
- What can be done to reteach basic social skills to students that have been lost over the past 3 years? We are seeing students have a desire to re enter social settings but lack the skills to communicate and participate. How can parents/PAC's support students?



## Emerging Topics

- How are PACs encouraging environmental stewardship policies, programs and initiatives, that encompass energy literacy, engaging youth by fostering a sense of agency, active transportation and encouraging food production alliances with food growers and food growing/preservation programs?
- In districts that have some affluent schools, able to generate greater fundraising funds, and schools that have less fundraising capacity, are any school districts developing models or frameworks at a district level that could be used to distribute fundraising funds raised across schools?
- I am interested in the idea of district-level coordination of grant funding, but interested whether other districts have done this also, or if it could be considered at a provincial level.
- How are districts creatively engaging parents and what tools, tricks, methods do they find best for engaging parents to participate in PAC activities and leadership positions?