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- We provide training and education for parents, as well as opportunities for exchanging ideas. We host speakers and put on workshops and networking events.
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Executive Committee

Sheri L: Chair, **Brad G.** Vice-Chair, **Erin M** (Treasurer/Secretary) **Chris P** (Member at Large), **Don K** (Member at Large), **Kerri S** (Member-at-Large), **Megan F** (Member at Large), **Tibor B** (Member at Large), **Valerie N** (Member at Large)

DPAC General Meeting Draft Minutes Tuesday November 19, 2019

1. **Call to order.** 6:33pm. Attendees: Alaa A (SSES), Julie D (SKSS), Chris P (MSES), Sharla R (Dufferin), Brad G (Sahali Sec), Laurel M (KTTA), Jenny M (Dufferin), Julie C (Insight), Valerie N (Westsyde Elem), Erica B (RLC), Katie M (SSES), Tammy B (Westsyde Sec/Arthur Stevenson), Katie C (Westmount), Melinda H (Arthur H), Jordi F (Rayleigh), Cara McKelvie (Board of Ed), Rhonda Kershaw (Board of Ed), Tibor B (Brock), Darcy M (KTTA), Erin M (Lloyd George), Sheri L (DPAC Chair)
2. **Review of the Agenda. Moved by Melinda. Seconded by Katie. All in favour.**
3. **Guest: Trina Cassidy, Director of Finance - Funding:** Discussion is still very high level. Prevalence model will be less prescriptive. We get funded by FTE for special ed, eng lang learning, salary differentials, Special Needs, Unique Geographic Factors, Transportation supplement. This is called the "operating block". Outside of op block is Strong start (7), Community Link, and Classroom enhance, special ed equipment, and other different things (like one-time funding for attendance and disability). What they are looking at now is more of a population type funding. Ministry is looking at a wider scope of children's needs, like children in care. We still don't have a lot of concrete information. They want this in place for 2021 school year. We are still hoping to be involved in economic modeling, but this has not happened yet.

Guest: Sherry Stade District Coordinator – Healthy Schools, and Vessy Mochikas, District Principal of Inclusive Education: Vaping in SD73. Part of their work is to make sure our kids have environments, classrooms and spaces that are safe. Past 3 years, lots of talk about vaping in elementary



schools. Last spring, we decided we need to try to communicate the health impacts to our students. Our team: Collective intelligence: TRU School of Nursing, TRU Faculty of Science Respiratory Therapy and SD73. What are students in Kamloops saying? Scan conducted in Sept and Oct 2019 to ask youth: What is your understanding of vaping, where do you get your info about vaping, why is vaping appealing to so many teenagers, what more do you want to know about vaping, what influences a person's choice to vape? Approx 800 students were asked these questions. Primer for parents: What is vaping? All vapes have a similar function and structure. Syrupy/oily fluid stored in tank/pod. Juice is heated by atomizer. Atomizer powered by battery. Produces an aerosol. Aerosol is a cloud. Carries small particles into lungs. Small particles such as nicotine are absorbed into the bloodstream and carried around the body. Different types of vapes are pens, mods, Juul (pre-filled pods with e-juice that you can recharge with your computer). Originally designed mods were to help cigarette smokers quit. Now, Advertising: Ads promote products like Juul to "make the switch: no tar, no tobacco, no smell, no smoke, no ash". Danger—this makes vaping sound not at all harmful. So, what is in E-Juice: A carrier solvent (usually propylene glycol and/or glycerol. (It dissolves things). Carries nicotine or THC and flavours (chemical). When a person smokes a cigarette they're burning the tobacco leaf and that's how they are getting nicotine. In vaping, there are two types of nicotine: 1) freebase nicotine originally used to help people quit smoking (used in concentrations of 1.5, 3, and 6mg/mL (designed for smoking cessation). Nicotine Salts are sold in prefilled pods (higher nicotine count) – they go into your system much faster (10-20 seconds). With these pre-filled pods of nicotine, it's an entry-level vaping device for teens. Products like Juul are made up of nicotine salts (smoother to inhale and more potent), Higher levels of nicotine (up to 59 mg/mL). The entry level of vaping (smooth, no irritation and tastes good) is up to 10X the amount of nicotine used in smoking cessation products! How can vaping affect you? It's not just in and out. Short term effects: coughing sneezing, shortness of breath, increased heart rate, inflammation of airways, asthma exacerbations, airway obstruction. Long term effect: ?????. No one really knows. What we do know is that nicotine impacts brain develop harms attn span, learning, mood. "Nic-Sick": What does nic-sick really mean: these are signs of nicotine overdose. Lung Disease? Since August of this year, in the US there has been an "outbreak" of lung disease with 2000+ cases of lung injury have been reported since august, including 39 deaths reported. What is the school district doing about Vaping prevention: Mind the Gap Grant: TRU Phase 1: knowledge mobilization – go to grade 6 classrooms. Phase 2: community engagement. Phase 3: student engagement.

4. **Minutes from the Previous Meeting.** Amendment: Item 10. We have asked for student numbers and expressed frustration that these have not been received. Motion to accept the minutes of the previous meeting with the amendment to item 10: Brad. Seconded by Val. All in favour.
5. **Old Business**



- i. **Bursary Committee Update. (Brad G).** Exec meeting we decided to take some of bursary money and invest it into GICs to grow a bit of interest. See treasurer's report for details.
- ii. **BCCPAC. Leadership Forum.** See attached notes taken by Erin.
- iii. **Foodsafe:** 17/23 spots taken.
- iv. **Remaining Education Sessions (all at Henry Grube at 6:30pm):**

January 13: Screenagers (1.5 hours Documentary)

And award-winning film that probes into the vulnerable corners of family life and depicts messy struggles over social media, video games and academics. The film offers solutions on how we can help our kids navigate the digital world. (runtime about 67-minutes)

January 16th: Understanding Anxiety in Children

School District 73 is presenting an evening parent workshop to provide information and basic tools to address the number one mental health concern in children, anxiety. Parenting an anxious child can be challenging. Having some understanding of anxiety, how it presents in children, and strategies that parents can use to help their child are pivotal to moving forward. This event is suitable for parents of children in elementary school.

February 6th:Trauma Informed Care with Dr. Linda O'Neill

Trauma informed practice is a systems approach designed to better support children and their families who may have experienced adverse events in their lives, particularly early events resulting in various clinical and non-clinical presentations within education, health and social services. Trauma informed practice does not require specific disclosure of trauma; rather it is a systems-wide lens focusing on safe practices and healthy relationships to assist with living lives less defined by traumatic experiences. Psychoeducational information on trauma effects based on the latest research in neurobiology, and safe, effective trauma counselling will be a focus of this training.

February 20: New Trends and Information in Vaping and Cannabis Use

Dr. Krank's talk will focus on two emerging substance use issues facing youth today: vaping and cannabis legalization. The audience will learn about the emergence of vaping in particular the large amount of on-line advertising and misrepresentation aimed at youth. The use of flavoured vapes is uniquely attractive to youth. The truth is that vape juice often contains nicotine and sometimes other substances such as cannabis. The result is that there is now more nicotine being used by youth than at anytime in the past few decades. Research is showing that youth are generally unaware of the health risks associated with vaping and the addictive nature of the habit. In addition, youth appear to be unaware of the age-related risks of cannabis use. Dr. Krank will discuss the latest research showing these risks and suggest how parents can keep informed and help their children make healthier choices. Finally, Dr. Krank will offer an overview of evidence-based prevention programming aimed at reducing the risk of substance abuse in youth.

