



BC Confederation of  
Parent Advisory Councils




**COPACS**   
The Confederation of Parents' Advisory Councils of Saanich



 **CORDOVA BAY  
CEDARS**



 **Prospect Lake  
Elementary**



 **SIDES**



**TIKEL, SCULÁU, TW  
ÉCOLE SECONDAIRE  
STELLY'S  
SECONDARY SCHOOL**

**Welcome!!**



BC Confederation of  
Parent Advisory Councils



**COPACs SD63 – January 16, 2023**

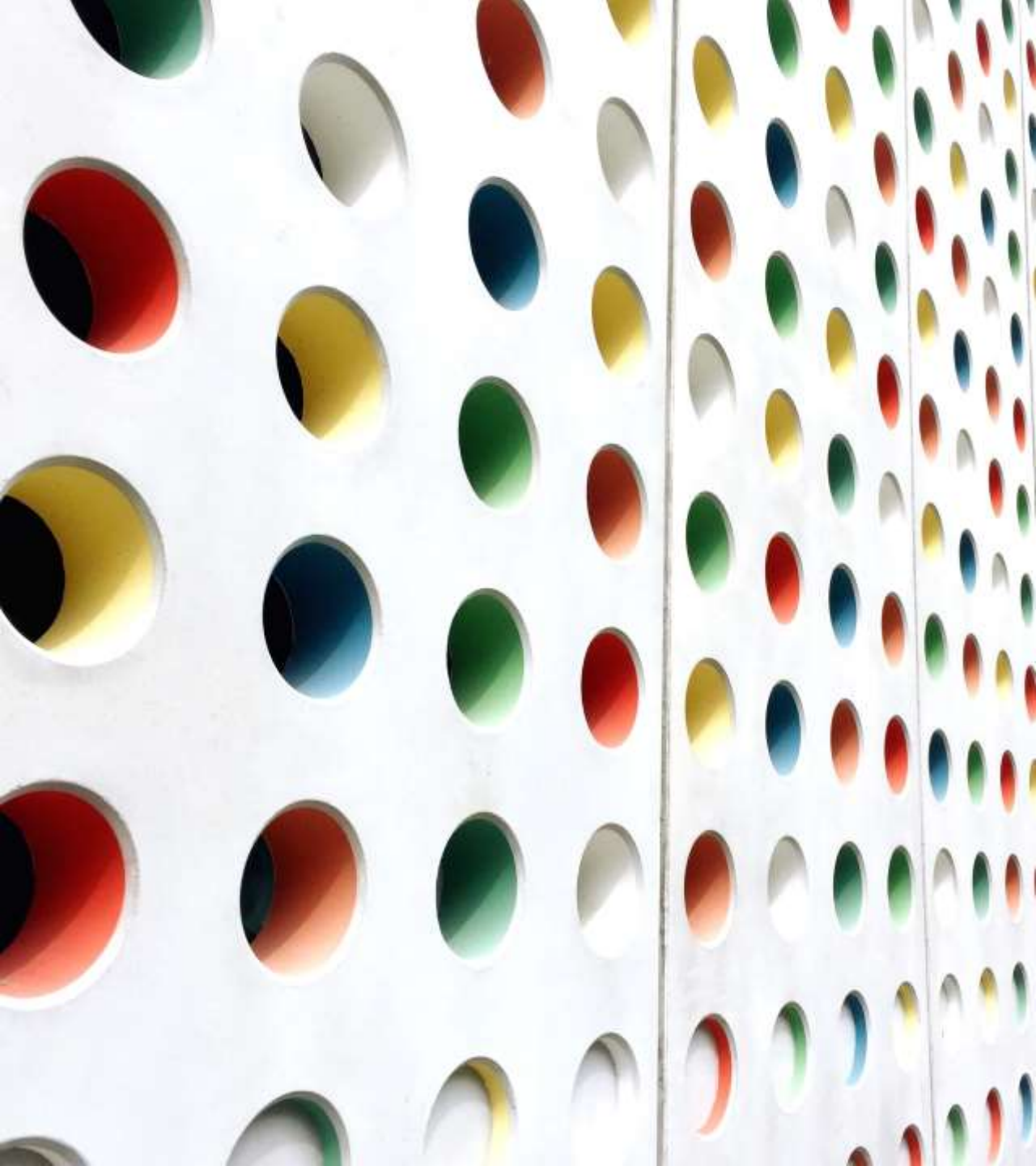
**PAC 101/201**  
**WE DON'T KNOW WHAT**  
**WE DON'T KNOW**

A rectangular sign with a light beige background and four silver screws at the corners is placed on a beach. The sign features the text "WE ARE ALL VOLUNTEERS" in a yellow, serif font. Below this, a thin horizontal line separates it from the text "DOING THE BEST WE CAN WITH WHAT WE HAVE", also in a yellow, serif font. On top of the sign, three smooth, grey stones are stacked vertically. The background shows a beach with many small, smooth stones in the foreground and a blurred ocean with waves in the distance under a bright sky.

WE ARE ALL VOLUNTEERS

DOING THE BEST WE CAN  
WITH WHAT WE HAVE





WELCOME!

The only thing worse  
than **no information**  
is **wrong information.**



BC Confederation of  
Parent Advisory Councils



# First of all ..

**Thank you  
For stepping up and  
taking an interest**

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Leadership roles are not  
always easy.

**Educate ourselves to  
prepare others.**



**WSÁNEĆ**  
LEADERSHIP COUNCIL



It is my honour to be here as a guest and present to those who live work and play on the territory of the SENĆOŦEN (*Sin Chaw Thin*) speaking peoples - Tsartlip, Tseycum and Tsawout First Nations of the WSÁNEĆ (*W SÁ NEĆ*).

I would like to acknowledge that I am speaking to you all today from the traditional and unceded territories of the hə́nqəmín'ə́m speaking people of the Katsie 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.

Huy chexw a - Tansi



September 30 marks Orange Shirt Day and National Truth and Reconciliation Day - but it is a year-round ongoing endeavour committing to action on Truth and Reconciliation.



The Survivors' Flag is an expression of remembrance, meant to honour residential school Survivors and all the lives and communities impacted by the residential school system in Canada. Each element depicted on the flag was carefully selected by Survivors from across Canada, who were consulted in the flag's creation.

[The Survivor's Flag link](#)



[Every Child Matters](#)  
Publication - For Grades 5-12

[Cultural Safety Education as the Blueprint for Reconciliation - Len Pierre - TEDxSFU](#)

[Youtube link](#)



BC Confederation of  
Parent Advisory Councils

## **INTRODUCTIONS**

**CHRIS SCHULTZ-LORENTZEN**

**BCCPAC  
PRESIDENT**

**BOARD MEMBER**







**The 9 most  
dangerous words in  
a PAC:**

This is the way we have  
always done it.

*Likely translates to:*

We don't really know why  
we are doing this or why  
we are doing it this way.

