



SD70 PACIFIC RIM BOARD OF EDUCATION
PUBLIC BOARD MEETING AGENDA
Tuesday, February 27, 2024, 5:00 pm
Wood Elementary School, Port Alberni

Pages

1. **Call to Order**
We acknowledge that we work and learn on the ha-houlthee of the Hupačasath (Hupacasath), Huu-ay-aht (Huu-ay-aht), ʔaʔuukʷiʔath (Tla-o-qui-aht), Cišaaʔath (Tseshah) and the Yuuʔuʔiʔath (Yuu-cluth-aht) Nations.
2. **Approval of Agenda**
THAT the Board of Education adopt the February 27, 2024 Public Meeting agenda as presented.
3. **Conflict of Interest Declaration**
4. **Adoption of Minutes** 5
THAT the Board of Education approve the January 23, 2024 Public Board Meeting minutes as presented.
5. **Announcements of the Chair**
6. **Good News from the Schools**
Presentation by Caitlin Mollon
7. **Trustee Statements**
8. **Petitions/ Delegations/ Presentations**
9. **Unfinished Business**
10. **Emergent Issues**
11. **Staff Reports**
 - 11.1 **2023/24 Amended Annual Budget (10 minutes)** 9
Barbara Ross, Secretary Treasurer

THAT the Board of Education approve the 2023-2024 Amended Annual Budget Bylaw as presented.
Be it resolved as having been read a first, second and third time as provided for in the bylaw, THAT the Board Chair and the Secretary Treasurer be authorized to execute this Bylaw 2023-2024 on behalf of the Board of Education and that the corporate seal of the Board be affixed thereon.
 - 11.2 **District Mileage Rates (2 minutes)** 28
Barbara Ross, Secretary Treasurer

THAT the Board of Education approve an increase to the per kilometer mileage rate used for personal travel expense claims from \$0.68 to \$0.70, effective March 1, 2024; and

THAT the Board of Education direct staff through the Superintendent to revise 4020: Personal Expenses on Official District Business (A/P) and bring forth to the Policy Committee for review.

- 11.3 Trustee Remuneration (5 minutes)** 38
Barbara Ross, Secretary Treasurer

THAT the Board of Education direct staff through the Superintendent, to apply a 6.75% increase to the Trustee Remuneration Grid, retroactive to July 1, 2023.

- 11.4 Learning on the Land Framework - Final Acceptance of Report Recommendations (10 minutes)** 41
Dave Maher - District Principal

THAT the Board of Education direct staff through the Superintendent, to commence Land Based Learning Programs for Alberni District Secondary School and Ucluelet Secondary School, starting in September 2024; and to commence the Pacific Rim Wild Experience and Pacific Rim Wild Guide and Outfitting Programs, starting in the Summer 2024.

- 11.5 BCSTA Comprehensive School Health Working Group Survey Report (5 minutes)** 48
Tim Davie, Superintendent

NB: Survey needs to be submitted by February 28, 2024.

- 11.6 Enrolment Projections / 2024-2025 Annual Budget (2 minutes)** 52
Barbara Ross, Secretary Treasurer

- 11.7 Operational Plan Progress Update (5 minutes)** 82
Tim Davie, Superintendent

- 11.8 Co-Governance (5 minutes)** 96
Tim Davie, Superintendent

THAT the Board of Education direct staff through the Superintendent to invite the following Nuuchah-nulth Nations, ʔaahʔuusʔaʔh (Ahousaht First Nation), ʔiʔʔaaʔaʔh (Tseshaht First Nation), diitiidʔaaʔtx (Ditidaht First Nation), ʔaʔuukʔiʔaʔh (Tla-o-qui-aht First Nation), ʔukʔaaʔaʔh (Toquaht Nation), hiʔkʔiiʔaʔh (Hesquiaht First Nation), hupaʔasath (Hupacasath First Nation), ʔuuʔuqʔisʔaʔh (Uchucklesaht First Nation), huuʔiiʔaʔh (Huu-ay-aht First Nation), and Yuuʔuʔiʔaʔh Government, to provide written expression of their interest in moving forward with Co-Governance, sitting with the Board of Education and Standing Committee members at Public Board Meetings and Standing Committee Meetings, in a collaborative, consultative and consensus building manner, supporting the decision-making processes of the governing body; and