March 3rd: Keeping our Children Safe From Gangs (Safer Schools)

British Columbia's gang landscape is vastly different from other jurisdictions, this is why this presentation is so important. Children from all socio-economic backgrounds can be vulnerable to gang recruitment and involvement. Youth are being recruited in ways that our communities have never seen before. You will leave this presentation with a greater understanding of what you can do to prevent your child from getting involved in gang activity.

April 15th: Helping Teenagers who have Anxiety/Depression

Next General Mtg Jan 21 at 6:30pm at Grube. Education: Building Resiliency in Children



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May 14th: Fostering Resiliency in Children and Youth (Monique Gray Smith)

Monique Gray Smith is an inspiring international speaker, award winning author and sought after consultant. She is the author of the acclaimed educational resource: *The Ripple Effect of Resiliency: Strategies for Fostering Resiliency with Indigenous Children*. Moniques will provide stories and examples of how to foster resiliency in our children and youth.

6. New Business. None.

7. Treasurer's Report. All statutory, fiduciary and legal obligations have been met in full and on time. DPAC currently has assets of \$10,491.08. The value is approximate, as we have not received the final bank statements which ended October 31, 2019.

The bursary committee has a balance of \$1,034.78 in their Bursary account. \$4,500.00 was removed from the Bursary Account and transferred to two different GIC products. \$1000 was transferred to a 1-year cashable GIC at 1.5% interest. At maturity, this product will earn \$15.04 in interest. \$3500 was transferred to a 18-month GIC at 1.95% interest. This amount is non-cashable until maturity, and will earn \$102.56 in May of 2021. This means that over 18 months, assuming we reinvest the 1-year funds, \$110.08 will have been earned in interest instead of approximately \$36 had we just left the money in the Business Investor Account. We still have over \$1000 left in cash in the Bursary account to disburse funds this spring if we have bursary applicants.

The general account has a balance of approximately \$4,109.75. We used \$298.67 to pay for Erin's flight to the BCCPAC Leadership Forum in Vancouver on November 15th. This money will be reimbursed in full by BCCPAC, and Erin has already applied for this reimbursement. There are no other expenses associated with this trip, as BCCPAC covers the costs of breakfasts and lunches, as well as hotel and airport transfers. The only other disbursements from this account are the \$1.95 in monthly account fees.

The Gaming account continues to be slowly depleted (a good thing!). We have now paid for 17 of 23 DPAC-funded Foodsafe spots. We have also made an agreement with the SD to provide sweets/coffee for Parent Education Sessions for the remainder of the school year. With those two disbursements this month, and the monthly fees for our Gaming account, we have approximately \$846.55 left.

8. Superintendent Report. None.

9. Trustee Report. District learning plan presented in November to set out priorities and objectives and goals. Board notes reflect this. Numeracy: make available to all parent advisory councils presentations on numeracy. We are not where we want to be as of yet. All of the school learning plans have been uploaded to the district website. We will be seeing these at our PAC meetings in the spring again. The admin procedures handbook has also been updated. There was non-clarity of roles between governance and operations. At board meeting on November 4th all policies were rescinded and then they reinstated new policies along with comprehensive administrative procedures manual. Last night, graduation report



was received. Our grad numbers are best ever. Aboriginal was at 84%, overall 88% and resident was 92%, which is excellent. We are still working at achieving parity. Our aboriginal grad rate this year is what our overall was last year, so we are making progress. Capital plan update: Bus died (repairs would have been tens of thousands of dollars), so the ministry is giving us a new bus (over \$100K). Mediator's report has been released, as well as summary. This is available online. No numbers are available again for Chris (Board has not seen them).

10. **KTТА Report.** Have not seen copy of the prevalence model. They were happy to receive notes of BCCPAC presentation by Minister.
11. **Other Correspondence.**
 - Found4Kids
12. **Other business.** PAC Hot Lunches. Erin reports that Lloyd George has been told by Canuel Caterers that they are not allowed to have more than one PAC Hot Lunch fundraiser per month as it is in the contract that only one PAC Hot lunch is allowed/month. This has had a drastic impact on PAC Fundraising at Lloyd George. None of the other schools in attendance had been told this by Canuel. Board of Trustees attendees were not familiar with this contract clause either. Board of Trustees will investigate and report back to Lloyd George.
13. **Adjournment 8pm – Motion to adjourn. All in favour.**

Remaining 2019/20 School year DPAC Meetings.

Tuesday January 21, 2020: 6:30-8:30pm DPAC General Meeting

Tuesday Feb 18, 2020: 6:30-8:30pm DPAC General Meeting

Tuesday Apr 21, 2020 6:30-8:30pm DPAC General Meeting

Tuesday May 19, 2020 6:30-8:30pm DPAC General Meeting

SD73 DPAC Executive Committee
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Notes from BCCPAC Leadership Summit 2019 Taken by Erin Mitchell

0845: Opening Address - Honourable Rob Fleming – Minister of Education.

- Busy two years.
- BCCPAC has been at the side of the government the entire way to help lead discussion and change. Example: SOGI inclusive education.
- Working groups including BCCPAC have been at the table with the funding model review. Minister states that there has been a very participative engagement process including admin, educators, other staff and parent group. Stakeholders have been involved every step of the way, according to the minister – they have gotten the views of the sectors involved for this funding model review. No decisions have been made yet, but they want to move to a better system.
- Grant for BCCPAC was increased by \$35,000 this year, and this went to funding summit and outreach services.
- Minister has heard issues of importance to parents, including: immunizations, violence in schools, inclusive education and teacher bargaining.
- Big picture: Funding had been falling year after year compared to other provinces. 220 school closures in BC.
- We are now moving to a better place. This government is investing \$1150 per pupil, which is more funding. We are investing more money in schools (>\$6billion). This is a good thing. This is what the government wanted to do: provide funding and contemplate a better funding model aligned with the 21c curriculum we have in BC.
- School Construction: 76 active school projects in the province. Most in 30 years. \$2.7 billion dollars – fast tracking seismic upgrades (3 x faster than previous government). Playground equipment fund \$5million – 101 playgrounds built. Playgrounds are fully inclusive. 25000 kids have received new playgrounds. Childcare is another area of focus for the government. Min of Ed is taking a much more active role. Early learning is now looked at as zero-8 and looks at transitioning young children from daycare to k and beyond.

Mtg Nov 19 at 6:30pm at Grube. Education: “VAPING”-Sherry Stade, District Healthy Schools Coordinator