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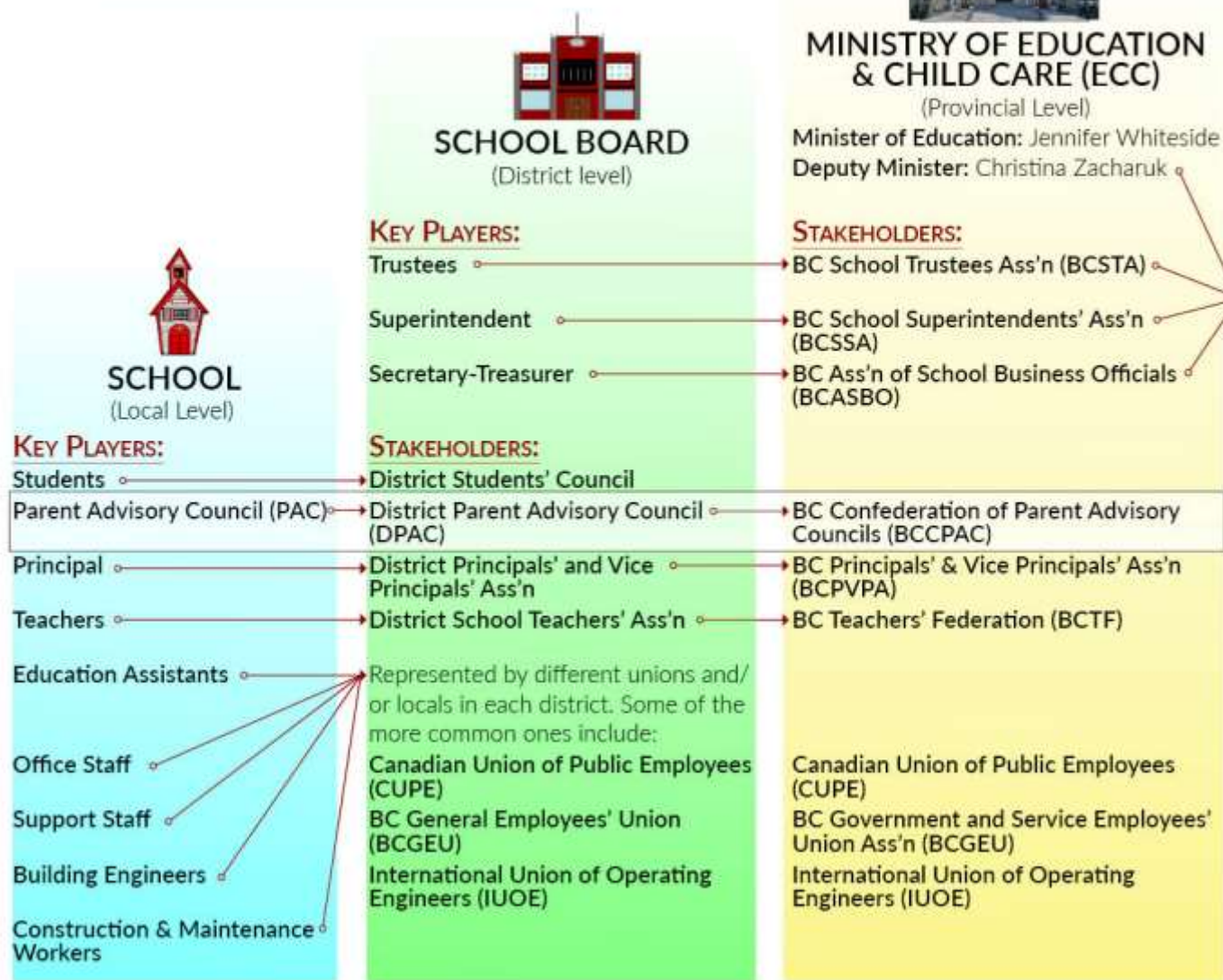
WE ARE ALL VOLUNTEERS

DOING THE BEST WE CAN  
WITH WHAT WE HAVE



# BC Public Education

## (ORGANIZATION ALPHABET SOUP)



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

(Provincial Level)

Minister of Education: Jennifer Whiteside  
Deputy Minister: Christina Zacharuk

**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)**





# The SCHOOL ACT

## What is a PAC?

In 1989, the provincial government amended the School Act to entitle parents in every district across British Columbia the right to establish and belong to a Parent Advisory Council at their children's school(s).

The Act also established the right of the PAC, through its elected officers, to advise the Board, principal and staff of their school "...respecting any matter relating to the school..."

[THE BC SCHOOL ACT](#) *link*



# 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:



# 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





# Who/what is a PAC member?

Legislated  
under the  
School Act

## Parents' entitlements and responsibilities

7.1 A parent of a student of school age attending a school is *entitled* (a) to be informed, in accordance with the orders of the minister, of the student's attendance, behaviour and progress in school, and (b) to belong to a parents' advisory council established under section 8.



# WHO/WHAT IS A PARENT?



- **Under the School Act**
- DEFINITIONS and interpretation
- "parent" means, in respect of a student or of a child registered under section 13,
  - (a) a parent or other person who has guardianship or custody of the student or child, other than a parent or person who, under an agreement or order made under the Family Law Act that allocates parental responsibilities, does not have parental responsibilities in relation to the student's or child's education, or
  - (b) a person who usually has the care and control of the student or child;



# WHAT IS “BELONG”

**Definition:** be a member or part of (a particular group, organization, or class). In this case, a *legislated entitlement*.

**Commonly Held Fundamental Principles of Robert’s Rules and most forms of Democratic Governance:**

**ALL MEMBERS HAVE EQUAL RIGHTS, PRIVILEGES AND OBLIGATIONS**





# What is “attending”

**-Enrolled**  
**-Registered**

## Form 1701

Form 1701 collects the following information about individual students as of February 10, 2023:

- name, birth date, gender, grade level and postal code
- language programs enrolment
- Indigenous Education program enrolment
- Career program enrolment
- Special Needs category enrolment
- Number of courses for all students in the secondary grades including adults.

## Why is Form 1701 important?

Form 1701 is collected under the [School and Student Data Collection Order \(M152/89\)](#). The information collected is used in the calculation of Full Time Equivalent (FTE) students for public schools.

The FTE values are then used to determine funding levels based on School Type and allocating funds to Boards.

Students are to be reported by the education facility with which they are enrolled and in attendance as of February 10, 2023.



# **Some Important PAC Roles**

**Providing a forum and opportunities for parents to build relationships and engage with the Principal and staff about school activities and programs**

**Looking at ways to provide better opportunities for students, improving learning outcomes and providing educational opportunities and development for parents**

**Building your school community with Spirit/School Events and promoting parent involvement and volunteerism**

**Using your Social Media or outreach to remind parents about school events, community events and providing reliable resources for parents.**



# Other Considerations for PACs

## **School Growth Plans (School Plan or Goals)**

Review your School's Growth Plan and see how you as a PAC can support and provide input into the development of your School's Growth Plan.

## **Strategic Facilities Reviews and Strategic Plans** (for SD63)

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



## Personal Information Protection ACT (PIPA)

The [Personal Information Protection Act \(PIPA\)](#) regulates the collection, use and disclosure of personal information by private organizations such as Parent Advisory Councils.

- PACs should not collect, use or disclose personal information without the consent of the individual (unless otherwise permitted under the Act).
- On or before collecting personal information about an individual from the individual, PACs should disclose to the individual verbally or in writing the purposes for the collection and, on request, contact information.
- PACs should only collect, use or disclose personal information for the purposes that a reasonable person would consider appropriate in the circumstances and that fulfill the purposes the PAC disclosed or are otherwise permitted under the Act.





# WHAT ARE SCHOOLS?

- Schools are **Public Places** with **Restricted Access**
- Schools are **WORKPLACES** for Staff
- Parents do **NOT** have the right to enter a school or a classroom without permission of the Principal
- Parents/Volunteers and PAC Property that are in the school are there with the **permission** of the Principal
- Principals and/or Superintendents have the final say on anything that occurs or goes into the School or on School Property. (decisions can be appealed to the District)
- Visitors (**ALL parents/volunteers are considered visitors**) should always sign in and out at the office and wear a school tag while in or around the building and while on field trips or other School activities
- Most PAC purchases for a school (unless specified) belong to the school/district once purchased and put into the school. That includes everything from basketballs to tables to Emergency Preparedness Supplies and outdoor equipment.



## SD63 COPACs

# DISTRICT PARENT ADVISOR Y COUNCIL

(IN THE SCHOOL ACT)

### **District Parents' Advisory Council**

#### **8.4**

- 1) A parents' advisory council, through its elected officers, may apply to the board for the establishment of a district parents' advisory council.
- 2) On receipt of an application under subsection (1), the board must establish a district parents' advisory council for the school district consisting of representatives elected to the council under subsection (3).
- 3) Each parents' advisory council in a school district may elect annually one of its members to be its representative on the district parents' advisory council for a term of not more than one year.
- 4) There must be only one district parents' advisory council for each school district.