| | | |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| | <p>THAT the Board of Education direct staff through the Superintendent, to request each of the above-named Nuu-chah-nulth Nations to provide the name of a selected representative, selected to sit in the above-described co-governing structure, on behalf of their respective Nation.</p> | |
| 11.9 | <p>Board Sign Approval - motion Greg Roe, Director of Operations</p> <p>THAT the Board of Education direct staff through the Superintendent, to proceed with the replacement of the board office sign using design Option 1 as recommended by the Finance, Operations and Assets Committee on February 20, 2024.</p> | 100 |
| 12. | Policy Development | |
| 12.1 | Policies to go out for Public Consultation - add Motions | |
| 12.1.a | <p>Trustee Bursary Policy</p> <p>THAT the Board of Education direct staff through the Superintendent, to publish the draft Trustee Bursary Policy for a period of 30 days for public consultation.</p> | 101 |
| 12.1.b | <p>Housing Policy</p> <p>THAT the Board of Education direct staff through the Superintendent, to publish the draft Housing Policy for a period of 30 days for public consultation.</p> | 102 |
| 12.1.c | <p>Privacy Policy</p> <p>THAT the Board of Education direct staff through the Superintendent, to publish the draft Privacy Policy for a period of 30 days for public consultation.</p> | 103 |
| 12.2 | Policies for Adoption | |
| 12.2.a | <p>Records Retention Policy</p> <p>THAT the Board of Education adopt the Records Retention Policy as presented.</p> | 104 |
| 12.2.b | <p>Public Interest Disclosure Policy</p> <p>THAT the Board of Education adopt the Public Interest Disclosure Policy as presented.</p> | 105 |
| 13. | Notice of Motion | |
| 14. | Correspondence- Action Required | |
| 15. | Correspondence- For Information | |
| 15.1 | 2024-02-12 City of Port Alberni Council Summary | 108 |
| 16. | External Board Committees | |
| 16.1 | 2024-02-21 ACHN Table of Partners Minutes | 117 |
| 16.2 | 2024-01-23 ACRD Agricultural Development Committee Meeting Minutes | 144 |
| 16.3 | 2024-02-07 Alberni Valley Museum and Heritage Commission Meeting Minutes | 150 |

| | | |
|------|------------------------------------------------------------------------------------------------------------------------------|-----|
| 16.4 | 2023-12-21 COPA Advisory Planning Commission Meeting Minutes | 164 |
| 17. | Internal District Committees | |
| 17.1 | 2024-01-16 Finance, Operations and Assets Committee Meeting Minutes | 166 |
| 17.2 | 2024-02-06 Education Committee Meeting Minutes | 168 |
| 17.3 | 2024-02-13 Policy Committee Meeting Minutes | 171 |
| 17.4 | 2024-02-20 Finance, Operations and Assets Committee Meeting Minutes | 174 |
| 18. | Audience Question Period | |
| 19. | Next Meeting | |
| | The next Public meeting of the Board of Education will be held on March 12, 2024 at 5:30pm at Eighth Avenue Learning Centre. | |
| 20. | Adjournment | |
| | The meeting was adjourned at TIME. | |



**SD70 PACIFIC RIM BOARD OF EDUCATION
PUBLIC BOARD MEETING MINUTES
January 23, 2024, 5:00 p.m.
École Alberni Elementary School**

Pam Craig - Board Chair
Cherilyn Bray – Vice Chair
Cynthia Orr - Trustee
Janis Joseph - Trustee
Larry Ransom – Trustee (via Teams)
Christine Washington - Trustee
Helen Zanette - Trustee
Tim Davie – Superintendent
Peter Klaver – Assistant Superintendent
Barbara Ross - Secretary Treasurer
Greg Roe - Director of Operations
Jaime Hansen – Director of Instruction - Indigenous Education
Paula Mason - Manager of Corporate Services
Craig McAulay – Principal
Ryan Dvorak – ADTU President
Nadine White – CUPE President (via Teams)

Audience Members:

Deserray McClary
Joseph Walter Leskosek
Lindsay Cheetham

1. Call to Order

2. Approval of Agenda

Moved by: Trustee Joseph

Seconded by: Trustee Bray

THAT the Board of Education adopt the January 23, 2024 Public Meeting agenda as presented.

