

DPAC Meeting Minutes

Date: November 26, 2025

Recorder: Jodie Dow

1. Call to Order

Meeting called to order on November 26, 2025

2. Treasurer's Report – November 2025

Presented by: Jimmy Fung

- General Account Balance: \$45,858.45
- Gaming Account Balance: \$8,166.05

Financial Activity:

- Funds In: \$2,500 grant received.
- Funds Out: TELUS, administrative costs, payroll remittance

3. Superintendent's Report – Nadine Tambellini

Directions 2030 Planning Timeline

- Aug–Sept: PVP/Management working sessions; Superintendent meetings with CTA & CUPE
- Oct 6–14: District-wide survey launched and completed with strong participation.
- Oct 20–Nov 14: Draft framework developed using survey feedback.
- Nov 25: Draft framework presented at Board meeting.
- Nov 26–Dec 12: Final feedback period
- Jan 13: Public meeting to present final framework.
- Feb 1: Framework published online.

Survey Focus Areas

- Learning & achievement
- Cultural responsiveness
- Community connectedness
- Organizational foundations (staff only)

Survey Goals:

- Identify importance of key ideas
- Identify gaps.
- Test clarity of priorities

4. Upcoming DPAC Meetings

- Dec 9: DPAC representatives meeting at ELC to discuss draft framework.
- Apr 29: Meeting focused on improving communication with the School Board

5. Q&A Highlights

- Playground accessibility: Issue acknowledged; no current plan. Grant resources were shared.
- Strengthening instructional practices: Focus on ensuring teachers have skills and tools to support all learners.
- Personalized deeper learning: Emphasized as strong instructional practice, not AI-focused.

6. District Committee Reports

- Updates deferred until January.

7. Presentation: “*The Multilingual Brain*”

Presenter: Dr. Bonita Squires

Key Points:

- Languages evolve through communities; children play a key role in keeping languages alive.
- Language exists on a spectrum (dialects, idiolects), not in strict categories.
- Children learn language through consistent exposure; no language is inherently harder for young learners.
- Motivation and social connection support language learning.
- Approximately 60% of the world is multilingual; SD43 has more than 10 home languages represented.
- First language development supports second language learning through shared structures.
- French Immersion: Comparable academic outcomes; late-entry students catch up and may show different strengths.
- Benefits of multilingualism: Social, emotional, cognitive, and aging-related benefits.
- Maintaining home or heritage language supports academic and social development.
- Learning disabilities do not preclude multilingualism; children may require additional time and exposure.

- Advocacy for language programs is strongest when combining personal stories with research.
- Children perceive spoken languages as learnable; challenges are greater for adults, particularly in reading and writing.

8. Looking Ahead – 2026 Speakers

- Jan 28: Michael Harvey – BC Information & Privacy Commissioner
- Feb 11: Jodie Wickens – Minister for Children & Family Development
- Feb 25: Ben King – Trades
- Apr 29: Superintendent Nadine Tambellini & Ken Hoff + Open Forum

9. Additional DPAC Updates

- DPAC is renewing BCCPAC membership.
- Advocacy continues for greater transparency.

10. Directions 2030 Draft Framework Discussion

Overview:

The Draft Framework Poster was shared (attached via email). DPAC representatives were divided into groups to review, challenge, and provide feedback on the framework. The draft reflects feedback from surveys conducted with community members, staff, parents, and students.

Framework Structure

Center / Main Segments:

- Personalized and Deeper Learning
- Cultural Responsiveness
- Community Connectedness

Outer Ring / Categories:

- Sustainability
- Technology
- Financial
- Data
- People
- Spaces
- Foundations for Success

Right-Side Focus Areas

Personalized and Deeper Learning

- Develop foundational skills in literacy and numeracy.
- Strengthen instructional practices.
- Foster future-ready technical and career skills

Cultural Responsiveness

- Champion equity and inclusive approaches
- Develop caring and resilient citizens.
- Promote Indigenous Ways of Learning, Knowing, and Being

Community Connectedness

- Nurture well-being
- Foster parent and community connections
- Promote global citizenship and perspectives.

Feedback & Discussion Highlights

- Phrase “Foundational skills” may need rewording for accessibility.
- “Strengthen instructional practices” may require refinement.
- Preference expressed for “nurture” rather than “foster,” reflecting current challenges such as overcrowded high schools.
- Questions raised about the impact of technology in schools.
- Under “Promote Indigenous Ways (Learning, Knowing, Being)”, wording should reflect Indigenous Advisory guidance and may require revision.
- In Community Connectedness, wording “parents and guardians” may be confusing for some (e.g., interpretation as “foster parents”).
- Acknowledgement that community connections are currently difficult, with PAC participation at an all-time low.
- Clarification requested on whether “Foundations for Success” refers to one section or the entire framework.
- “Spaces” category questioned: Does it refer to physical buildings, safe spaces, or both?

Framework Tagline:

- *“Capable, Connected, Learning”* (noted at top margin)