# DISTRICT PARENT ADVISORY COUNCIL

(IN THE SCHOOL ACT)

## District Parents' Advisory Council

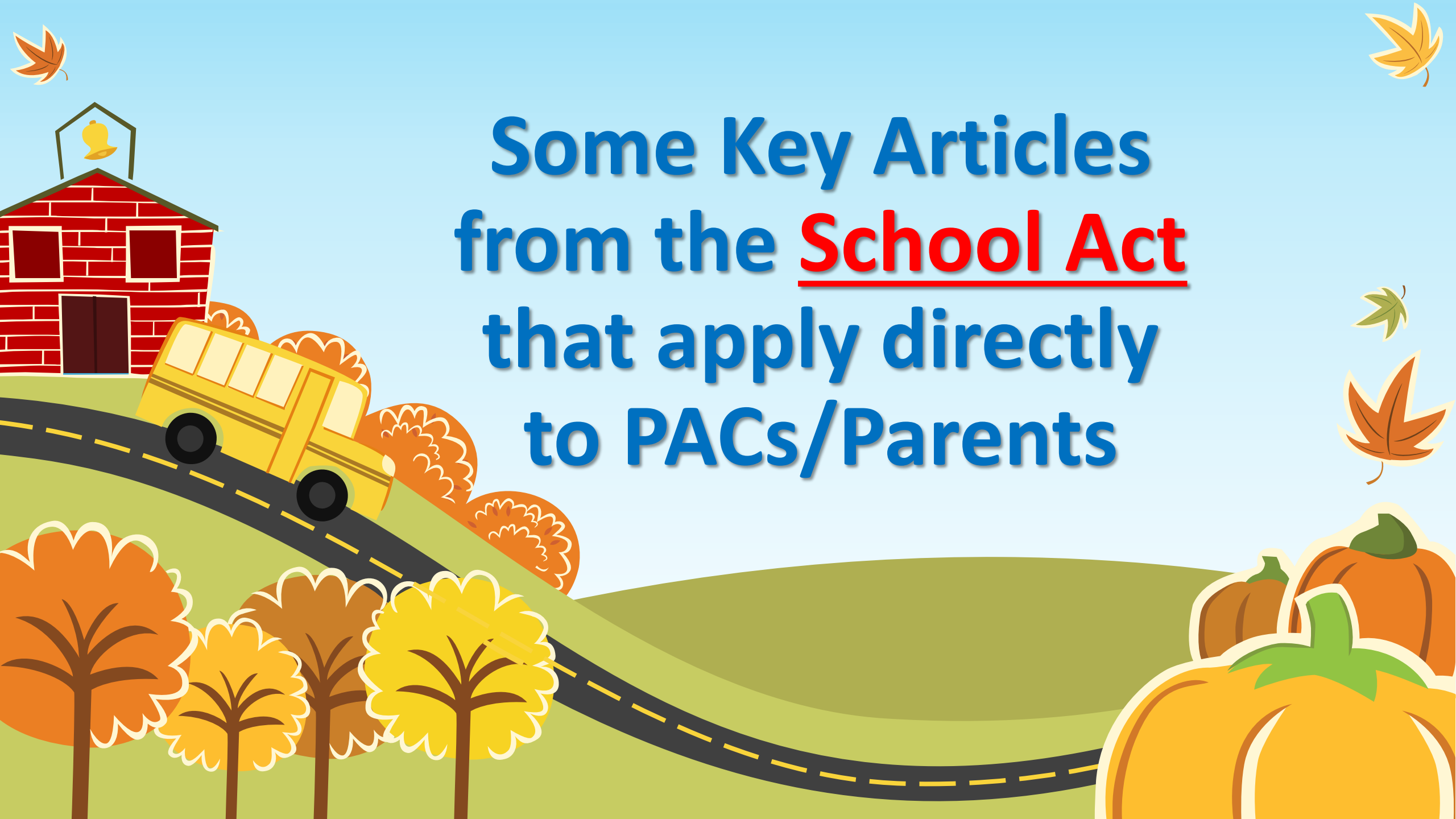
### Purpose and operation of district parents' advisory council

#### 8.5

- 1) Subject to section 67 (5.1)\*, the district parents' advisory council may advise the board on any matter relating to education in the school district.
- 2) A district parents' advisory council must make bylaws governing its meetings and the business and conduct of its affairs, including bylaws governing the dissolution of the council.
- 3) A superintendent of schools for the school district, a designate of the superintendent or a trustee of the school district may attend any meeting of the district parents' advisory council.

\*67 (5) A board must establish procedures governing the conduct of its meetings and must permit any person to inspect those procedures.

\*67 (5.1) Without limiting subsection (5), a board may establish procedures respecting the provision of advice by a district parents' advisory council to the board.





Some Key Articles  
from the School Act  
that apply directly  
to PACs/Parents







## Parents' entitlements and responsibilities

- 7 (1) A parent of a student of school age attending a school is entitled
- (a) to be informed, in accordance with the orders of the minister, of the student's attendance, behaviour and progress in school, and
  - (b) [Repealed 2015-24-5.]
  - (c) to belong to a parents' advisory council established under section 8.
- (2) A parent of a student of school age attending a school may, and at the request of a teacher, principal, vice principal or director of instruction must, consult with the teacher, principal, vice principal or director of instruction with respect to the student's educational program.
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## Parent volunteers





- 7.1 Subject to this Act, the regulations and any rules of a board, a parent of a student may provide volunteer services at or for a school.
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## Parents' advisory council

- 8 (1) Parents of students of school age attending a school or a Provincial school may apply to the board or to the minister, as the case may be, to establish a parents' advisory council for that school.
- (2) On receipt of an application under subsection (1), the board or minister must establish a parents' advisory council for the school or the Provincial school.
- (3) There must be only one parents' advisory council for each school or Provincial school.
- (4) A parents' advisory council, through its elected officers, may advise the board and the principal and staff of the school or the Provincial school respecting any matter relating to the school or the Provincial school.
- (5) A parents' advisory council, in consultation with the principal, must make bylaws governing its meetings and the business and conduct of its affairs, including bylaws governing
  - (a) the dissolution of the parents' advisory council, and
  - (b) [Repealed 2015-24-6.]
  - (c) the election of a member to represent the parents' advisory council on the district parents' advisory council.
- (6) Voting at an election referred to in subsection (5) (c) must be by secret ballot.







### 8.3 School Plan

- 1) In each school year, a board must approve a school plan for every school in the school district.
  - 2) A board must make a school plan approved under subsection (1) available to the parents of students attending that school.
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## District parents' advisory council

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- 8.4** (1) A parents' advisory council, through its elected officers, may apply to the board for the establishment of a district parents' advisory council.
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- (3) Each parents' advisory council in a school district may elect annually one of its members to be its representative on the district parents' advisory council for a term of not more than one year.
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## **Purpose and operation of district parents' advisory council**

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- (2) A district parents' advisory council must make bylaws governing its meetings and the business and conduct of its affairs, including bylaws governing the dissolution of the council.
- (3) A superintendent of schools for the school district, a designate of the superintendent or a trustee of the school district may attend any meeting of the district parents' advisory council.
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## Examination of student records

- 9 (1) A student and the parents of a student of school age are entitled,
- (a) on request and while accompanied by the principal or a person designated by the principal to interpret the records, to examine all student records kept by a board pertaining to that student, and
  - (b) on request and on payment of the fee, if any, charged under subsection (2), to receive a copy of any student record that they are entitled to examine under paragraph (a).
- (2) A board may, for any copies of student records provided under subsection (1) (b), charge a fee that does not exceed the cost to the board of providing the copies.
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## Liability for damage to property

- 10** If property of a board or a francophone education authority is destroyed, damaged, lost or converted by the intentional or negligent act of a student or a francophone student, that student and that student's parents are jointly and severally liable to the board or francophone education authority in respect of the act of that student.

### Parental Liability Act (Separate from the School Act)

#### Application







This Act does not apply in the circumstances referred to in section 10 of the School Act.

#### Parent's liability

- 3** Subject to section 6 and Part 3, if a child intentionally takes, damages or destroys property of another person, a parent of the child is liable for the loss of or damage to the property experienced as a result by an owner and by a person legally entitled to possession of the property.







## Section 11 – Appeals (DRAFT Board Level Student Appeal Guidelines)

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- (1) In subsections (2) and (4), "**decision**" includes the failure of an employee to make a decision.
  - (2) If a decision of an employee of a board significantly affects the education, health or safety of a student, the parent of the student or the student may, within a reasonable time from the date that the parent or student was informed of the decision, appeal that decision to the board.
  - (3) For the purposes of hearing appeals under this section, a board must, by bylaw, establish an appeal procedure.
  - (4) A board may refuse to hear an appeal under this section unless the appellant discusses the decision under appeal with one or more persons as directed by the board.
  - (5) A board may establish one or more committees for the purpose of investigating appeals under this section.
  - (6) A board may make any decision that it considers appropriate in respect of the matter that is appealed to it under this section and, subject to section 11.1 (1), the decision of the board is final.
  - (7) A board must
    - (a) make a decision under this section within 45 days of the date on which the board receives the appeal, and
    - (b) promptly report that decision to the person making the appeal.
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## Registration

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- 13** (1) A parent of a child who is required under section 12 to provide the child with an educational program must register the child on or before September 30 in each year with
- (a) a school of the parent's choice that is operating in British Columbia,
  - (3) A school or francophone school that registers a child under this section must provide the child with access to educational services in accordance with the regulations.
  - (4) A person who contravenes subsection (1) commits an offence.
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## Video surveillance cameras