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- Looking at building more daycare spots on school grounds. They host 32,000 and want to host more.
- Personal Education Number is now linked to childcare. Proposal to start issuing PEN numbers at birth so they can track children receiving high quality early childhood education and see what difference it makes and support evidence-based decision making.
- Teacher recruitment remains a challenge. Number of applications are up 74% in the last 5 years from out of province. 75 applications have been processed from Belgium and France (French immersion teachers). They have added resources to process applications and licensing more quickly (6 more positions added to process paperwork). About 400 vacancies in a workforce of 43,000, which is less than 1% (compared to 3% for nurses, for example). Funds have been directed to teacher education seats at all teacher training agencies to help train specialty teachers including special needs teachers and indigenous teachers.
- Exclusions: heartbreaking and deeply concerning. Kids are being pulled out of class when teachers are away and in some cases there are no plans to support that child in the event that the CEA or teacher is away sick. This should not be happening. Every child should be allowed to attend each day of school. Min of Ed is looking at revising inclusive ed policy to make it explicit that no child should be excluded from school. Additional 23% has been provided for additional education assistants to build IEPs for kids (to the district). When districts come to ask for more money, they are being told that they don't need more money, they have gotten the money. They need to come up with a better plan. Kids should not be sent home and this will be made more explicit. Min of Ed are working with reps from child and youth services and districts to make real progress.
- Bargaining: engaged in free and fair collective bargaining. First time in a dozen years that everything is on the table (previously things were tied up in the courts). They have been at the table over 70 days. They are trying to get towards a contract and prove doubters wrong. Only once since 1987 have the two parties negotiated an agreement. This gov't wants to be number 2. There is a pathway forward, which is similar to the pathway forward with nurses which was also a tough negotiation. They are cognitive that the agreement has expired and they want to conclude it as soon as possible but they will keep working until they get to a fair bargaining agreement.
- Funding model review: We undertook this because for many years there was a high degree of dissatisfaction from a very complicated set of funding rules. It's become a bottleneck for funding. It's outdated. It's not child-centered. It doesn't even count large populations of students that we know need extra care and attention to be successful. We therefore undertook this review.
- Funding is incredibly important. But we have a model where we have vast armies of people whose job it is to count heads. We need a model where resources and learning plans can be put in place day one and that kind of predictability is what we want to solve in this exercise in coming to a better model.
- The current model is outdated. It was designed when the dial up modem was the latest thing and special needs students were specifically segregated in classrooms, and we still had a residential school up and running. It is outdated, and we need a new model. We cannot put more bandaids on – that has only made it more difficult to navigate. We need a more transparent system with more accountability. Where is the money intended to go, and where did it go when it arrived.
- Government is going to take the time to get it right between now and 2020. We need to enshrine parent advocacy in the new model. In the short term, update info for parents in the here and now – create an updated handbook to help parents navigate the school system. This is under development now.
- Indigenous education informs a lot of what they are doing and there is work being done, but more work to do ahead. 17 languages are certificated in the curriculum and 6 more under development (indigenous language immersion programs). We are having a very tough conversation with some school districts where indigenous student outcomes are well below where they should be. These districts are being matched up with over-performing schools as a learning and partnership opportunity. Sea to Sky indigenous children are outperforming all other children (95% graduation rate). We need to tell this story and learn from this story. The school system is where we can fix the historical divisions in British Columbia.
- Mental Health: Pathway to Hope strategy released. This is to protect kids from abusing substances, but also how to access resources and have youth oriented mental health and addictions hubs to access free counseling and resources (ages 12-24). We need to attack the stigma of mental health.

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- Launched our 10 point action plan on vaping: government is working quickly on this runaway problem with rising rates of usage in younger and younger kids. This is big tobacco's triumph on hooking kids. We had been leading the country on declining smoking rates, but now kids are hooked again. That is why taxes are being raised heavily. We need a national strategy. We can't be afraid to be the first to bring in vaping regulations, as they did yesterday. There is a budget for a social media strategy on vaping. We want youth leading this campaign and giving us their ideas on how to convince kids that vaping is harmful and addictive. BCCPAC can help advise this media strategy and to help distribute it widely. This is the best we can do most immediately. Revelstoke's superintendent implemented the buyback program. Other districts are confiscating and contacting parents.
- Immunizations: last year we had children quarantined for diseases that previously had been mostly eradicated. Our immunization catch up campaign was successful going into the school system. Health ministry and school system are cooperating. Now we can help the parents who have no immunization records at all. We will have another installation of this campaign to come. A lot has been done. A lot more to do.
- BCCPAC helps the government accomplish its goals.

Questions from the attendees:

- *Prevalence model: it has created concern and angst among parents in this province. How involved will parents be.* A: The point of our new model is to answer some of the systemic longstanding complaints with the current funding model (it doesn't cover all students). Whatever changes are made won't diminish, only enhance, the learning assessments that kids need. Prevalence is really just using population data on kids that are in the school system that have challenges that we should be funding. We have no funding attached to ministry care children even though they have a 35% graduation rate. Why? This is an example of what we would like to cover. This is a social condition and reality that needs to be address. Same with poverty. Model we have now doesn't do anything to address the challenges that low income kids face. This is contemplated when we talk Prevalence, it doesn't undermine teachers collective agreements or learning assessments.
- *Q: Would the ministry consider creating a similar to the TRB or TQS system for support staff (regulations and standards):* We are looking at the different sets of ed backgrounds that are currently used prior to hiring educational assistants as well as their duties and specific skills and certifications. It's not necessarily that we want to impose standard qualifications, but we need to look at the different certifications. Also interested in recruitment and retention issues. Are there ways that we can put an apprenticeship model on this so they work with kids on their way to getting a credential and then stay.
- *Q: Real confusing regarding the school playgrounds and funding that goes along with it. Can you explain the process?* A: like so many things we have a decentralized system to respect autonomy. We prefer districts do this in conjunction with pacs and dpacs. We asked for top three priorities for playground investments (least safe and/or means of PACs is most reduced). That's what districts typically did. If your dpac isn't being consulted with top priorities, we need dpac to contact your trustees to find out what they are submitting.
- *Q: Confusion around the responsibility of ministry when a strike may occur in one district versus a provincial strike (be it cupe or bctf). What are the ministry responsibilities:* A: we have a provincial agreement in place and then local bargaining structure that needs to ratify mandate. They have ratified 53 agreements among support staff and have one outlier that they are hoping to ratify with soon. They bargain locally with the envelope that the province is providing.
- *Q: Question posed by Val from our SD73:* A: for Indigenous students studying in mostly district schools, there is understandably an appetite from band leaders to take on higher degree of authority for their own education. We are very oversubscribed on DISC – they provide funding in Canada for students and new schools. It is hard to get a new school on reserve in BC. This government has set aside \$100million for indigenous students. This way we have money for districts to negotiate local education agreements and those negotiations have to be concluded. What we are seeing is that

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dozens of communities have LEAs signing agreements with first nations right now. Sometimes its very particular things like tutoring in band offices. There is \$1450 of aboriginal funding dollars attached to each student in the district. Students studying in schools off-reserve have a voice. Just as parents have a voice through their PACs and DPACs. Indigenous students have voice through PACs, DPACs and their bands. The additional funding has helped to create more partnerships.

- *Q: We have unique learners that are not being invited to school for a full days education. Are you doing something to ensure that all 60 districts understand that all children have a right to be in school for a full day? A:* highest level is making it more explicit that it is expected that all child will attend for a full day every day. All parents have the right to be informed that their child is being secluded if/when it happens. Schools need to figure out how to work with kids for the entire school day. School boards will give us feedback on what is happening and why they aren't doing what the ministry needs them to do.
- *Q: Given the new green economy: major capital projects: will there be any push from the ministry to ensure that proper bike lanes are incorporated so that children can bike to school in a safe manner. A:* UBCM has talked about this with the ministry. More cooperation. That is something that the city can bring to the table.
- *Q: What is the one thing that you haven't accomplished yet that keeps you up? A:* There are a few. One that does keep me up is student hunger. We have a real patchwork of lunch and breakfast programs. We can do a lot better. We would like to partner with the federal government to get more food in schools so that we can truly say no child is hungry in schools.