Carried

3. Conflict of Interest Declaration

4. Adoption of Minutes

Moved by: Trustee Bray

Seconded by: Trustee Orr

THAT the Board of Education adopt the December 19, 2023 Public Meeting Minutes as presented.

Carried

5. Announcements of the Chair

Trustee Craig asked that Principal McAulay extend the Board's thanks to the staff and students of École Alberni Elementary School. She noted that January 23-28, 2024 will be Literacy Week at Tsuma-as Elementary School, mentioned what an enjoyable event the Indigenous-focused Non-instructional Day was had on January 22, 2024, and congratulated students and skilled athletes for their amazing contribution to the Totem event.

6. Good News from the Schools

6.1 School Update - verbal (10 minutes)

Principal McAulay provided an overview of the services his school provides, including many fantastic events/clubs that involve all school staff. He highlighted the use of interactive sensory tools being used in the school, the sensory hallway zone and the Physical Literacy Program with its own space for students. Trustee Craig presented beautiful buttons designed by Chantal Trainer-Mattias, featuring both Indigenous and French designs.

7. Trustee Statements

8. Petitions/ Delegations/ Presentations

9. Unfinished Business/ New Business

10. Staff Reports

10.1 Long Range Facility Plan - public consultation update

Director Roe provided an overview of the report. There were no questions.

10.2 Black Excellence Day

Moved by: Trustee Bray

Seconded by: Trustee Washington

THAT the Board of Education direct staff through the Superintendent, to include Black Excellence Day in our annual school district calendar going forward, and to create ongoing awareness through website and media posts each year.

Carried

10.3 Indigenous Focused Non-Instructional Day

Director Hansen provided an overview of the day's events, including the pre-event planning. She highlighted the Circle Training hosted by Deb Masso that occurred before the event and looks forward to exploring how to use this practice in schools going forward on a regular basis. Thanks to the Nations for granting permission to continue with the event.

10.4 Budget Update

Secretary Treasurer Ross presented Trustees with the impact of the December funding announcement, advising them that the block funding had increased by \$108,000 since preliminary projections. The February and May counts have not been done yet, but Ms. Ross is working on the final presentation to be given at the February 2024 Public Board Meeting.

11. Policy Development

11.1 Policies to go out for Public Consultation

11.1.a XXX: Jordan's Principle Policy

Moved by: Trustee Bray

Seconded by: Trustee Joseph

THAT the Board of Education direct staff through the Superintendent, to publish the draft Jordan's Principle Policy for a period of 30 days for public consultation.

Carried

11.1.b XXX: Environmental Stewardship Policy

Moved by: Trustee Bray

Seconded by: Trustee Joseph

THAT the Board of Education direct staff through the Superintendent, to publish the draft Environment Stewardship Policy for a period of 30 days for public consultation.

Carried

11.2 Policies for Adoption

11.2.a School Trustee Code of Conduct Policy

Moved by: Trustee Bray

Seconded by: Trustee Washington

THAT the Board of Education adopt the School Trustee Code of Conduct as presented.

Carried

12. Notice of Motion

13. Correspondence- Action Required

14. Correspondence- For Information

14.1 2024-01-08 City of Port Alberni Council Summary

14.2 Bylaw P1487 - RE23007 Referral Package

15. Executive Committee Reports

15.1 01-17-2024 Executive Committee Meeting - cancelled

16. Internal District Committees

16.1 2023-12-12 Policy Committee Meeting Minutes

16.2 2023-12-12 Finance, Assets & Operations Committee Meeting Minutes

16.3 2024-01-09 Education Committee Meeting Minutes

16.4 2024-01-09 Policy Committee Meeting Minutes

17. External Board Committees

17.1 2023-12-05 - ACRD Emergency Network Meeting Minutes

17.2 2024-01-03 Alberni Valley Museum and Heritage Commission Meeting Minutes

18. Audience Question Period

Joseph Walter Leskosek mentioned that he will Google Jordan's Principle to find out more information about its history.