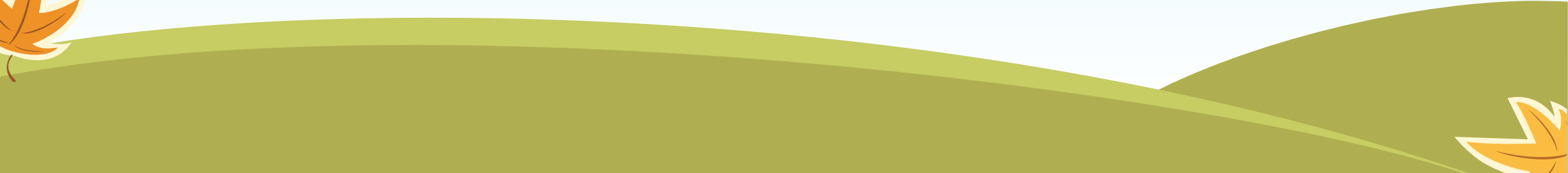




### 74.01

(1) A board may install and operate a video surveillance camera in a school facility or on school land for the purposes of protecting

- (a) the safety of individuals in a school facility or on school land,
- (b) an individual's belongings in a school facility or on school land, or
- (c) school property

with the prior approval of the parents' advisory council for the school where the board proposes to install and operate a video surveillance camera.







(2) A parents' advisory council may make recommendations to a board to install and operate a video surveillance camera in a school facility or on school land for the purposes set out in subsection (1).





## Specialty academies





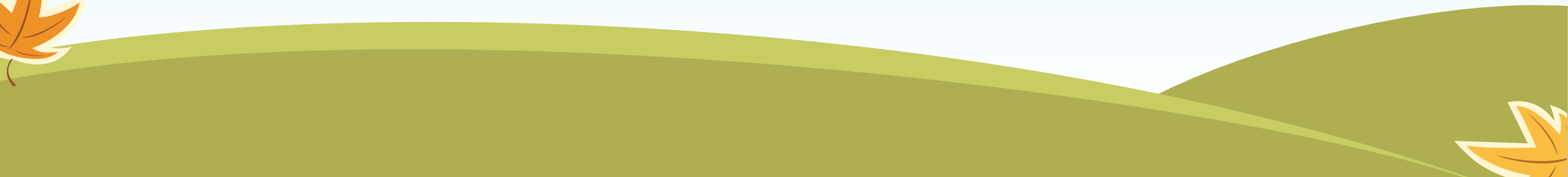
### 82.1

- (1) In this section, "specialty academy" means an educational program that emphasizes a particular sport, activity or subject area and meets the prescribed criteria set out in the regulations.
  - (2) A board may offer a specialty academy if
    - (a) the board has consulted with the parents' advisory council for the school where the board proposes to offer the specialty academy, and
    - (b) the board is of the opinion that there is sufficient demand for the specialty academy.
  - (4) Despite section 82, but subject to section 82.4, a board may charge a student enrolled in a specialty academy fees relating to the direct costs incurred by the board in providing the specialty academy that are in addition to the costs of providing a standard educational program.
  - (5) On or before July 1 of each school year, a board that offers a specialty academy must
    - (a) establish a schedule of fees to be charged under subsection (4), and
    - (b) make the schedule of fees available to the public.
  - (6) Before establishing a schedule of fees under subsection (5), a board must
    - (a) consult with the parents' advisory council for the school where the specialty academy is offered, and
    - (b) obtain the approval of that parents' advisory council for the schedule of fees.
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## School calendar





### 87.01




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- (1) In this section, "**school calendar year**" means either of the following:
- (a) the school year;
  - (b) subject to subsection (4), a period of 12 consecutive months covered by a school calendar, if the school calendar is not based on the school year.
- (7) 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.
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## School Act Calendar Regulation





Designation of purpose of non-instructional days and periods

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- 8            2) In each of the 2021/2022 and 2022/2023 school years, a board must schedule at least one non-instructional day for the purpose of providing teachers with an opportunity to participate in discussions and activities that focus on both of the following:
- (a) enhancing Indigenous student achievement;
  - (b) integrating Indigenous world views and perspectives into learning environments.
- (4) For certainty, nothing in subsection (2) prevents a board from providing an opportunity for parents of students attending schools in the district, other employees of the board and members of the community to participate in the non-instructional day or periods described in that subsection.
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## Division 6 — Offences

### Maintenance of order

- 177** (1) A person must not disturb or interrupt the proceedings of a school or an official school function.
- (2) A person who is directed to leave the land or premises of a school by a principal, vice principal, director of instruction or a person authorized by the board to make that direction
- (a) must immediately leave the land and premises, and
  - (b) must not enter on the land and premises again except with prior approval from the principal, vice principal, director of instruction or a person who is authorized by the board to give that approval.
- (3) A person who contravenes subsection (1) or (2) commits an offence.
- (4) A principal, vice principal or director of instruction of a school or a person authorized by the board may, in order to restore order on school premises, require adequate assistance from a peace officer.
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WE ARE ALL VOLUNTEERS

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**FORMS  
OF  
GOVERNANCE**

**Robert's Rules**

**Consensus Based  
Decision Making**

**Dynamic  
Facilitation**

# Robert's Rules of Order Newly Revised (RONR)

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Robert's Rules is efficient at getting through an agenda. It offers order and predictability.

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People can understand how to operate the system by studying the rules, and a group can revise its procedures by discussing them.

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Its many checks and balances can provide an enormous degree of protection against demagoguery, impulsivity and laziness.

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Robert's Rules gives people shared language, and shared points of reference with which to communicate thoughtfully and systematically about their process.

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Historically, it demystified democratic decision-making for the general public, permitting -- for the first time -- democratic control of the process itself, expanding the possibilities for self-governance.

Benefits of parliamentary procedure include the following:

- Justice and courtesy for all
  - Maintenance of order
- Consideration of one item at a time
  - All sides get heard
- Ability for each member to provide input
  - Majority rule
- Protection of the rights of all members including the minority

Parliamentary procedure is a set of rules for conducting orderly meetings that accomplish goals fairly.

Most PACs consider the *intent* of Roberts Rules of Order, either as stated in their Constitution & Bylaws or simply as a matter of course.

- All members have equal rights, privileges and obligations
- No person can speak until recognized by the chair
- Personal remarks during debate are out of order
- Only one question at a time may be considered, and only one person may have the floor at any one time
- Members have a right to know what the immediately pending question is and to have it restated before a vote is taken
- Full and free discussion of every main motion is a basic right
- A quorum must be present for business to be conducted
- A majority decides a question except when basic rights of members are involved or a rule provides otherwise.
- A 2/3 vote is required for any motion that deprives a member of right in any way (e.g., cutting off debate)
- Silence gives consent. Those who do not vote allow the decision to be made by those who do vote.
- The Chair should always remain impartial

# Commonly Held Fundamental BASIC PRINCIPLES



# CONSENSUS BASED DECISION- MAKING

Consensus process is good at making decisions that everyone agrees to, that can last.



It is characterized by thoughtfulness and care, making sure everyone is heard.



It is resilient, since the group holds part of facilitation role.



It helps people feel collective accomplishment as progress towards consensus is reflected back to the group.

# CHARACTERISTICS OF CONSENSUS DECISION-MAKING

**Collaboration:** Participants contribute to a shared proposal and shape it into a decision that meets the concerns of all group members as much as possible.

**Cooperation:** Participants in an effective consensus process should strive to reach the best possible decision for the group and all of its members, rather than competing for personal preferences.

**Egalitarianism:** All members of a consensus decision-making body should be afforded, as much as possible, equal input into the process. All members have the opportunity to present and amend proposals.

**Inclusion:** As many stakeholders as possible should be involved in the consensus decision-making process.

**Participation:** The consensus process should actively solicit the input and participation of all decision-makers.

# DYNAMIC FACILITATION

Dynamic facilitation stimulates, focuses and combines people's creative energy to deal with big issues, "impossible" problems, difficult people and chaos -- at a whole-system level.

It evokes out-of-the-box creative problem-solving, a spirit of community, coherence, energy and fun.

It creates an atmosphere conducive to the transformation of people and problems.