0945: "SOGI 123 for parents – Hosting a Parents Event. Scout Gray, SOGI 123 Lead – ARC Foundation. Parents from Abbotsford share their experiences on providing information to parents":

SOGI 123 is a program to support more inclusive environment. Supports a network of districts. Every district has a district rep that is in communication with Scout. Districts are coming together to learn and tackle issues together. Additional resources and support also provided to parents. There is a website page just for parents. SOGI 123 can come to any districts for a parent info night. Case study of Abbotsford: planned SOGI education night that had to be cancelled due to safety concerns. Then had a candidate debate for trustee elections and allowed people who were running as candidates to talk about SOGI. They were eventually able to conduct SOGI session but they needed Abbotsford police to attend, and they needed to use them (people attended solely to disrupt the event and push a hateful agenda).

Lessons learned: if you are going to have a large open event: be intentional, know your district, you may have people attend who were not parents of the district who are just there to disrupt/disrespect – have a plan to deal with them. Talk to PACs and really reach out to them and call them to action and get them to speak out on misinformation (do something!).

What was most successful was targeting the pacs, not a big parent group. Stick to pacs, support them to distribute the information far and wide in their schools. SOGI tends to be a topic that people shy away from talking about, but this isn't the type of thing that you need to be an expert to talk about. The more it is talked about, the more people are comfortable starting conversations.

1030: Personal Education Number (PEN): Improving the K-12 Journey. Eleanor Liddy, Executive Director, Services & Technology. Ministry of Education.

Personal Education Number. Right now you get a PEN when you go to strong start or enter school. Sometimes there are duplicate PENs (for example, if a parent attends a drop in Strong Start but they forget). We have over 60,000 duplicate PENs in the system, and it is a huge job to clean all the info up. What if the child is issued a PEN when the child was born? Then we know how many kids are in the system, where they are going. Then we can track their journey and collect information on outcomes. It's not big brother, it would just be education related to a child's education program. The PEN can then be linked to BC Services Card. They still wouldn't link your health record to PEN as a database sharing system, it would just be a link that we can prepare in 5 years this child will be entering

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kindergarten. This would allow the child to go to a childcare centre and information and progress on educational journey would continue without loss of information. It could start with StrongStart or other Early Childcare and Learning program. Maybe eventually kindergarten registration forms would be unnecessary – you could just tap your services card and all information is uploaded (address, etc) and then parents can just confirm it's correct. If there is a transition, ie. Moving back and forth between bc and alberta, there would be a digital link to original PEN and then teachers can learn ahead of time that a child needs extra support for example. Once a child graduates, you can use your BC Services Card which is linked to PEN to order transcripts, retrieve scholarship and apply for student aid. The education and identity information would be seamlessly transferred to a post-secondary institution. For adult students, if you decide to come back to school 15 years later for example, you could just use your BC Services Card to identify yourself, pull up an education record, and you can be immediately credited for past experience and get a path to graduation.

Parent input required: what are parent concerns: what challenges did you or other families face when first registering your children for school? What suggestions do you have for improving the process? Do your children have a BC Services Card? If not, why?

1100: Funding Model Review and Inclusive Education Working Group. Jonathan Foweraker, Director, Resource Management Division, Ministry of Ed., Patricia Kovacs, Director, Inclusive Education, ministry of Ed. This session will provide a refresh of the funding model review and discuss the education recommendations, describe how the proposed new model would work, and next steps.

- Why we are here – why change the funding model. This model was introduced in 2002. Ministry has heard from all stakeholders that current model is not working. It's complex, confusing and inefficient. Don't know who to go to with questions or who has responsibility. No transparency around decisions. Climate has changed: In 2002 school enrollment was dropping. In the last 5 years 24000 students have been added. Curriculum has changed. Completely different educational environment than 2002.
- Funding model review process: five phase approach, started 2 years ago. Met with trustees and established the guiding principles. Ministry gathered information and looked at other jurisdictions, and gathered feedback from districts. Then an independent review panel was established. 3 external and 4 internal members. Panel spoke to all 60 districts and gathered input from education partners and took 300 letters from boards and provincial organizations. Lots of input received.
- Report handed to minister in Sept of 2018. In Dec 2018 that report was released and next steps were laid out. Government looked at recommendations and then asked ministry to develop working groups on inclusive education, online learning, financial management and adult and continuing education. They were tasked to understand these areas, how they could be implemented, discuss barriers and solutions. Looked at headcount based funding.
- Went and visited 9 different districts and presented different elements of funding model. Got feedback, change design, then put pieces back together. They then went back, reiterate and try again getting better every time.
- Important to know what's included: what funding is included (online learning? Adult education? Inclusive education?) – this all impacts how the funding works.
- All groups were led by co-chairs with background in subject area .
- Members (like BCCPAC) expressed a range of different perspectives on key topics. Overall, groups managed to reach consensus on most issues, considering what's best for students. All working group reports are available on the Ministry website (as of beginning of October).
- Common discussions: accountability across all parts and players in the education system is needed. There needs to be transparency in what's being funded and how dollars are being spent on students. The allocation of funding to districts should be equitable for all districts and easy to understand for partners.
- Many aspects of the current system are administratively cumbersome and the funding process should be made easier.

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- Common considerations: a range of provincial regulatory and policy updates will be needed. Student access to various learning options and supports must continue. Need for greater focus on quality assurance as part of regular program delivery. Prof development support will be important for district staff. Need for more regular review of what's working/what's not, including ongoing dialogue with partners.
- Inclusive Education Working Group: Current inclusive education model is based on designations and reporting of students. FMR panel heard that this doesn't work and needs fixing. 18/19 numbers show 31,314 students claimed in funded special needs designations: 581 level 1, 22, 874 level 2, 8757 level 3. Needs of many students are not considered when calculating funding. FMR Panel proposed addressing this through a new hybrid model.
- Recommendation is that the ministry should create a single inclusive education supplement. Component 1: Students requiring high-cost supports continue to be reported and claimed for funding (ex deaf/blind students). Component 2: funds should be allocated through a population-based model using a comprehensive range of 3rd party medical and socio-economic population data like health factors (50%) children in care (20%), income and earnings (20%) English and French lang development (10%). These students may have been excluded from extra funding in old model.
- Panel's recommendation is only about the allocation of available funding to boards of education. Does not specify how boards of ed allocate funding to schools, or how schools provide supports to students. Does not determine the process by which school districts determine whether a student needs additional supports. Does not specify what level or type of support a student gets.
- Recommendation is about providing funds to boards in an administratively efficient manner that recognises a wide range of student characteristics that in general require additional supports.
- Discussions: Seven meetings between March and August 2019. Topics including current funding model, current service challenges, implications of creating a new inclusive education supplement. Areas out of scope of the recommendation: quantum (more money), collective bargaining, other ministry programs and services.
- Considerations: accountability: measures should be in place for funding, supports, and services and equitable outcomes for learners.
- A New Category will need to be developed for students with complex needs who require high-cost supports. This category should better meet the needs of all students, particularly those with complex socio-emotional or behavioural challenges. Data and modelling should be transparently available to the education sector and broader public.
- Concern: Students should continue to receive supports and services including assessments, documentation that supports student learning, access to needed supports and services. A comprehensive engagement and communication strategy should be implemented to ensure supports during the transition period.
- Considerations: senior leadership staff should be provided on-going learning to implement the new proposed new model. The existing financial audit program should align with the proposed new funding model to ensure fiscal compliance; and an emphasis on student well-being and outcomes.
- Ongoing monitoring of implementation should happen in a timely, transparent way. Summary report is posted on ministry website.

Inclusive education supplement: Prevalence vs. population: Prevalence: what is prevalence: how common something is in a specific region in a given time period. Prevalence is the proportion of the population that has a characteristic regardless of when they first have it. However: data being used in the health factors component is population data. Not a statistical model or trend data. Data is linked to actual students and their health conditions that impact learning.