19. Next Meeting

20. Adjournment

The meeting was adjourned at 5:35pm.

Board Chair

Secretary Treasurer



PACIFIC RIM SCHOOL DISTRICT 70 PUBLIC BOARD MEETING ACTION SHEET

Date: February 27, 2024
To: Board of Education
From: Barbara Ross, Secretary Treasurer
Subject: 2023-24 Amended Annual Budget

Background

By June 30th of every year, Districts are required to file an Amended Annual Budget for the current year. This budget will reflect updated information related to enrolment, funding, and operational / capital changes.

Discussion

This budget reflects a continuance of all current services to students and no reduction to staffing in any area. It provides some flexibility in the reallocation of budget dollars as further savings or needs are identified. The Amended Annual Budget is for a total of \$64,800,459, broken down on Statement 2 of the documents, as follows:

| Budget Bylaw Amount | |
|---------------------------------------------------------------------|-------------------|
| Operating - Total Expense | 49,408,914 |
| Operating - Tangible Capital Assets Purchased | 808,049 |
| Special Purpose Funds - Total Expense | 9,851,463 |
| Special Purpose Funds - Tangible Capital Assets Purchased | 47,120 |
| Capital Fund - Total Expense | 4,684,913 |
| Capital Fund - Tangible Capital Assets Purchased from Local Capital | |
| Budgeted Retirement of Prior Year Deficits | |
| Total Budget Bylaw Amount | 64,800,459 |

The budget document in your package is in DRAFT, which will be removed following formal adoption of the Budget Bylaw at the February 27, 2024 Public Board Meeting.

Recommended Motions

1. **THAT** the Board of Education approve the 2023-2024 Amended Annual Budget Bylaw as presented.
2. Be it resolved as having been read a first, second and third time as provided for in the bylaw, **THAT** the Board Chair and the Secretary Treasurer be authorized to execute this Bylaw 2023-2024 on behalf of the Board of Education and that the corporate seal of the Board be affixed thereon.

Amended Annual Budget

School District No. 70 (Pacific Rim)

June 30, 2024

School District No. 70 (Pacific Rim)

June 30, 2024

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*NOTE - Statement 1, Statement 3, Statement 5 and Schedules 4A - 4D are used for Financial Statement reporting only.

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 70 (PACIFIC RIM) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2023/2024 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 70 (Pacific Rim) Amended Annual Budget Bylaw for fiscal year 2023/2024.
3. The attached Statement 2 showing the estimated revenue and expense for the 2023/2024 fiscal year and the total budget bylaw amount of \$64,800,459 for the 2023/2024 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2023/2024.

READ A FIRST TIME THE 27th DAY OF FEBRUARY, 2024;

READ A SECOND TIME THE 27th DAY OF FEBRUARY, 2024;

READ A THIRD TIME, PASSED AND ADOPTED THE 27th DAY OF FEBRUARY, 2024;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 70 (Pacific Rim) Amended Annual Budget Bylaw 2023/2024, adopted by the Board the 27th DAY OF FEBRUARY, 2024.

