

DPAC Minutes General Meeting

Thursday October 17th, 2019.

1. Call to order @ 6:30 p.m.
2. Attendants: Savala Axell, Nadine Golz, Corryn Grayston, Erna Jacobs, Nikki van der Meer, Richard Morton, Sandy Thon, Katherine Watson, Kari Wilkinson.

Guests: Ms. Nav Chonker - District Principal of Student Learning SD83, Ms. Carol-Ann Leidloff – Director of Instruction SD83 – Inclusive Education.

3. Motion was made by Christy W. to accept the minutes of September 16th, 2019 with date correction; seconded by Nikki van der M.; All in favor; Carried.
4. **DPAC Update:**
 - DPAC is putting up a Parent/Guardian Survey (until November 8th) on the DPAC website and DPAC Facebook page to solicit feedback on topics of interest for parent education sessions. Go to <https://dpac.sd83.bc.ca/> or <https://facebook.com/DPAC83/>
 - DPAC wants to reach out to all PACs in the District with reference materials and info sessions to get parents more informed about and engaged in their local PAC. DPAC will need to prepare some info packages which is supported by the District to financially cover the time and input that this will involve.
 - A Parent Education Session is in the works about vaping, which may include substance abuse.

5. **Inclusive Education:**

Ms. Carol-Ann Leidloff made a presentation about Inclusive Education and Budget Development, starting with an overview of the evolution of inclusive education and showing a few short videos featuring Shelley Moore who addresses i.e. benefits of integration and inclusion resources. Having adequate resources not only depends on CEAs, but also on other resources with a particular expertise. To watch these videos go to:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/teaching-tools/inclusive-education/videos>

Inclusive Education is a Ministry of Education policy and they must ensure that all school boards practice Inclusive Education and that every student receives meaningful and relevant education, diverse learners included. School-based teams are asking questions about meaningful, relevant education for diverse learners. Teachers are just learning how to accommodate all students: High-Low and In-Between. This

retro-fit approach is an accommodation to diverse learners and they will have a bigger workload. Teaching is shifting away from standardization to teaching to diversity being non-homogenous. Diversity “demands” diversity in teaching and diversity in support.

Funding has been in place for the past 30 years, but the funding model is likely going to change in the near future, possibly next school year. Announcement is expected around Christmas. Ministry of Education uses 12 categories with specific criteria of which some are divided in levels with each a certain funding amount and others with no funding amount.

The District’s budget cycle applies a process called INADS (Individual Needs Assessment for Designated Students) to identify where the level of need is. LRTs fill out the INADS form for every identified student. Complex needs receive full support, a few students share support with other students (some CEAs work with 2-4 students) which has an increased benefit. Some parents notice that students are prioritized and that there is no access to support for every student.

LRTs do look for feedback from experts such as Speech Language Pathologists, Occupational Therapists etc. and a mentorship program with these professionals has been put in place to help new LRTs. LRTs co-plan with the teachers.

Diverse Learners’ files are being reviewed by Ms. Chonker and then by Ms. Leidloff. The scores on the INADS form are being discussed. This assessment makes CEA allocation more predictable and every school is then allocated a certain amount of hours divided in 25-hour positions for CEAs. Positions cannot be smaller as is negotiated by their union.

See attachment for additional SD83’s Budget Cycle info.

Although CEAs were in place at the beginning of the school year, some were being transferred as they follow the student, and 15 new CEAs extra were hired. This month saw also an additional posting for CEAs. There was no clear communication about CEAs being transferred or newly hired CEAs between the District and the parents of affected students, which could be improved.

Next to universal supports, response-to-intervention (RTI) processes are used. Currently, a process has been put in place for protected students.

6. Motion to adjourn by Katherine W. Meeting adjourned @ 8:36 p.m.

Respectfully submitted,

Erna Jacobs
DPAC Secretary