Health and wellness data component: uses three datasets: medical and wellness data (number of interactions students have had with the provincial medical systems in their lifetime for a variety of conditions is counted. Approx. 120000 students. Mental health data: non-clinical treatment provided through the ministry of children and families. Approx 30,000 students. Low birth weight data: number of children born weighing under 2,500 grams. Approx

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32,500 students. Population based medical and wellness data – coverage: health data covers 533,000 students. Over 16 times as many students are currently designated for supplementary funding purposes, or 96% of the student population. Coverage of identified groups: level 1 students – 99.5%, level 2 students – 99.1%, level 3 students – 98.5%. Block funded special needs categories – 99%, indigenous students – 94.3%.

We are aware that there are gaps in the data and we have to make sure no districts are penalized because there are gaps in the data.

Population based medical and wellness data: number of interactions students have had with the provincial medical system in their lifetime for a variety of conditions is counted. Counts are weighted by impact on student need, scaled where the data coverage is less than 100% and added to create a score. Index is the score divided by the numbers of students.

Pro: No waits for diagnosis or assessments or for paperwork to meet funding requirements. Funding flows as soon as the student is in the school district. Ability to project health profile of next years school cohort; aids in planning, preparation and staffing.

We know the current system doesn't work: students aren't getting assessments so they can't get services and funding. We need to start recognizing more of these students. We need to recognize cultural barriers and fear of labels.

Looked at those diagnoses which are more than 4 times more likely to be prescribed for designated students as non-designated students. Top 20 conditions appear more than 97,250 times for designated students (mental health and personality disorders, developmental delays and "mental retardation" which is the current ICD Definition). The same conditions appear more than 115,350 times in non-designated students. There are over 40,000 indigenous students in the list of 20 conditions (both designated and non-designated). This shows that the current situation of 31,000 students isn't working. There are far more children than we currently recognize as having learning challenges

Potential program policy changes:

- five existing policies into one higher level policy.
- Sets out Ministry and Board responsibilities to meet the needs of a diverse student population.
- Shifts the inclusion paradigm from a moral imperative to a rights-based framework.
- Requires more transparent identification of student needs and allocation of supports and services.
- Districts will be directed that they must have a public process of assessments, prioritizing assessments, how they are determining which supports and services will be allocated.
- Supported by new policy manuals and parents guide, including expectations around identification and assessment of student needs.

This is a way of having a consistent message across the province. Questions to consider: How can we best communicate with parents and the public to show the transparency of the model and support conversations about their child's success. The inclusive education working group recommended that the ministry develop a detailed transition plan to ensure the public is aware of changes going forward. What are the key elements that you feel need to be shared?

1:15pm: The Partnership Model: Before/After School Care. Patricia Kovacs, Director, Inclusive Education, Ministry of Education. The Ministry of Children and Family Development has identified that there are waiting lists for all types of child care in BC, including before and after school and this is limiting parents'

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participating in the labour force. As a result, government has committed to working more closely with school districts to include child care opportunities on school grounds.

-Revision of the 2008 version.

-Establishes a vision for early care and learning.

-Promotes conversation about understandings of childhood, knowledge, education and learning.

-Expands the focus from infancy to eight years of age. More integration between theory and practice. Updated inquiry questions.

-Connects with K-12 curriculum, core competencies and the primary program principles. More focus on reconciliation with indigenous peoples, increased focus on inclusion and diversity.

-Resources: "Let's Play": primarily for families. A guidebook filled with fun activities about how to engage young children in different kinds of play. This resource supports extending engagement in play and preparing for the transition to school. There's also "Play Today" primarily for educators. Supports high quality, play based learning into middle-school from a practical, research focused lens.

-Changing results for young children: focuses on research that outlines the connections between children's social emotional well-being and their educational and life outcomes. 47 district sites participating in 2019/20.

-Strengthening Early Years to K Transitions: inquiry based project for school districts. 12 district/community sites involved. Focus on developing strategies to improve transitions from community to Kindergarten. Some prior engagement with the family to have a sense of who the child is. Information will be used to inform future practice guidelines. Final evaluation report due August 2020.

-Before and After School Care Policy: We currently have very little guidance from the School Act or policy in this area. This is new policy that will help to formalize the relationship. Goal is to increase the accessibility of quality child care spaces. Enabling districts to operate before and after school care directly or through a licensed partner. Two ways that school districts can offer before and after school: directly or through a licensed partner. Money for these will not be provided by the Ministry of Education, it would be provided by parents and ministry of children and family development.

- Questions: think about your context. What's happening in relation to before and after school care in your school district? How could schools and child care operators work together to better support before and after care? What areas continue to need support?

2:15pm: Framework for enhancing student learning. Cynthia Drumond, Director, Continuous Improvement, Ministry of Education. This presentation will provide an overview of the Framework for Enhancing Student Learning policy which will bring a collective and system-wide focus to supporting student success.

Very complex and diverse system: autonomy. Politics. 40,000 teachers, 412 trustees, collective agreements, 580,000 students, 60 districts.

2 questions: 1. as a sector are we achieving what we set out to do. 2. How can we better work together on continually improving student outcomes for each child.

Every district has a slightly different view of what student success looks like based on their community.

Do we have some common ground? How is success defined? What are the common values: social and emotional well being, literacy, numeracy, competencies for career/post sec, graduation. If we are doing a great job in these 5 areas, we feel we are sending kids off in a great way for their futures.

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We work together towards the same goals – our common values.

We collectively improve on setting out what we aim to achieve – strategic planning, and reporting on our progress

We combine efforts to build capacity – continuous improvement.

We learn together and support each other.

This idea does not preclude any local context and measures of success. It does not dictate how districts and schools reach outcomes.

The framework for enhancing student learning aims to pull these aspects together: system wide focus on common values. Multi-year district and school plans updated and reported out annually. Meaningful and effective evidence, both quantitative and qualitative. System-wide capacity building with growth mindset and collaborative. Student agency responsible to passions and needs of every learner. All of these aligned with local education agreements.

Table talk about evidence to show success.

FSA data is standardized across the province. It does provide good reliable data despite the fact we aren't at 100% participation. This is the measure for literacy and numeracy that we have. These aren't perfect, but this is what we have right now.

Implementation has 3 components.

- 1) clear policy that sets out some common goals and all aspects of strategic planning. Purely based on what is student success: improve educational outcomes for each student, focus on the educated citizen, and enable through strat planning, coord implement, reporting and capacity building.
- 2) partner-based approach to understanding. Framework advisory committee, dedicated resources within the Ministry. Dedicated team which is aligned across divisions. Enhanced analytical capabilities and services. The data team is available to districts to dig in to the data and understand successes and areas for growth.
3. Capacity building. The who is sector liaisons (former superintendents), SD health teams to bring teams together to look at school district health (so we don't have one flailing that we can't see due to tunnel vision), sector mentors (matchmaking with the superintendents strengths/weaknesses to learn from each other) and the data team. The HOW is communication, facilitation, intervention, and direction. They don't want to get to the direction piece – we hope to build capacity and handhold when necessary to improve in the area necessary before it gets to being directive.

Part of the early implementation is 9 pilot districts. We are learning from them. We are trying to gain as much information from them as we can before rolling out next year. The pilot districts include us in SD73 but also rocky mountain, cariboo, Richmond, maple ridge, peace, gulf islands, nanaimo and cowichan.

In conclusion: the purpose is improved student outcomes and public assurance. Input is to focus on strength based capacity building across the sector and continued engagement with all partners. And we are going to proceed together. Transparent and collaborative process. Pilot and refine with full implantation next year.

