



# DPAC

District Parent Advisory Council  
School District 46 - Sunshine Coast

## AGENDA

**Date: April 23, 2026 | Time: 7 pm**

**Location: School Board Office in-person and Hybrid**

**Microsoft Teams. Microsoft Teams [Need help?](#) [Join the meeting now](#)**

**Meeting ID: 281 918 103 40 Passcode: ge93dm. Dial in by phone [+1 647-794-5938](#)  
conference ID: 221 019 3#**

- 7:00 PM** Greetings, Introductions + Land Acknowledgement
- 7:05 PM** Approvals:  
February 26, 2026, Meeting minutes (*please see [attachment](#)*)  
April 23, 2026, Agenda
- 7:07 PM** **Guest Presenter** – ‘Building Confidence in the Anxious Child with Jennifer Sinclair - local teacher & certified life coach
- 7:22 PM** Q&A
- 7:40 PM** Regular reports:  
Chair report – Gaming Grant received, Bank switching, BCCPAC AGM on April 25-26, Parents event ideas for next year, etc.  
Treasurer report
- 7:50 PM** Board reports  
Trustee report:  
<https://sway.cloud.microsoft/9AVPrDjVVCvV32mV?ref=email>  
Superintendent's  
Report: <https://sway.cloud.microsoft/9Qd9giTAt6oC2Jdb?ref=Link>.
- 8:10 PM** Committee reports:  
Healthy Schools  
Family Engagement  
Active School Travel  
Education, Operations, Committee of the whole - 4<sup>th</sup> Tues of the month
- 8:15 PM** Proposal to fund support for Lifeguard Applicants follow-up
- 8:30 PM** Adjournment

Next meeting: May 28, last meeting for this school year @ Early Learning Years Centre and Hybrid Microsoft Teams.

Speaker: BCCPAC 101 with the BCCPAC directors

## 2026 BCCPAC AGM Resolution Submission – Part 4

### Proposers

SD46 District Parent Advisory Council, School District 46 Sunshine Coast

### Co-Submitter

SD33 District Parent Advisory Council, School District 33 Chilliwack

### Title

Early Supports for Emerging Learning Needs and K–3 Education Assistant Commitment

### Type of Resolution

Ordinary Resolution

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### Resolution

**Be it resolved that the BC Confederation of Parent Advisory Councils advocate to the Ministry of Education and Child Care to:**

1. **Increase and stabilize funding** to support students demonstrating significant learning, developmental, behavioural, or social-emotional needs, including those awaiting formal assessment or designation.
  2. **Provide targeted K–3 funding for early identification and intervention, and urgently fulfill and publicly report on the 2024 commitment made by the Government of British Columbia under Premier David Eby to staff every Kindergarten to Grade 3 classroom with a dedicated Education Assistant.**
  3. **Improve access to timely psycho-educational, developmental, and behavioural assessments** by reducing wait times and expanding service capacity across regions.
  4. **Provide sustained funding and provincial guidance for educator professional development** to support early identification and inclusive practices for neurodiverse learners.
  5. **Establish clear provincial expectations for Education Assistant assignment and redeployment** that prioritize designated students and classrooms, limit redeployment to exceptional circumstances, and require standardized, proactive, and timely communication to parents and caregivers when supports are interrupted, including the reason, expected duration, and plan for restoration of services.
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### Proposers' Position Statement

Schools across British Columbia are seeing a growing number of students entering Kindergarten through Grade 3 with significant learning, behavioural, developmental, and social-emotional needs. Pandemic-related disruptions reduced access to early learning and early intervention, increasing the complexity of needs in early primary classrooms.

Wait times for psycho-educational and developmental assessments have increased across the province. Because targeted funding is often tied to formal designations, many students remain without adequate support while awaiting assessment, creating inequities during critical early learning years.

The Government of British Columbia committed in 2024, as part of its provincial platform, to staffing every K–3 classroom with a dedicated Education Assistant. However, implementation

gaps remain, including staffing shortages and redeployment practices that can interrupt consistent support for vulnerable learners.

This resolution calls for earlier and more equitable access to supports, full implementation and accountability of the K–3 Education Assistant commitment, and clear, standardized communication to families when supports are disrupted. These actions are essential to supporting inclusive classrooms, reducing learning gaps, and improving long-term student outcomes.

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### **Suggested Actions for the BCCPAC Board**

- **Advocate for systemic improvements** with the Ministry of Education and Child Care, including increased funding, strengthened policy, and measures that support early identification, timely assessments, and equitable access to resources for students with complex needs.
- **Request regular, public reporting from the Ministry** on the 2024 K–3 Education Assistant (EA) commitment under Premier David Eby, including recruitment, hiring, classroom placement, and progress toward full implementation.
- **Engage and collaborate with PACs, DPACs, and provincial education partners** to gather input, identify system gaps, and share resources that support early intervention, inclusive practices, and effective communication with families.

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### **Action Taken at the District or PAC Level to Advance This Work**

PACs and the District Parent Advisory Councils (DPACs) within SD46 (Sunshine Coast) and SD33 (Chilliwack) have raised concerns for several years regarding the growing number of students requiring additional learning and behavioural supports. During annual district budget consultations, PACs and DPACs have advocated for increased funding allocation for Education Assistants and additional support for school-based teams working with students with diverse learning needs.

PACs have observed that the number of students requiring support, particularly in K–3, has increased in recent years, alongside delays in psycho-educational and developmental assessments. The districts' Inclusion Support Departments and school-based teams work extensively to support students awaiting assessment or diagnosis, but resources are stretched, especially in rural areas.

PACs and DPACs also note gaps in fulfilling the Ministry's 2024 K–3 EA staffing commitment, including redeployment of EAs and insufficient recruitment strategies, highlighting the need for provincial-level advocacy.

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### **Why do you believe this issue falls within BCCPAC's mandate?**

This issue affects students and families across British Columbia. Assessment processes, inclusive education policy, and EA staffing are determined at the provincial level by the Ministry of Education and Child Care. BCCPAC has a mandate to advocate for equitable access to early identification, timely assessments, and consistent supports for students, including dedicated K–3 EAs, ensuring provincial accountability and equitable educational outcomes.

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### **Is this a provincial issue or a district/region issue?**

Provincial – because education funding structures, EA staffing policies, inclusive education supports, and assessment access are determined by the Ministry of Education and Child Care. While districts implement programs, they rely on provincial policy and funding.

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**Implementers**

- Ministry of Education and Child Care
- British Columbia School Trustees Association
- Boards of Education across British Columbia

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**Interested Parties**

- Students
- Caregivers (parents/guardians)
- Parent Advisory Councils (PACs)
- District Parent Advisory Councils (DPACs)
- Teachers and education support staff
- School districts across British Columbia
- Early childhood and child development organizations

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**Reference Note**

The 2024 commitment to provide an Education Assistant in every K–3 classroom was made by the Government of British Columbia under Premier David Eby as part of its provincial election platform and public announcements.