# CHARACTERISTICS OF DYNAMIC FACILITATION

Dynamic Facilitation, aka the "choice-creating process" is a specific form of working with groups that helps participants engage creatively with divergent perspectives. One of its hallmarks is that the facilitator acts as an "empathetic listener" throughout the process. In addition to intensive use of active listening and "we-flection" with each participant, other key aspects include:

- Welcoming "initial solutions" as prototypes
- Working with multiple divergent problem definitions for an extended period of time
- Creating a safe space for both creative and critical thinking to occur simultaneously, by having participants direct critical comments to the facilitator, where they are reframed as 'concerns'
- Close mapping of each participant's contribution using four charts: solutions, concerns, data, and problem-statements

Dynamic Facilitation is most suited to public engagements which seek to give community members a deeper appreciation of an issue's complexity, to engage in creative thinking about the issue, and to experience the heightened sense of agency, meaning, and possibility that arise from authentic discourse. Outside of public participation projects, Dynamic Facilitation has been used as an effective way to support the evolution of organizational cultures.

The participants in a group that is working with Dynamic Facilitation engage in a creative exploration of an issue. Divergent and challenging perspectives are welcome but are directed toward the facilitator. This reduces the confrontational nature of the exchange so participants feel safe to consider and share new or divergent perspectives.

The process evokes shared understandings and breakthroughs, rather than decisions among a fixed set of possibilities. A "meeting of the minds" (and hearts) is a typical outcome, although of course one cannot predict the particular area on which the group will arrive at their spontaneous convergence.

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WE ARE ALL VOLUNTEERS

DOING THE BEST WE CAN  
WITH WHAT WE HAVE





# What is a C&B? — *It should be a living document*

Constitution:

Who you are

Purposes & Objectives

Bylaws:

The means and procedures  
by which you accomplish  
your Purposes & Objectives

Dissolution – What happens when your PAC can no  
longer exist under the School Act

[BCCPAC C&B Sample](#)



**The School  
Act  
and the C&B**

- (4) A parents' advisory council, through its elected officers, may advise the board and the principal and staff of the school or the Provincial school respecting any matter relating to the school or the Provincial school.
  
- (5) A parents' advisory council, in consultation with the principal, must make bylaws governing its meetings and the business and conduct of its affairs, including bylaws governing
  - (a) the dissolution of the parents' advisory council, and
  - (b) [Repealed 2015-24-6.]
  - (c) the election of a member to represent the parents' advisory council on the district parents' advisory council.
  
- (6) Voting at an election referred to in subsection (5) (c) must be by secret ballot.



It is a good idea to review your C&B annually. A regular review focuses members' attention on the Council's purposes and objectives.

A C&B Committee can be formed that consists of your PAC members to review the language and processes.

A C&B should help provide a PAC with a framework that make the 'rules' clear to ALL members and a 'business plan' that leads to success and transparency.

BCCPAC can help you understand what some of the language means and provide guidance (if requested), but we do not judge nor enforce any aspect of a PAC's C&B. We are a resource only. Application and enforcement is up to each PAC.

The committee can review and propose amendments that are brought to a PAC meeting for approval. Many C&B language requires specific advance notice, directions and 2/3 vote to pass.



# **D I S S O L U T I O N**

The School Act stipulates that every C&B must have language that addresses dissolution of a PAC

Dissolution of a PAC should be consistent with the School Act regarding School closures and/or in the event that a PAC no longer meets the requirements to be a PAC according to the School Act.

PACs should only EVER dissolve in the event of a permanent school closure and in the absence of any relocation or transition language

For eg: If your school is closed and students are directed to pre-existing schools (that likely already have a PAC), the PAC might dissolve

If your school is closing, but is being replaced by a new school, the PAC should file with the School Board to transition to the new school/location. The School Board has the authority to officially establish the transition of the PAC which may include a new address and/or school name. Similar should be done with any school involved in a name change

A PAC can exist without any Executive members (although conducting some business may prove difficult) and should NEVER be a reason to dissolve

The  
*perception*  
of  
AUTOCRACY VS DEMOCRACY

Decisions are generally or often made by the Executive or members of the Executive.

*Members may not participate or be more involved because they feel involvement is minimal or do not feel that they are involved in the decision process*

In  
PACs

Decisions are made by the membership as a whole, facilitated by the Executive.

*Involvement may be improved if Members feel they are critical to the decision-making process.*

# THE VICIOUS CIRCLE

“I don’t bother going to PAC meetings because decisions have already been made or are being made without my input anyway.”

“PACs are just cliquy and exclusive.”

In  
PACs

The Executive and the few that show up are making decisions because nobody else is there.

The same people hang out and keep doing the work because it’s challenging to get others to be involved.



# INFORMATION RESOURCE

Are parents looking to the PAC  
Executive for accurate and reliable  
information and resources?

Do they trust that they can rely on  
that information and look to that  
information to make informed  
decisions?

The  
*perception*

of  
VS

In  
PACs

# VENDOR

Are you selling goods more  
than you are information?

*Is your financial statement more  
important than your information  
currency?*

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WITH WHAT WE HAVE



# Executive Positions & Roles

Your Executive could be viewed as simply the *administrative* arm of the PAC

- Chair
- Vice Chair
- (Recording) Secretary
- Treasurer
  
- DPAC Representative
  
- Others



- Leadership Role
- The Chairperson is responsible for making sure that each meeting is planned effectively, conducted according to the constitution and bylaws and that matters are dealt with in an orderly, efficient and respectful manner.
- The Chairperson should make the most of all members and partners; building, listening and leading.
- Chairs should be impartial for the sake of conducting business but should have as much right to vote as any other member. Chairs can be part of the discussion on a motion but should not use the position to influence a decision.

# CHAIR

**ANY MEMBER  
CAN CHAIR A  
MEETING**



# VICE CHAIR

- Is a leadership Role with all the duties and obligations of the Chairperson
- Is often seen as a “training for Chair” position
- Encourage your Vice Chair to Chair meetings!!

**ANY MEMBER  
CAN CHAIR A  
MEETING**



# SECRETARY

- The Record Keeper
- Takes minutes of meetings and ensures information is accurate.
- May be responsible for communications and reviewing the C&B and making sure it is being adhered to.

**ANY MEMBER  
CAN TAKE  
MINUTES**





# TREASURER

- The Money Keeper
- Required to submit a Gaming Grant Summary Report

**In most PACs, this is your most critical and essential position and role for conducting any financial business**



- Your PAC's legislated representative to your District Parent Advisory Council
- This could be a PAC Executive Position
- There is nothing in the School Act preventing PAC executives from also holding this role, but it might be encouraged to involve other parents in this role as much as possible.

# DPAC REP

**Your PAC's voice at  
the District Level**



**YOUR PAC'S  
DPAC REPRESENTATIVE  
(IN THE SCHOOL ACT)**

**The School Act limits a  
DPAC Rep's term to one  
year, but does not limit  
consecutive or multiple  
one year terms**

**The DPAC Rep is YOUR PAC'S VOICE at  
the District level and should represent the  
views of the Parents in your PAC/School.**

According to the School Act Legislation (abridged):

Parents' Advisory Council

- 8 (5) A parents' advisory council, in consultation with the principal, must make bylaws governing its meetings and the business and conduct of its affairs, including bylaws governing
  - (c) the election of a member to represent the parents' advisory council on the district parents' advisory council.
- 8 (6) Voting at an election referred to in subsection (5) (c) must be by secret ballot.
- 8.4 (1) A parents' advisory council, through its elected officers, may apply to the board for the establishment of a district parents' advisory council.
- 8.4 (3) Each parents' advisory council in a school district may elect annually one of its members to be its representative on the district parents' advisory council for a term of not more than one year.



# OTHERS

- **Some common examples:**
- **Member at Large**
- **Hot Lunch Coordinator**
- **Fundraising Coordinator**
- **Volunteer Coordinator**

**What does being  
an Executive  
mean in your  
PAC?**

**There are pros  
and cons to  
having 'other'  
Executive  
positions**



# PAC COMMITTEES

## **Purpose**

## **Why it is established**

## **Objectives**

## **Reporting timeframe and format (to the Exec and membership)**

Typically, PAC committees have a specific purpose and goal that is identified in a Terms of Reference.

These can be very brief and is meant to be an outline so that all members are on the same page about the scope of the committee.

The committee should have a Committee Chair and a Committee Secretary.

EVERY PAC member should be entitled to be on the committee which is made up of PAC members but may include other guests as necessary.

Both the PAC Chair and PAC Secretary sit “ex-officio” on the Committee, but the Committee should have its own Chair and Secretary if possible.