As a PAC, it is our job to make sure that the conversation is about student learning. NOT just fundraising. We come in as parent advocates. We can and should ask about strategic plans and data.

For more information contact EDUC.FESL@gov.bc.ca

Getting Parent Input – Immunization and your family, Craig Thompson, Director, Immunization, Population & Public Health, Ministry of Health. Julie Hamilton, Independent Contractor, Ministry of Health. An update on

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Kids Boost Immunity, a new World Health Organization and school resource designed to educate students about immunization through global citizenship. Ministry of Health is seeking input on how immunization can be shared effectively with school age children and their families.

Why we are here: refreshing immunizeBC, the government policy that will guide the province wide immunization program for 2020-2030.

BC immunization committee is the collaboration that implements the policy through the immunization program. BCIC represents all regional health authorities, FNHJA, BCCDC, and the ministry of health as well as GPs, pharmacists, vaccine evaluation centre and BC pediatric society.

Input so far: survey sent to 42 school districts and 72 dpac exec . we asked 3 questions about how parents access accurate information about immunization, and your ideas for enhancing that process. Our commitment to follow up with a brief summary of results and learnings post conference.

38 school districts responded. 47% were satisfied/v satisfiated. 32% were neither satisfied nor dissatisfied with how you get information. 21% were dissatisfied.

One thing that's coming up is that some of the comments talked about the desire to have more fun resources to make the link between school learning and home conversations about immunizations.

A deeper dive question: what support would contribute to more conversation and learning about immunization and home between you and your child/children? Please be specific: an app/board game/physical game. Thoughts from attendees: Youtube videos, peers talking to peers. Real Canadian stories from families about impact of vaccines and disease. In school take home projects. Give the grade 6s the task to put together projects to present to kindergarteners. Kids explaining to kids.

Iboostimmunity.com "Earn a vaccine for someone in need by answering a quiz" – beat the average score and we'll donate one vaccine to someone in need through UNICEF Canada. You could immunize a whole family, or even a village.

Kidsboostimmunity.com Free science, social studies and health lessons developed by teachers to inspire digital-age students in support of unicef Canada. Curated lessons with interactive quizzes that mirror your province's science, health and social studies curriculum. All for free. For every quiz that students complete a vaccine is donated. Most popular lessons are on evaluating online information sources, the CRAAP test (how to eval online information effectively). Number 1 reasons kids do these is because they want to help other kids. Number 2 is competing with other kids. Number 3 is the gaming. Geared grades 4-12. The average kid does 136 questions. Either self-directed or teacher-led.

Wrap-up from Day 1: BCCPAC works hard to represent parent voice at provincial level. They engage with stakeholders. At the provincial level they are the only ones dedicated to parents. Everyone else is workers first. We are the only organization that is parents-first. We don't have a "worker" hat. We are parents, guardians, family.

Why is it important that we raise fees at the agm: Our presence in this sector isn't being ignored and cannot be ignored. We get asked for input. We sit around the table with the Ministry of Education, with the Ministry of Health. They all want parent input. BCCPAC represents us provincial representation, submissions and statements, presentations and greetings, ministry meetings and events, partner groups meetings and events. We are stakeholders. Funding helps reach our goals.

Remember:

PAC advises the school administration on any matter related to public education, supports parents.

Next General Mtg Nov 19 at 6:30pm at Grube. Education: "VAPING"-Sherry Stade, District Healthy Schools Coordinator



DPAC advises the school district on any matter relating to public education, support PACs

BCCPAC is the provincially mandated voice of parents on K12 public education.

Why does it matter? We represent the parents/guardians of over 565,000 children attending provincial public schools. We are the provincial voice of parents on educational issues within the K-12 public system. No other educational partner is representing parents.

Through our DPAC membership, we represent 96% of parents in the public education system. We represent parents on provincial committees dealing with a wide range of issues, including school/student safety, student assessment, indigenous education, and curriculum. We meet regularly with the Ministry staff and education partners to ensure parent perspective and voice is always represented and heard. We advocate for systemic changes and help individual parents advocate for themselves. Only we represent parents provincially.

Membership fees help support provincial advocacy and support to parents. Membership brings in \$50,000. Expenses are about \$400,000.

Less membership fees = reduced ability which = missed opportunities for the parent perspective to be visible and represented.

The annual membership fee helps to offset the costs of our provincial advocacy and support of dpacs, pacs and parents.

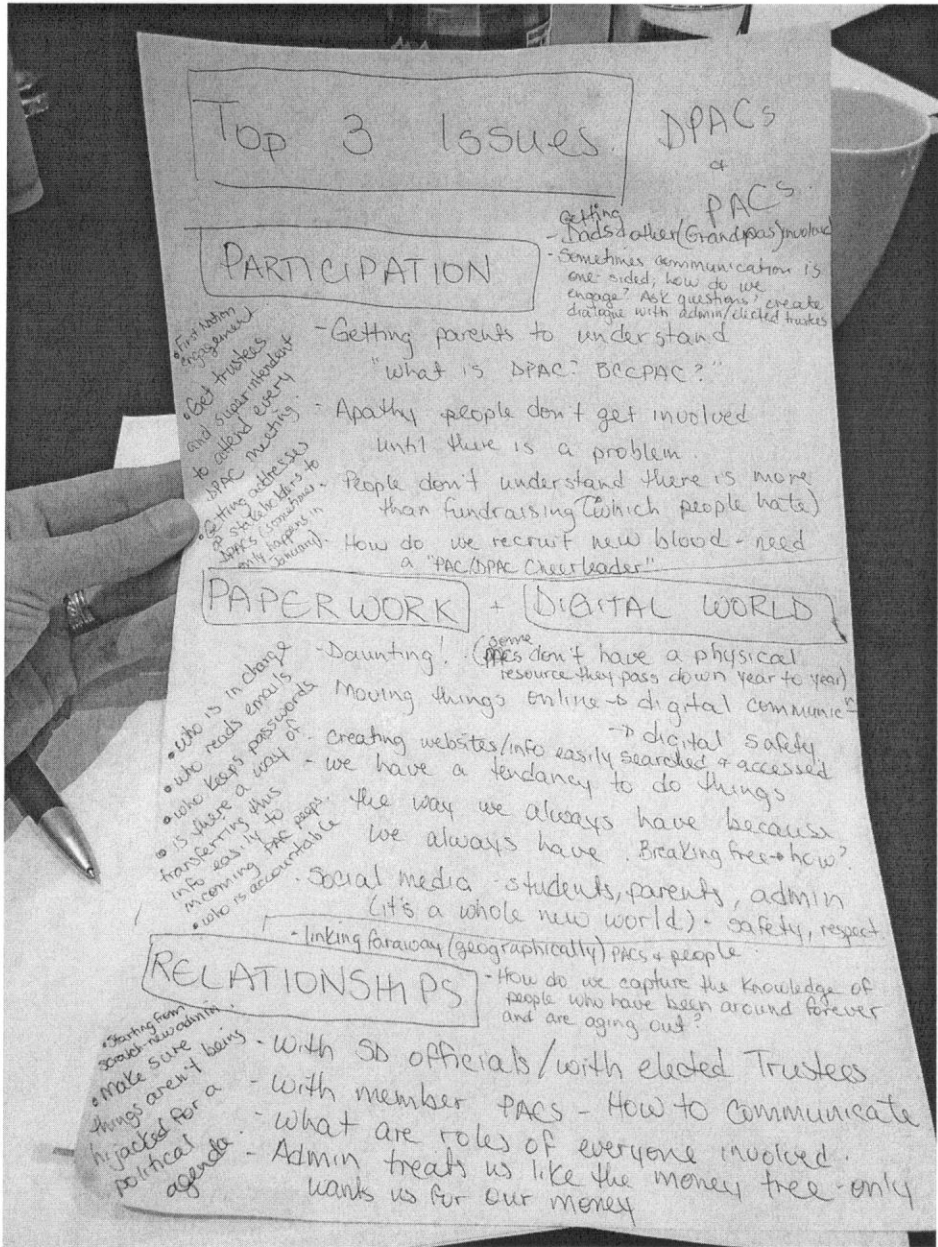
All members benefit from the ongoing activities of BCCPAC. We continue to be credible, respected and well-positioned to raise parent issues with partners and with government.