Secretary Treasurer

School District No. 70 (Pacific Rim)

Statement 2

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2024

| | 2024 Amended Annual Budget | 2024 Annual Budget |
|---------------------------------------------------------------|-------------------------------|-----------------------|
| Ministry Operating Grant Funded FTE's | | |
| School-Age | 3,983,313 | 3,963,000 |
| Adult | 64,875 | 70,500 |
| Total Ministry Operating Grant Funded FTE's | 4,048,188 | 4,033,500 |
| Revenues | \$ | \$ |
| Provincial Grants | | |
| Ministry of Education and Child Care | 52,925,000 | 50,463,672 |
| Other | 468,028 | 3,000 |
| Federal Grants | 13,979 | |
| Tuition | 675,559 | 663,750 |
| Other Revenue | 5,065,887 | 4,516,308 |
| Rentals and Leases | 75,000 | 75,000 |
| Investment Income | 339,044 | 100,000 |
| Amortization of Deferred Capital Revenue | 3,734,348 | 3,551,498 |
| Total Revenue | 63,296,845 | 59,373,228 |
| Expenses | | |
| Instruction | 48,107,963 | 44,688,152 |
| District Administration | 3,322,668 | 2,830,650 |
| Operations and Maintenance | 9,934,193 | 10,061,377 |
| Transportation and Housing | 2,559,109 | 2,450,869 |
| Debt Services | 21,357 | 9,905 |
| Total Expense | 63,945,290 | 60,040,953 |
| Net Revenue (Expense) | (648,445) | (667,725) |
| Budgeted Allocation (Retirement) of Surplus (Deficit) | 710,945 | 423,947 |
| Budgeted Surplus (Deficit), for the year | 62,500 | (243,778) |
| Budgeted Surplus (Deficit), for the year comprised of: | | |
| Operating Fund Surplus (Deficit) | | |
| Special Purpose Fund Surplus (Deficit) | | |
| Capital Fund Surplus (Deficit) | 62,500 | (243,778) |
| Budgeted Surplus (Deficit), for the year | 62,500 | (243,778) |

School District No. 70 (Pacific Rim)

Amended Annual Budget - Revenue and Expense
Year Ended June 30, 2024

| | 2024 Amended Annual Budget | 2024 Annual Budget |
|-----------------------------------------------------------|-------------------------------|-----------------------|
| Budget Bylaw Amount | | |
| Operating - Total Expense | 49,408,914 | 48,266,137 |
| Operating - Tangible Capital Assets Purchased | 808,049 | 808,049 |
| Special Purpose Funds - Total Expense | 9,851,463 | 7,092,080 |
| Special Purpose Funds - Tangible Capital Assets Purchased | 47,120 | |
| Capital Fund - Total Expense | 4,684,913 | 4,682,736 |
| Total Budget Bylaw Amount | 64,800,459 | 60,849,002 |

Approved by the Board

| | |
|--------------------------------------------------------|-------------|
| Signature of the Chairperson of the Board of Education | Date Signed |
| Signature of the Superintendent | Date Signed |
| Signature of the Secretary/Treasurer | Date Signed |

DRAFT

School District No. 70 (Pacific Rim)

Statement 4

Amended Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2024

| | 2024 Amended Annual Budget | 2024 Annual Budget |
|-----------------------------------------------------------|-------------------------------|-----------------------|
| | \$ | \$ |
| Surplus (Deficit) for the year | (648,445) | (667,725) |
| Effect of change in Tangible Capital Assets | | |
| Acquisition of Tangible Capital Assets | | |
| From Operating and Special Purpose Funds | (855,169) | (808,049) |
| From Deferred Capital Revenue | (7,919,034) | (2,471,779) |
| Total Acquisition of Tangible Capital Assets | (8,774,203) | (3,279,828) |
| Amortization of Tangible Capital Assets | 4,663,556 | 4,672,831 |
| Total Effect of change in Tangible Capital Assets | (4,110,647) | 1,393,003 |
| | - | - |
| (Increase) Decrease in Net Financial Assets (Debt) | (4,759,092) | 725,278 |

School District No. 70 (Pacific Rim)

