

DPAC Diverse Abilities Advocacy Committee Survey

*DAAC Survey, Dec 2019 to March 2020
June 2020 to Oct 2020*

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BACKGROUND

- ▶ Parent concerns raised at DPAC meeting in spring 2019 regarding education of diverse learners
- ▶ DPAC formed Diverse Abilities Advocacy Subcommittee (DAAC)
 - Met and identified parent concerns and sent letter to School District Leadership outlining those concerns

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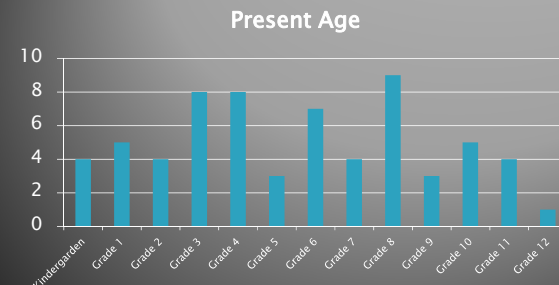
DAAC SURVEY

Survey Monkey 21 questions

- ... confirming concerns by parents raised at DPAC and DAAC meetings
- ... assessing how well the School District was meeting components of its Inclusive Education Vision Statement
- ▶ The survey was conducted from Dec–March 2020 and July–Oct 2020
- ▶ Open to all parents, targeting parents of diverse learners.

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Respondent Description



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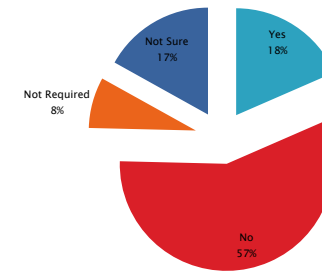
Priorities Among Parents

Ranking	Concern	Score (0-5)
1	Availability of LRTs and CEAs	4.0
2	Access to SD83 specialists	3.7
3	Availability of resources in middle and high schools	3.4
4	Access to school psych ed assessments	2.8
5	Other (sensory rooms ...)	1.1

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Q Does your child have adequate access to SD83 Specialists

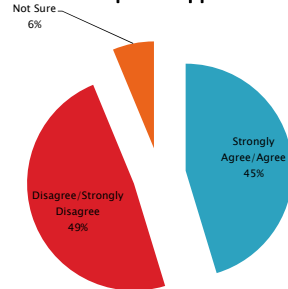
Access to SD83 Specialists



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Q Do you believe [LRT and CEA] support is adequate to help your child to succeed in school?

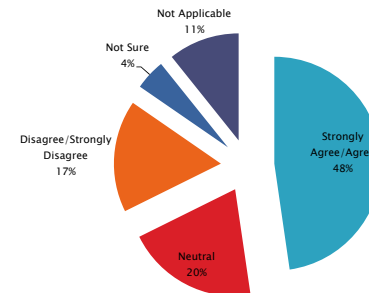
Adequate Support?



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Q Do you feel your IEP is effective for your child?

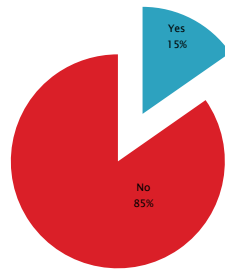
Effective IEPs



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Q Do you feel there is adequate access for your child to receive a Psych Ed assessment from the SD?

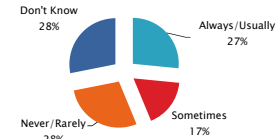
Adequate Access to SD Assessments?



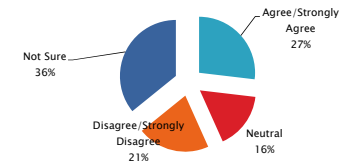
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Vision Statement

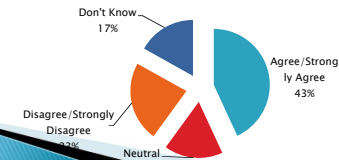
Schools Utilizes Community Agencies



Home-School Partnerships



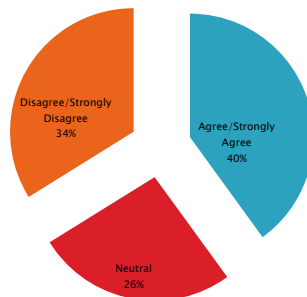
Student Active Participant?



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Q Do you believe your child is receiving an equitable and meaningful education experience?

Equitable Education?



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Parent Comments are Concerning

*"I feel like my son could only have succeeded at school with **full time one-on-one EA support**. This ... **wasn't available** and as a result he was working far below his academic potential. I felt forced to pull him out of school mid-year to **homeschool** him to prevent him from falling behind academically and also to protect his emotional well-being."*

"My son no longer sees a speech pathologist because of high number of students needing assistance ... my son also hasn't seen an OT to help his sensory needs."

"My child is Category D which provides \$18,000 of funding but he has **no access to the OT and PT service** which are the only ones he needs."

*"Our child behaves well in class, but academically he really needs help. So our child, that has a diagnosis [and is funded], **isn't getting the support he needs** because a handful of kids ... [can be] disruptive, so 'steal' the CEAs..."*

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Discussion

This survey confirms many of the concerns previously identified in meetings and letters to the school district senior administration.

1. 'In School Supports*' is a major concern.
2. 'Access to Specialists' is a major concern,
3. 'Availability of resources in high schools and middle schools' became a major concern with summer survey.

*There were parents that felt that this survey did not capture questions around CEAs and LRTs adequately or in enough detail.

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Petition Sept 2020

- ▶ We call on SD83 to commit to providing **equal services** to designated students whose families choose to enroll in **EOP**. This includes using the designated funding these students bring into the district.
- ▶ We request **full IEPs**.
- ▶ We further request access to a **CEA for online classes** to support the IEPs.
- ▶ Further to this mandate to provide educational programs for all students, we require SD83 to **provide a blended model** of schooling for families that require it. As outlined in the Ministry of Education's public announcement; school districts are to be flexible and supportive of family's needs during this time. We feel that the options of: Full Time in School, EOP (possible 4-12), or Homeschool are not sufficient for families with diverse needs. Mandating a blended model would alleviate anxieties and safety concerns for those families that do not consider EOP or Homeschool an option.
- ▶ EOP program must provide **educational supports IEP CEA OT, BA, SLP** Blended Model option
- ▶ To ignore the rights of the students impedes their right to an education equal to that given to non-designated students.

This petition received 67 signatures in 5 days.

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Recommendations

1. A breakdown of the support resources required to meet the needs of the designated children in this district and reported on a school wide basis. *The UN Convention Rights Article 24 states "persons with disabilities receive the support required to facilitate their effective education".*
 - Determining how many specialist are needed (#days for BA, OT, PT, SLP for each school)
2. Monitor program quality for students with special needs.

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Recommendations (p2)

3. 'CHECKLIST' BC Special Education Services; Manual of Policies, Procedures'
 - SCHOOL ADMINISTRATION functions include;
 - ❑ Establishing and maintaining effective ways of **identifying and assessing** students ...
 - ❑ Determining, planning and organising the kinds of **service and programs which are required** ...
 - ❑ Obtaining and coordinating the fiscal and human resource needed ... for special needs students
 - ❑ Planning and coordinating **staff development** programs for personnel
 - ❑ Involving community representatives
 - ❑ **Monitor program quality for student with special needs**

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