Question: What is getting in the way of increased membership for BCCPAC. Answers from attendees: takes a lot of time to change over signing authority. PACs don't even know about DPAC let alone BCCPAC. Information is not getting out to parents that we exist. Fees are a barrier. In some districts DPAC gaming money pays BCCPAC fees for member schools. Giveaways for PAC 101s (tablet). Some boards pay for bccpac memberships for all schools. Some schools pay for BCCPAC fees. Could enshrine in bylaws and constitution. Incentive for schools who regularly attend DPAC meetings (money/gift).

Day 2: DPACs and PACs – Issues and Solutions.

See attached for discussion notes. More info to follow once BCCPAC minutes are completed (Erin had to go early to catch her flight home).

Next General Mtg Nov 19 at 6:30pm at Grube. Education: "VAPING"-Sherry Stade, District Healthy Schools Coordinator



Top 3 Issues

DPACs
+
PACs

PARTICIPATION

First thing
propaganda
Get trustees
and superintendant
to attend every
to PAC meeting
Getting address
to stakeholders to
participate in
meeting

- Getting parents to understand "what is DPAC? BCPAC?"
- Apathy - people don't get involved until there is a problem.
- People don't understand there is more than fundraising (which people hate)
- How do we recruit new blood - need a "PAC/DPAC Cheerleader"

Getting
Dads & other (Grandpas) involved
- Sometimes communication is one-sided, how do we engage? Ask questions, create dialogue with admin/elected trustees

PAPERWORK + DIGITAL WORLD

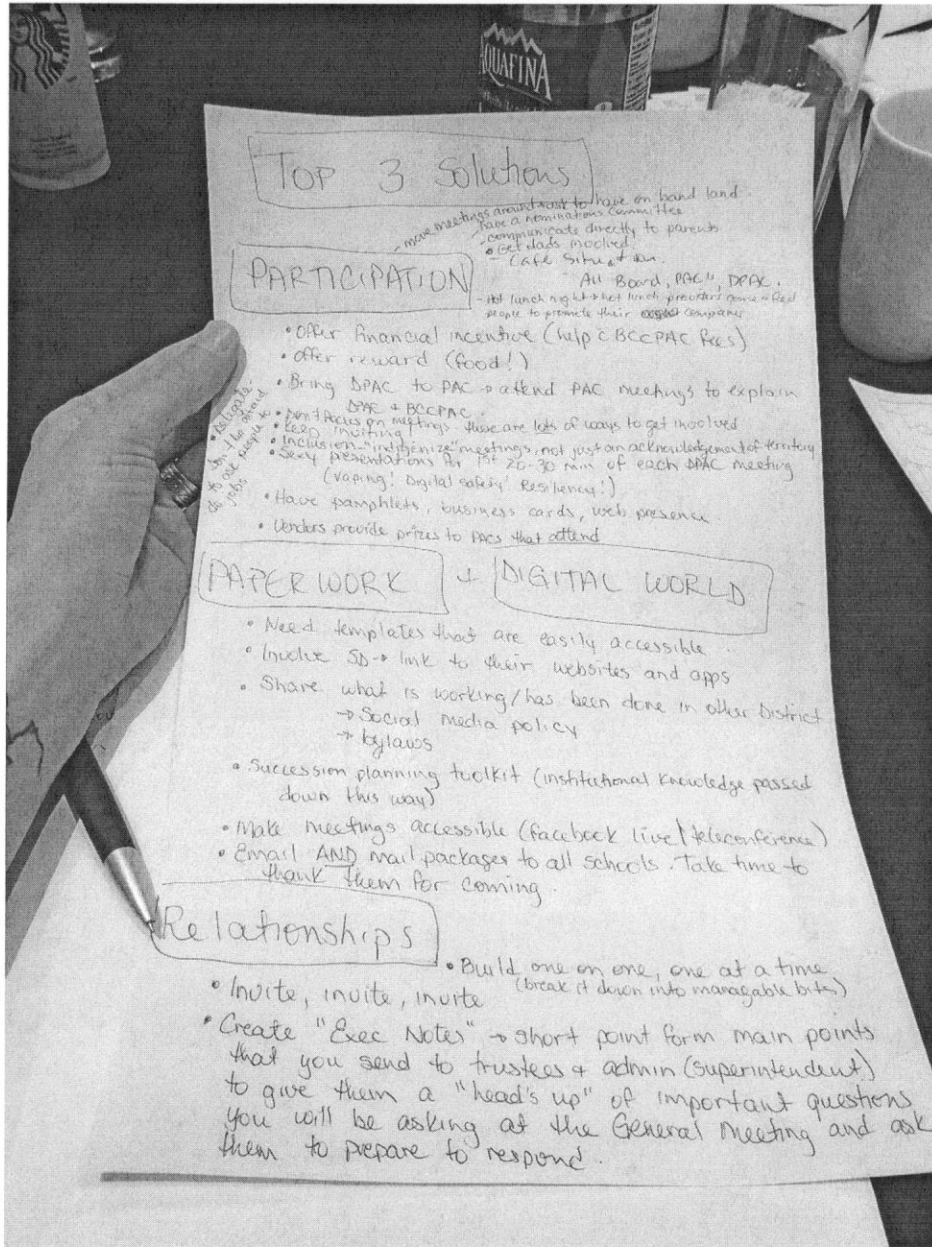
who is in charge
who reads emails
who keeps passwords
who keeps a way of
transferring this
into easily to people
meaning the
who is accountable

- Daunting! (some PACs don't have a physical resource that pass down year to year)
- Moving things online -> digital communication -> digital safety
- creating websites/info easily searched + accessed
- we have a tendency to do things the way we always have because we always have.
- Breaking free + how?
- Social media - students, parents, admin (it's a whole new world) - safety, respect
- linking faraway (geographically) PACs + people

RELATIONSHIPS

Starting from
2010-11 admin
Make sure
things aren't being
hijacked for a
political agenda

- How do we capture the knowledge of people who have been around forever and are aging out?
- With SD officials / with elected Trustees
- With member PACs - How to communicate
- What are roles of everyone involved.
- Admin treats us like the money tree - only wants us for our money



TOP 3 Solutions

more meetings around school to have on hand land.
Have a nominations committee
communicate directly to parents
get dads involved
Cafe Sitings

PARTICIPATION

All Board, PAC, DPAC.
- get lunch right -> get lunch, present some -> get people to promote their essential companies

- Offer financial incentive (help c BCPAC fees)
- Offer reward (food!)
- Bring DPAC to PAC -> attend PAC meetings to explain DPAC + BCPAC.
- Don't focus on meetings. There are lots of ways to get involved
- Less meeting
- Inclusion on "integrated" meetings, not just on schedule/general meeting
- Sexy presentations for 1st 20-30 min of each DPAC meeting (Vaping! Digital safety! Resiliency!)
- Have pamphlets, business cards, web presence
- Vendors provide prizes to PACs that attend

PAPER WORK

DIGITAL WORLD

- Need templates that are easily accessible
- Inclusive SD -> link to their websites and apps
- Share what is working/has been done in other district
-> Social media policy
-> bylaws
- Succession planning toolkit (institutional knowledge passed down this way)
- Make meetings accessible (facebook live/teleconference)
- Email AND mail packages to all schools. Take time to thank them for coming.