*The perception of*

# EXECUTIVE VS COMMITTEE

**In  
PACs**

*Executive positions in your C&B means that these are required to be filled every year or declared VACANT.*

*Executive titles/positions may be daunting or intimidating to some or may help others feel more involved.*

*Executive positions are simply titles with obligations. It is important to encourage that it is always the work that is important, not the title.*

Most 'other' Executive positions can be easily structured as a committee. In the work and process there really is/should be little/no difference other than the title.

Committees can be easily created and dissolved as necessary.

'Committee' generally sounds less intimidating than 'Executive' and over time may encourage more participation from those who want to be involved in a more casual way





[Gaming Grant Resources](#)

### 3.2

- **Other Eligibility Criteria** PACs and DPACs must also meet all of the following general Community Gaming Grant organization eligibility criteria:
- Operate as a not-for-profit.
- **Has a membership that is inclusive and reasonably open to any parents or guardians of students attending the school.** Members are involved in the management and control of the organization and participate in democratic voting processes as part of decision making for the organization.
- Provide extracurricular programming that is accessible and inclusive for all students, regardless of sexual orientation, gender identity, and gender expression (LGBTQ2S+); sex; age; ability; race; ethnicity; culture; religion; language; education; income; or, geography.



## Gaming Grant Resources

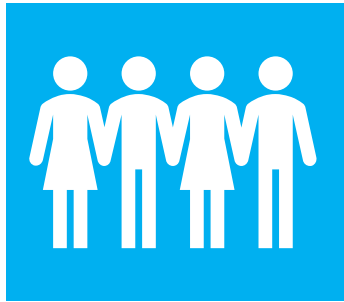
- **Has a minimum of 2/3 board members democratically elected by its voting membership.**
- **Board positions are periodically contested by election and are open to the organization's entire membership.** Permanent board positions are not permitted.
- **Restrictions on who is able to hold board positions and board appointments are permitted only in instances where there is a defensible rationale (e.g. to ensure representation of an underrepresented group or organization or to fulfil bona fide operational requirement).**
- **The board has at least two-thirds of its members residing in B.C.**
- **Has a board whose members do not receive remuneration or other financial benefit for their services while acting in their capacity as board members.**

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WE ARE ALL VOLUNTEERS

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DOING THE BEST WE CAN  
WITH WHAT WE HAVE



# Conducting PAC Executive Elections



Transparent – Accountable

*August 2022*



## Nominations



- Elections are conducted according to your Constitution & Bylaws.
- A Nominations Committee (separate, apart and independent of the Executive) is an important part of transparency.
- The committee should be comprised of PAC members not standing for an executive position and willing to accept nominations and present them to the Membership.
- Where this is not available, your DPAC may be available to operate as a Nominations Committee or, as per your C&B, another third-party agreed upon by your membership.
- Nominees should be confirmed, by the Nominations Committee, as eligible and willing to stand for the position before their name is put forward at the elections (could be verbal or in writing).
- Confirmed Nominees may withdraw at any time.
- Nominees may stand for multiple positions but will have their name withdrawn from subsequent positions following a successful election.





## Nominations process



- First Call for Nominations recommended to be at least one month prior to the date of the elections
- Second Call for Nominations may be between First Call and Third Call for nominations (may occur at a separate meeting or at the Elections)
- Third (and final) Call for Nominations may be at the AGM or immediately prior to the Elections (if done at the AGM, nominations might be brought from the floor)
- Second and Third Calls may be called one right after the other at the same meeting
- Immediately after Third Call, nominations will be declared CLOSED and the process of the Elections will begin





## Elections



- Elections could be conducted in person or via Zoom (by show of hands or using the “Polls” feature).
- The positions up for election should be called in the order they appear in the PAC’s Constitution & Bylaws.
- If there is only one person standing for a position, they may be acclaimed. If there is more than one person willing to stand for a position, there should be an election.
- If nobody is standing for a position, it is declared vacant.
- A nominee does not have to be present at the AGM to stand for election if they have already confirmed they are willing to stand.



## Finalizing your Elections



- Once the elections are complete, the names and positions are announced and a motion put forward

*Example Motion:* BE IT RESOLVED that the 2022/2023 XYZ Parent Advisory Council Executive be approved as presented:

2022/2023 PAC Election Results

CHAIR – *Parent A*

VICE-CHAIR – *Parent E*

TREASURER – *Parent I*

SECRETARY – *<vacant>*

DPAC REP – *Parent M*

MEMBER(s) AT LARGE – *Parent R, Parent S*

- This is included in the Minutes and becomes part of any documents submitted to a Financial Institution to change signatories if required
- MOTION to destroy the ballots



# Congratulations to all of you who ...

- **Nominated another member**
  - **Were nominated**
  - **Were willing to stand**
- ... and for everyone's participation!**



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BC Confederation of  
Parent Advisory Councils

# Conducting a meeting

**AGENDA**

**MOTIONS**

**MINUTES**

**ADJOURNMENT**



# Conduct at PAC Meetings

**The Focus of PAC meetings should be to engage in discussions/collaborations with Principals, Staff & and other Parents that may result in action or information**

**PAC meetings should NEVER be a forum to discuss or express concerns or opinions about individuals, whether they be staff or other parents.**

**Conduct business fairly and respectfully**

**All PAC Members are bound by the same rules and code of conduct**





# Meetings

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## Meeting Notice

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## Special Meetings

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## Presenters/Guests

---

## Quorum



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# Meeting Notice

Notice of meetings should be put out in advance as much as possible and in accordance with your C&B.

Use your social media to promote any upcoming meeting and ask your administrator if they can put that information out to all parents through their messaging system.

Put out regular and/or repeated reminders of meetings. When possible, include an Agenda for the next meeting.



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# Special Meetings

A Special Meeting may be required when urgent PAC business must be attended to that cannot wait until the next regular meeting.

Special Meetings are conducted according to your C&B and are generally for the purpose of ONLY conducting the urgent business. Special Meetings are not necessarily Executive (only) Meetings.

A Special Meeting should meet minimum requirements for notice and quorum, and the Agenda for the meeting should simply be: Adopt Agenda, conduct the urgent business, Adjourn



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# Presenters & Guests

PACs may have presenters at their meetings for any number of things.

They attend as invited guests at the discretion of the Chair.

ANYONE at a meeting who is not a PAC member is an invited guest and participates in the meeting at the discretion of the Chair/Membership.

Principals (who are not parents at the school) are guests.



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# Quorum

## Quorum

The minimum number of members that must be present at any of your meetings to make the proceedings of that meeting **VALID**.

This should be set out in your C&B and recorded in your Minutes (**first name or initial and surname initial**)

If you **DO NOT** meet quorum according to your C&B, then no business (other than general discussion) should be made.



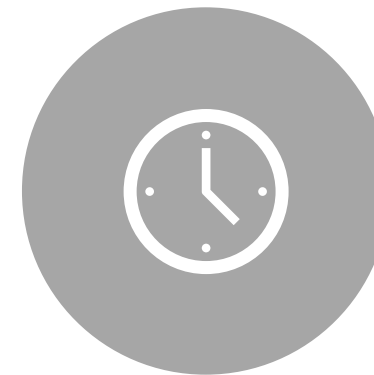
# Content of Meetings



AGENDA



MOTIONS



MINUTES





# AGENDA

Welcome INTRODUCTIONS & CALL TO ORDER  
First Nations Territory Acknowledgement  
Adoption of the Agenda  
Approval of November 18<sup>th</sup> minutes

## REPORTS

Principal's Report  
Treasurer's Report  
DPAC Report

## OLD BUSINESS

Winter Door Decorating Prizes Update  
Spirit Wear – Distribution Dates

## NEW BUSINESS

Safe Active School Travel Committee Report  
Div 16 Thank you cards to PAC

Parent Voice - Questions and Concerns

Adjournment

Next Meeting

Tuesday, January 12, 2023

Meet and Greet at 6:45pm, meeting at 7pm



# MOTIONS

***A motion is a means to bring a matter forward before the assembly.***

- There are different types of motions. *Robert's Rules of Order Newly Revised (RONR)* divides motions into five classes:
  1. Main motions - those that bring business before the assembly when no other motion is pending. This is the most common type of motion.
  2. Subsidiary motions - which affect the main motion being considered.
  3. Privileged motions - which are urgent matters that must be dealt with immediately, even if they interrupt pending business.
  4. Incidental motions - which relate in different ways to the business at hand.
  5. Motions that bring a matter again before the assembly.





# **SUBSIDIARY MOTION**

**Relates directly to the Main Motion**

*Common examples include:*

*Motion to Amend*

*Motion to Postpone*





# PRIVILEGED MOTION

Can be brought up at any time, including during a motion already before the floor.