Schedule 1

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund
Year Ended June 30, 2024

| | Operating Fund | Special Purpose Fund | Capital Fund | 2024 Amended Annual Budget |
|-----------------------------------------------------|-------------------|-------------------------|-----------------|-------------------------------|
| | \$ | \$ | \$ | \$ |
| Accumulated Surplus (Deficit), beginning of year | 2,179,967 | 30,000 | 7,926,960 | 10,136,927 |
| Changes for the year | | | | |
| Net Revenue (Expense) for the year | 255,000 | 47,120 | (950,565) | (648,445) |
| Interfund Transfers | | | | |
| Tangible Capital Assets Purchased | (808,049) | (47,120) | 855,169 | - |
| Other | (157,896) | | 157,896 | - |
| Net Changes for the year | (710,945) | - | 62,500 | (648,445) |
| Budgeted Accumulated Surplus (Deficit), end of year | 1,469,022 | 30,000 | 7,989,460 | 9,488,482 |

School District No. 70 (Pacific Rim)

Schedule 2

Amended Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2024

| | 2024 Amended Annual Budget | 2024 Annual Budget |
|--------------------------------------------------|-------------------------------|-----------------------|
| | \$ | \$ |
| Revenues | | |
| Provincial Grants | | |
| Ministry of Education and Child Care | 44,743,157 | 44,411,592 |
| Other | 53,000 | 3,000 |
| Tuition | 675,559 | 663,750 |
| Other Revenue | 3,778,154 | 3,476,308 |
| Rentals and Leases | 75,000 | 75,000 |
| Investment Income | 339,044 | 100,000 |
| Total Revenue | 49,663,914 | 48,729,650 |
| Expenses | | |
| Instruction | 38,782,414 | 37,807,884 |
| District Administration | 3,191,514 | 2,830,650 |
| Operations and Maintenance | 6,235,271 | 6,355,520 |
| Transportation and Housing | 1,199,715 | 1,272,083 |
| Total Expense | 49,408,914 | 48,266,137 |
| Net Revenue (Expense) | 255,000 | 463,513 |
| Budgeted Prior Year Surplus Appropriation | 710,945 | 423,947 |
| Net Transfers (to) from other funds | | |
| Tangible Capital Assets Purchased | (808,049) | (808,049) |
| Other | (157,896) | (79,411) |
| Total Net Transfers | (965,945) | (887,460) |
| Budgeted Surplus (Deficit), for the year | - | - |

School District No. 70 (Pacific Rim)

Schedule 2A

Amended Annual Budget - Schedule of Operating Revenue by Source

Year Ended June 30, 2024

| | 2024 Amended Annual Budget | 2024 Annual Budget |
|-----------------------------------------------------------------------|-------------------------------|-----------------------|
| | \$ | \$ |
| Provincial Grants - Ministry of Education and Child Care | | |
| Operating Grant, Ministry of Education and Child Care | 46,586,625 | 46,478,443 |
| ISC/LEA Recovery | (3,432,444) | (3,380,724) |
| Other Ministry of Education and Child Care Grants | | |
| Pay Equity | 595,220 | 595,220 |
| Funding for Graduated Adults | 44,641 | 23,514 |
| Student Transportation Fund | 71,717 | 71,717 |
| Support Staff Benefits Grant | 47,514 | 47,514 |
| FSA Scorer Grant | 8,187 | 8,187 |
| Early Learning Framework (ELF) Implementation | 572 | 572 |
| Labour Settlement Funding | 793,217 | 567,149 |
| Integrated Child and Youth Grant | 27,908 | |
| Total Provincial Grants - Ministry of Education and Child Care | 44,743,157 | 44,411,592 |
| Provincial Grants - Other | 53,000 | 3,000 |
| Tuition | | |
| International and Out of Province Students | 675,559 | 663,750 |
| Total Tuition | 675,559 | 663,750 |
| Other Revenues | | |
| Funding from First Nations | 3,432,444 | 3,380,724 |
| Miscellaneous | | |
| Child Care Revenues | 263,954 | 85,584 |
| Other Miscellaneous Revenues | 25,321 | 10,000 |
| USMA Grant | 23,000 | |
| International Education Mobility Grant | 7,455 | |
| Sports For Life Grant | 5,980 | |
| Preventure Grant | 20,000 | |
| Total Other Revenue | 3,778,154 | 3,476,308 |
| Rentals and Leases | 75,000 | 75,000 |
| Investment Income | 339,044 | 100,000 |
| Total Operating Revenue | 49,663,914 | 48,729,650 |