Relationships

- Build one on one, one at a time (break it down into manageable bits)
- Invite, invite, invite
- Create "Exec Notes" -> short point form main points that you send to trustees + admin (superintendent) to give them a "head's up" of important questions you will be asking at the General Meeting and ask them to prepare to respond.



Executive Committee

Sheri L: Chair, **Brad G.** Vice-Chair, **Erin M** (Treasurer/Secretary) **Chris P** (Member at Large), **Don K** (Member at Large), **Kerri S** (Member-at-Large), **Megan F** (Member at Large), **Tibor B** (Member at Large), **Valerie N** (Member at Large)

DPAC General Meeting Treasurer's Report Tuesday Nov 19, 2019

All statutory, fiduciary and legal obligations have been met in full and on time. DPAC currently has assets of \$10,491.08. The value is approximate, as we have not received the final bank statements which ended October 31, 2019.

The bursary committee has a balance of \$1,034.78 in their Bursary account. \$4,500.00 was removed from the Bursary Account and transferred to two different GIC products. \$1000 was transferred to a 1-year cashable GIC at 1.5% interest. At maturity, this product will earn \$15.04 in interest. \$3500 was transferred to a 18-month GIC at 1.95% interest. This amount is non-cashable until maturity, and will earn \$102.56 in May of 2021. This means that over 18 months, assuming we reinvest the 1-year funds, \$110.08 will have been earned in interest instead of approximately \$36 had we just left the money in the Business Investor Account. We still have over \$1000 left in cash in the Bursary account to disburse funds this spring if we have bursary applicants.

The general account has a balance of approximately \$4,109.75. We used \$298.67 to pay for Erin's flight to the BCCPAC Leadership Forum in Vancouver on November 15th. This money will be reimbursed in full by BCCPAC, and Erin has already applied for this reimbursement. There are no other expenses associated with this trip, as BCCPAC covers the costs of breakfasts and lunches, as well as hotel and airport transfers. The only other disbursements from this account are the \$1.95 in monthly account fees.

The Gaming account continues to be slowly depleted (a good thing!). We have now paid for 17 of 23 DPAC-funded Foodsafe spots. We have also made an agreement with the SD to provide sweets/coffee for Parent Education Sessions for the remainder of the school year. With those two disbursements this month, and the monthly fees for our Gaming account, we have approximately \$846.55 left.

Respectfully submitted by Erin Mitchell.

Mtg Nov 19 at 6:30pm at Grube. Education: "VAPING"-Sherry Stade, District Healthy Schools Coordinator

What exactly is DPAC?

- DPAC stands for District Parent Advisory Council. We are the official parent voice for School District 73 (Kamloops/Thompson).
- Each PAC is encouraged to elect 2 DPAC reps to attend our monthly meetings.
- We elect an executive to conduct business between meetings, but our direction is determined by our members, just like at PACs.

What is the role of DPAC?

- Our mandate, according to the School Act, is to advise the Board of Education on any matter relating to education in the school district. We funnel parent input to decision-makers in our district.
- We facilitate communication – we send a lot of information out to the PACs on upcoming events and programs that might interest them.
- We provide training and education for parents, as well as opportunities for exchanging ideas. We host speakers and put on workshops and networking events.
- We function as a resource for individual parents and PACs as they do their work at the school level.

KAMLOOPS DPAC FINANCIAL REPORT – NOVEMBER 2019

Gaming Account	Details	Debit	Revenue	Balance
October 31, 2019	Monthly Plan Fee	\$1.95		\$1,398.50
November 5, 2019	Foodsafe (13 th , 14, and 15 th spot out of 23 funded) – Chq #39	\$270.00		\$1,128.50
	Invoice 2021.19 Harmony Nadeau			
	Invoice 2026.19 Diane Koehn			
	Invoice 2031.19 Eva Ujiye			
November 5, 2019	Catering for Parent Engagement Session "Out In School"	\$42.94		
		\$100.00 (approx. Exact invoice to be mailed to our SD73 mailbox)		\$1,028.50
November 19, 2019	Foodsafe (16 th and 17 th spots) – Chq 40	\$180.00		\$848.50
	Invoice 2032.19 Erin Roshard			
	Invoice 2033.19 Charmagne Klassen			
November 30, 2019	Monthly Plan Fee	\$1.95		\$846.55
Est. Balance - Nov 30, 2019				\$846.55

*Italics indicate that debit has not yet appeared on monthly bank statement/cheque still has not been cashed by payee.

General Account	Details	Debit	Revenue	Balance
September 30, 2019	Monthly plan fee	\$1.95		\$4,412.32
October 24, 2019	BCCPAC Conference Airfare	\$298.67 (note: this will be reimbursed in full by BCCPAC)		\$4,113.65
October 31, 2019	Monthly Plan Fee	\$1.95		\$4,111.70
November 30, 2019	Monthly Plan Fee	\$1.95		\$4,109.75
Est. Balance – Nov 30, 2019				\$4,109.75

*Italics indicate that debit has not yet appeared on monthly bank statement/cheque still has not been cashed by payee.

Bursary Account	Details	Debit	Revenue	Balance
September 30, 2019	Balance Forward			\$5,532.35
October 31, 2019	Monthly interest credit		\$2.05	\$5,534.40
November 18, 2019	Transfer to TD 1 year Cashable GIC	\$1,000.00		\$4,534.40
November 18, 2019	Transfer to TD Special Offer GIC (18 months)	\$3,500.00		\$1,034.40
November 30, 2019	Monthly interest credit		\$0.38	\$1,034.78
Est. Balance -Nov 30, 2019				\$1,034.78

*Italics indicate that debit has not yet appeared on monthly bank statement/cheque still has not been cashed by payee.

GIC Accounts	Details	Debit	Revenue	Balance
November 18, 2019	1 year GIC, Matures November 18, 2020 – 1.5% or \$15.04 at maturity			\$1,000.00
November 18, 2019	18 month GIC, Mature May 17/21 – 1.95% at or \$102.56 at maturity			\$3,500.00
Balance -Nov 30, 2019				\$4,500.00
Est. Balance -Nov 30, 2019				\$10,491.08

Sent using Zoho Mail

Hello

My name is Dianne Noble and I am the President of **Found4kids Society of Kamloops**. We are currently serving in our 8th year of service in Kamloops.

What we do:

- * We collect donated lost-n-found items from SD73 schools, sort, wash and then organize them in a thrift store-like setting.
- * The items are accessed for free to the students of families registered in SD73 schools that need a little help providing school clothes and outer wear.
- * Private appointments are made by school referral.
- * All SD73 students K-12, in need of support, are welcome.

How we can help each other:

- * We would like to be a resource for you as you become aware of families that are struggling to meet basic needs and would be open to having a link on your web-site.
- * We would also like to have your help getting the word of our services out to families in need so that no student goes without.

If you think we can help each other or if you would like further information, please contact me.

Dianne Noble
C- 2503204051
or reply to this email

Thank you for your time