- *Common examples:*
- *Point of Order*
- *Take a Recess*
- *Call the Question*





# FLOW OF A MOTION

The Motion is proposed (usually by the Chair)

The Motion is **MOVED** by a member

The Motion is **SECONDED** by a member

The Motion is open for discussion

The Question (Motion) is called (**VOTE**)

A motion is either **CARRIED** or **DEFEATED**





## EXAMPLE SCRIPT OF A MOTION – THE MOTION SHOULD ALWAYS BE STATED

✓ I would like to put before us a motion: THAT the PAC adopt the Agenda as presented

 Can I have a Mover?

 And a Secunder?

»» Any Discussion or debate on the Motion?

? Seeing No further discussion, we will call the question

Question: All those in favour? (VOTE) – Any opposed? (VOTE)



# Adoption of the Agenda

## MOTIONS: THE PROCESS



Motion: THAT the Agenda be adopted as presented

**Mover**

**Secunder**

## DISCUSSION



LAUNCH THE POLL OR **CALL THE QUESTION**

ALL THOSE IN FAVOUR?  
ANY OPPOSED?



OR

CARRIED

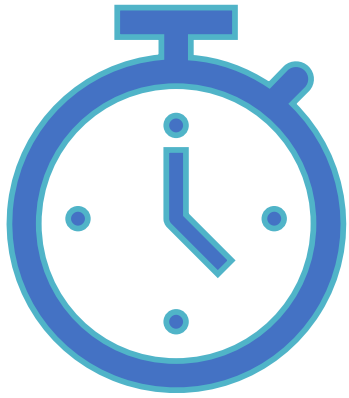
DEFEATED











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# Minutes

-  Capture attendance to confirm quorum – first names and surname initials
-  Capture relevant information – can note general discussion, but often should not identify specific persons.
-  The **IDEAS** and **INFORMATION** are important – **NOT WHO** - unless already established as an official source (ie: Principal, PAC Treasurer etc).
-  General discussion is just that – General. Ideas or actions are adopted or rejected by the Members as a group, not by one person. Questions and answers should simply be represented as information.
-  Capture motions, decisions, information and actions
-  Should include when the next meeting is and PAC contact information
-  The main purpose is to record the business of the Council but also to obtain and distribute information to parents in a timely manner
-  The final approved minutes should be the **ONLY** record of the meeting that you keep.



# Reports

- Principal Report
- Treasurer Report
- Correspondence
- Committee Reports

# PRINCIPAL AND VICE PRINCIPAL

## *REPORT*





# TREASURER'S REPORT



# TREASURER'S REPORT

**Gaming Account: \$??**

**General Account: \$??**

**Total: \$??**

**As of ... DATE**

# CORRESPONDENCE REPORT



- Emails from vendors, school community partners, etc
- Review of information sent from the District and/or Principal
- Update on ongoing correspondence related to PAC events/presentations etc.
- **DOES NOT** include confidential/privileged correspondence.



## Committee Reports

- Hot Lunch Committee Update
- Active School Travel Committee Update
- School Fun Fair Committee Update





# ITEMS



Old Business



New Business



Parent Voice

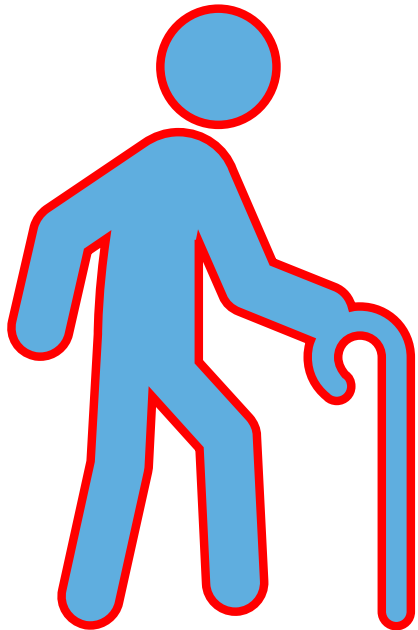


Adjournment



# OLD BUSINESS

Old Business is that which is left over from the New (or Old) Business from the previous meeting (Review the previous Agenda/Minutes prior to drafting the Agenda)



Could include:

- Any related follow up
- Related Updates
- An attempt to take steps to conclude or find resolve to any previous business not already concluded or completed and made known to the Membership



# **New Business**

**New Business is that which has not been previously brought forward and is being introduced for the first time.**



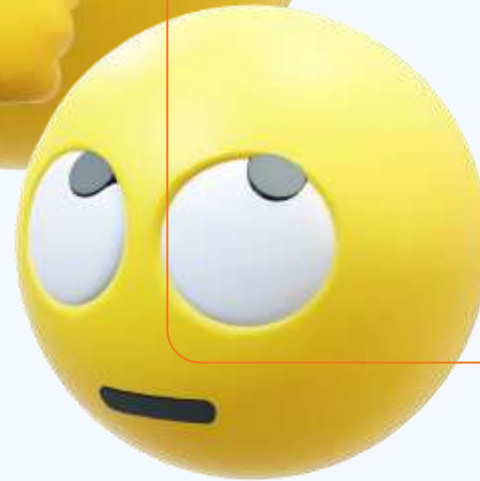
# PARENT VOICE

## QUESTIONS

*This is an opportunity for parents to raise issues, questions or concerns not on the Agenda.*

*These can be directed to the Principal or to the PAC Exec.*

*It is an open forum where participants should be made to feel welcome to bring any thoughts forward without judgement that **DOES NOT** represent a concern or complaint about any individual*



# Open Discussion



# Motion to Adjourn

MOTIONS: THE PROCESS



Motion: THAT the meeting be adjourned

Mover

Secunder

DISCUSSION



LAUNCH THE POLL OR **CALL THE QUESTION**

ALL THOSE IN FAVOUR?  
ALL THOSE OPPOSED?



OR

CARRIED

DEFEATED



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# **PAC TREASURER 101 Overview**

**HINTS & GOOD FINANCIAL  
PRACTICES**



**DO NOT** pay/reimburse anything without an invoice/receipt

**DO NOT** pay for items for a fundraiser out of the money collected.

For example: Hot lunch money is collected ahead of time. Someone goes to a vendor and buys chips and drinks, hands in the receipts and gets paid with the cash before it is deposited. A PAC pays the pizza delivery in cash out of the money raised. At the end of the fundraiser the left-over cash is deposited to the bank.

---

**GOOD PRACTICE** is to deposit all the money received and to reimburse for expenses by writing cheques or by electronic means. This creates a transparent way to track how much is being spent on each item and allows both the Treasurer and the Fundraising Coordinator to agree on what was raised.



- It is better for audit purposes to pay the original invoice vs a reimbursement. For example, a vendor needs to be paid for the chocolates: The Fundraising Coordinator pays for this on their credit card or with personal funds and submits the receipt for reimbursement.
  - **GOOD PRACTICE** is to pay the vendor directly with a PAC cheque or by electronic means if possible.
- 
- Except for items related to fundraising (like Purdy's, Domino's, Carnival expenses, etc.) all items should be paid for by the school and then PAC pays the school.
  - PACs should not be paying for items that are for the school directly to the vendor. This does two things. One – allows the school/PAC to take advantage of the PST rebate. Two – if returns/exchanges are needed the school can change them without going through the PAC. The school then accepts the warranty/liability of the items.





- Big items such as playgrounds should NEVER be paid for directly by PACs due to liability and warranty issues. PACs could also lose out on PST exemptions which could result in the loss of hundreds of dollars. Any invoice over \$500.00 before tax should go through the District to qualify for the exemption.
- 
- There are two ways for a school to bill a PAC. One is directly to the PAC from the school. The other is to have the District pay and then the District will bill the PAC. The District bills out about four times a year. All playgrounds should come from the District so that the PST exemption can be claimed on PAC's behalf.





- Cheques should be set up to have at least two signatures on them. This is a MUST to show full transparency.
  - NEVER SIGN A BLANK CHEQUE
- 
- It is advisable to have three to four people be signing authorities so that if reimbursement is needed a signer never signs their own cheques.

Gambling Event Licence



- Each type of event must have their own float.
- 50/50 draws **MUST** have its own float always so that the float can be taken out before the prize money is calculated. ***A gaming license is needed for this type of activity.***
- It is good practice to have individual floats for each type of event so that a PAC can calculate how much profit was made on said event to see if it is worth it to do again or try a different event.
- For example: At a Fun Fair you have a 50/50, concession, silent auction, games, and gift baskets. Overall, the PAC makes \$8,000.00 but only had one float and so has no idea if any of the activities lost money. If there are separate floats and the money is kept separate for each activity, they you can see where your profits came from and only do those types of activities next time.

