

Acknowledging that this meeting is being held on the beautiful unceded ancestral lands of the Lheidli Teneh First Nations, McLeod Lake Indian Band and the Simpcw First Nation.

Executive: Chair Jamie Giede (Beaverly Chair/DPAC Rep), Vice-Chair Nick Stevens (Polaris Montessori), Treasurer Kim Pryschlak (DPTODD Chair), Secretary Tara Gauthier (DPTODD Vice-Chair), Director Neena Bodner (Ecole Lac Des Bois DPAC Rep)

Dani (Vanway Elementary Secretary), Delaney Danroth (Beaverly Elementary Vice-Chair, Justine (Hart Highlands Elementary DPAC Rep), Ariel Saele (Shasti Kelly Road DPAC Rep), Chrissy Wasstrom (Pineview Elementary DPAC Rep), Suzanne (Heritage Elementary PAC), Stefanie (Valemount)

- 1) Call to order, Territorial Acknowledgement, Introductions
- 2) Adoption of Agenda
- 3) Adoption of Minutes from previous DPAC meeting
- 4) Review and Adoption of Executive Reports
 - a) Executive Board Report – DPAC will be booking Carly Eirikson for a virtual workshop on IEP's at a cost of \$650 to come from our preapproved budget for parent education. Workshop is titled - **From IEP Goals to Real Life: Supporting Your Child at Home (with AI Support)**. DPAC will also be hosting an information session (in person at Van Bien/online) on Choice Programs available in the District, January 20th from 6-8pm.
 - b) Treasurer's Report- Shares \$49.08 (increase of \$1.20), Gaming account \$1216.65, General account - \$34,970.35. Kim enquired with BCCPAC regarding bank fees charged on gaming accounts. There is no blanket guideline that fees should not be charged, however PAC's can ask their bank to waive fees.
- 5) PAC and Parent Engagement
 - a) None
- 6) Old Business - None

7:30pm District Representatives and Guests join the meeting – Lisa Horswell - Inclusive Education

The continuum of support is how the district solves student learning and behavioral challenges in the district and is a team-based approach to problem solving and support. Support is provided by school-based teams or extended school-based teams.

-Tier 1 support is provided to all students and is classroom-based.

-Tier 2 supports are for some students (15% of the population), these are targeted supports to help provide support to students for academic or behavioral challenges. These supports go beyond the classroom and involve the school-based team for collaboration.

-Tier 3 supports are for a few. These are very intensive, focused support (5% of the population). Child is referred to the extended school-based team that can provide support such as an Occupational therapist, Speech Therapist, or a Mental Health Clinician to provide observation and support to school in developing a support plan.

Psycho-educational assessments can be conducted in the district if the school identifies a need for assessment. The current wait list in the district is approximately 18 months to 2 years. A psycho-educational assessment can confirm concerns that the school has identified around learning. The only diagnosis that a school psychologist can provide is for intellectual disability or learning disability.



a) Senior Administration
+ Absent
b) School Board

District Parent Advisory Council No.57 Prince George

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- Trustee(s) – Absent
- c) Prince George Principal and Vice Principals Association – Dylan Clifford – If parents have concerns, please speak to your child's teacher/principal. Teachers often only receive one course on special education and are learning on the job and want to help. They are there to support students and their parents, who may need to reach out to others for assistance.
 - d) Prince George District Teachers Association – Katherine Trepanier – Unfortunately the Ministry of Education funding provided for inclusive education is not sufficient for the needs of students across the province. This leaves districts struggling to provide the needed resources.
 - e) CUPE 3742 – Paula Bass – Educational assistants are resourced according to student's needs, and districts must use the funds provided by the Ministry of Education for inclusive education to hire multiple different staff to support students and the funding falls short of needs. Retention for EA's is difficult due to only being hired for 25 hours a week.
 - f) District Student Advisory Committee - Martina (PGSS) and Max (Duchess Park) - Martina - How do children receive support if parents do not advocate for support? Answer from Lisa – Teachers do notice issues and reach out to school-based teams/extended school-based teams for support. Max - provided feedback on the support his sibling has received through the district by the Deaf/Hard of hearing Team and appreciation for the services provided.

8:30pm District Representatives and Guests exit the meeting

7) New Business - None

8) BCCPAC (BC Confederation of Parent Advisory Councils)

- 1. Next Steps Advocacy Workshop – Wednesday, January 14th 6:30 pm. In this workshop you will gain practical tools and insights on - When to appeal to the Superintendent/Board, when issues must go outside the district (Section 11, etc), Understanding section 177, Working with PAC's, DPAC's or school Districts, How DPAC supports district-level systemic change. Register via BCCPAC website by January 8th. <https://bccpac.bc.ca/index.php/events/2026-01-advocacy>
- 2. Save the date – 2026 Parent Leadership Conference and AGM - April 24-26, 2026. Taking place in person in Richmond. We will be looking to send 5 people depending on interest. Please let DPAC know if you are interested. Registration and further to come, you can register for updates on BCCPAC page to stay informed. <https://bccpac.bc.ca/index.php/events/conference-agm>

9) Committee Meetings - DPAC Reps at District Meetings

- a) Board Meeting – Tuesday, January 13th 6pm (Jamie)
- b) Policy Advisory Committee – January 20th 4pm (Tara)

10) PAC (Parent Advisory Council) Networking & Discussions (as time allows)

Adjournment - **Next meeting is Tuesday, February 3rd, 6:30 pm**