# THE MORE TRANSPARENCY WITH NUMBERS, THE BETTER

---

IF THE TREASURER IS ABLE TO  
PROVIDE MONTHLY  
MOVEMENTS TO THE  
ACCOUNT, THIS IS IDEAL

Financial Records should be kept for 5 years. This is a Gaming Requirement.

Any personal or confidential information on individuals should be shredded.



Sample

Mockup

Budget

| DRAFT                                          |                  |                  | PAC Proposed Budget 22-23                |                  |                  |
|------------------------------------------------|------------------|------------------|------------------------------------------|------------------|------------------|
| Operating                                      | 21-22            | 22-23 (budget)   | Gaming                                   | 21-22            | 22-23 (budget)   |
| <b>Categories</b>                              |                  |                  | <b>Categories</b>                        |                  |                  |
| <b>Chequing Income</b>                         |                  |                  | <b>Gaming Income</b>                     |                  |                  |
| Opening Balance                                | 20,231.43        | 12,954.83        | Balance Forward                          | 6,807.56         | 13,420.58        |
| Christmas Tea Sales                            | 8,484.50         | 8,000.00         | Christmas Tea Raffle                     | 13,957.64        | 15,000.00        |
| Hot Lunch                                      | 3,288.11         | 3,000.00         | Direct Access Grant                      | 10,000.00        | 10,100.00        |
| Movie Nights                                   | 0.00             | 1,000.00         | Miscellaneous                            | -85.52           | 0.00             |
| BBQ                                            | 667.18           | 0.00             |                                          |                  |                  |
| Recycling                                      | 0.00             | 300.00           |                                          |                  |                  |
| Sports Day (Concession)                        | 295.16           | 0.00             | <b>Total income</b>                      | <b>30,679.68</b> | <b>38,520.58</b> |
| Parent's Contributions (\$50*500 Students*50%) | 10,448.00        | 12,300.00        | <b>Expenses</b>                          |                  |                  |
| Mother/Father's Day Store                      | 1,780.83         | 0.00             | Field Trip Allowance (503 Students*\$20) | 7,938.43         | 9,840.00         |
| PST Rebate                                     | 0.00             | 500.00           | Track/outdoor space                      | 0.00             | 3,500.00         |
| Donations/Grants                               | 73.20            | 350.00           | Tech Equipment                           | 0.00             | 0.00             |
| Uncategorized (interest, etc.)                 | 6.41             | 0.00             | Sports Equipment                         | 559.02           | 1,000.00         |
| Fun Night                                      | 5,883.46         | 5,000.00         | Arts and crafts                          | 0.00             | 1,000.00         |
| <b>Total income</b>                            | <b>51,158.28</b> | <b>43,404.83</b> | Earthquake kits                          | 511.76           | 550.00           |
| <b>Expenses</b>                                |                  |                  | Music                                    | 912.53           | 1,000.00         |
| Movie day                                      | 1,426.58         | 0.00             | Grade 5 Graduation                       | 800.00           | 1,500.00         |
| Outdoor Exploration                            | 0.00             | 6,000.00         | Cultural events                          | 1,513.55         | 3,000.00         |
| Open House First Day                           | 0.00             | 0.00             | Library Reading Prizes                   | 754.22           | 1,000.00         |
| Publicity                                      | 0.00             | 100.00           | Aldor Acres Pumpkin Patch on site        |                  | 6,600.00         |
| PAC Kitchen Supplies                           | 200.19           | 3,500.00         | BCCPAC membership                        |                  | 75.00            |
| PAC Operating Costs                            | 655.80           | 500.00           | Scholarships                             |                  | 1,400.00         |
| Magnets - Calendar                             | 198.00           | 250.00           | <b>Total Expenses</b>                    | <b>12,989.51</b> | <b>30,465.00</b> |
| Lunch Operating                                | 315.00           | 350.00           |                                          |                  |                  |
| Discretionary Funds                            | 200.00           | 200.00           |                                          |                  |                  |
| Staff Appreciation Luncheon                    | 1,130.50         | 1,800.00         |                                          |                  |                  |
| Classroom Bonuses (21 Classes+SEA * \$300)     | 6,218.83         | 6,600.00         |                                          |                  |                  |
| Tech Equipment                                 | 7,850.17         | 7,804.83         |                                          |                  |                  |
| Primary Book Room *                            | 7,338.46         | 9,000.00         |                                          |                  |                  |
| Resource Room/LA Material/art supplies         | 800.02           | 800.00           |                                          |                  |                  |
| Learning Gardens                               | 10,488.14        | 2,000.00         |                                          |                  |                  |
| Teacher extra resources                        |                  | 2,000.00         |                                          |                  |                  |
| Carry Forward                                  | 5,000.00         | 2,500.00         |                                          |                  |                  |
| <b>Total Expenses</b>                          | <b>41,821.69</b> | <b>43,404.83</b> |                                          |                  |                  |



# *Social Media*

(such as a facebook group or other)

- Ensure that it is a **private/closed** group or if a Page, you are cautious about providing info that leads directly to identifying individual parents or students
- Has clear discussion rules with a PAC/school based focus
- Use it to remind parents of important school related events: Picture Day, Pro D Days, Student Led Conference dates, PAC Events etc
- Have **at least 2-4 Admins** (PAC Execs), so that **no one person** has control of the Group or Page.





# Engagement

**BE PATIENT!!! IT CAN BE A 2-3 YEAR PROCESS!!!!**

Parents are members, partners and fellow volunteers.

Be honest and factual, even if parents may not like what you have to say.

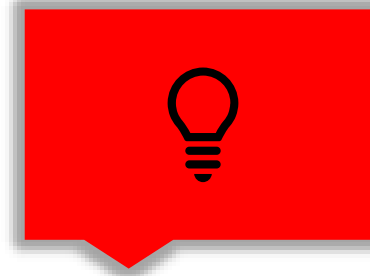
Be confidential when required.

Share information when appropriate.

**SMILE** often and remember that some parents are already overstretched in their own lives but are also often ready to help when they can and when given an opportunity they can meet.



**BE A TRUSTED  
INFORMATION  
SOURCE**



**BRING IDEAS  
FORWARD AND  
ENCOURAGE  
OTHERS TO DO  
THE SAME**



**CONSTANTLY  
REMINDE PARENTS  
THEY ARE ALL  
PAC MEMBERS**



# SUCCESSION PLANNING

One of the TOUGHEST obligations of any PAC Executive

- **Start Early!! 2-4 Years in advance**
- **Consider starting your succession planning from the FIRST day you take office**
  - **Encourage** Participation and Responsibility
- Expose interested parents to any Exec aspect of your PAC and encourage them to shadow and/or try various duties while you are there to help and guide them: Chairing a meeting, taking minutes or other duties.
- At the end of the day, SOMEONE will step into your Role when you leave or exit out. The goal is to leave your PAC **better than you found it**, and to encourage and lend support to your successor(s) to leave it **better than they found it**.
- Much of our information can be stored digitally. It is a great way to easily pass information on to those who take over.

Last but not least ...



Look after yourself

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Self Care

You can only do what you can do



A rectangular sign with a light beige background and four silver screws at the corners is placed on a beach. The sign features the text "WE ARE ALL VOLUNTEERS" in a yellow, serif font. Below this, a thin horizontal line separates it from the text "DOING THE BEST WE CAN WITH WHAT WE HAVE", also in a yellow, serif font. On top of the sign, three smooth, grey stones are stacked vertically. The background shows a beach with many small, light-colored pebbles in the foreground and a blurred ocean with waves in the distance under a bright sky.

WE ARE ALL VOLUNTEERS

DOING THE BEST WE CAN  
WITH WHAT WE HAVE



BC Confederation of  
Parent Advisory Councils

[BCCPAC Website](#)

[BCCPAC Workshops](#)

[BCCPAC Volunteer Registration](#)

Support & Resources

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

**1 866 529 4397**





BC Confederation of  
Parent Advisory Councils



**COPACS**

The Confederation of Parents' Advisory Councils of Saanich



CORDOVA BAY  
CEDARS



Prospect Lake  
Elementary



SIDES



TIKEL, SCULÁU, TW  
ÉCOLE SECONDAIRE  
**STELLY'S**  
SECONDARY SCHOOL

**Thank you to everyone for  
attending and for your  
participation!**