School District No. 70 (Pacific Rim)

Schedule 2B

Amended Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2024

| | 2024 Amended Annual Budget | 2024 Annual Budget |
|-------------------------------------|-------------------------------|-----------------------|
| | \$ | \$ |
| Salaries | | |
| Teachers | 19,514,797 | 18,793,478 |
| Principals and Vice Principals | 4,059,992 | 3,900,071 |
| Educational Assistants | 3,664,705 | 3,664,705 |
| Support Staff | 5,075,806 | 5,075,806 |
| Other Professionals | 1,483,213 | 1,404,903 |
| Substitutes | 1,613,639 | 1,613,639 |
| Total Salaries | 35,412,152 | 34,452,602 |
| Employee Benefits | 8,113,107 | 7,990,903 |
| Total Salaries and Benefits | 43,525,259 | 42,443,505 |
| Services and Supplies | | |
| Services | 1,943,447 | 1,919,597 |
| Student Transportation | 495,002 | 488,928 |
| Professional Development and Travel | 389,151 | 384,376 |
| Rentals and Leases | 209,461 | 206,891 |
| Dues and Fees | 135,379 | 133,718 |
| Insurance | 135,301 | 133,641 |
| Supplies | 1,665,109 | 1,644,676 |
| Utilities | 910,805 | 910,805 |
| Total Services and Supplies | 5,883,655 | 5,822,632 |
| Total Operating Expense | 49,408,914 | 48,266,137 |

School District No. 70 (Pacific Rim)

Schedule 2C

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2024

| | Teachers Salaries | Principals and Vice Principals Salaries | Educational Assistants Salaries | Support Staff Salaries | Other Professionals Salaries | Substitutes Salaries | Total Salaries |
|-------------------------------------------------|----------------------|-----------------------------------------------|---------------------------------------|------------------------------|------------------------------------|-------------------------|-------------------|
| | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 1 Instruction | | | | | | | |
| 1.02 Regular Instruction | 14,235,682 | 1,159,580 | | 408,911 | | 1,217,171 | 17,021,344 |
| 1.03 Career Programs | 97,852 | | | 67,465 | | | 165,317 |
| 1.07 Library Services | 549,928 | | | 27,229 | | | 577,157 |
| 1.08 Counselling | 675,179 | | | 67,465 | | | 742,644 |
| 1.10 Special Education | 2,779,975 | 168,540 | 3,387,588 | 12,624 | 52,707 | 109,354 | 6,510,788 |
| 1.20 Early Learning and Child Care | 97,852 | | | | | | 97,852 |
| 1.30 English Language Learning | 99,809 | | | | | | 99,809 |
| 1.31 Indigenous Education | 978,520 | 201,083 | 277,117 | 12,624 | | | 1,469,344 |
| 1.41 School Administration | | 2,194,919 | | 626,666 | 49,718 | 76,395 | 2,947,698 |
| 1.62 International and Out of Province Students | | 159,669 | | | 74,362 | | 234,031 |
| Total Function 1 | 19,514,797 | 3,883,791 | 3,664,705 | 1,222,984 | 176,787 | 1,402,920 | 29,865,984 |
| 4 District Administration | | | | | | | |
| 4.11 Educational Administration | | 168,540 | | 12,624 | 250,639 | | 431,803 |
| 4.20 Early Learning and Child Care | | 7,661 | | 6,312 | | | 13,973 |
| 4.40 School District Governance | | | | | 105,637 | | 105,637 |
| 4.41 Business Administration | | | | 434,300 | 714,607 | | 1,148,907 |
| Total Function 4 | - | 176,201 | - | 453,236 | 1,070,883 | - | 1,700,320 |
| 5 Operations and Maintenance | | | | | | | |
| 5.20 Early Learning and Child Care | | | | 61,999 | | | 61,999 |
| 5.41 Operations and Maintenance Administration | | | | | 180,440 | | 180,440 |
| 5.50 Maintenance Operations | | | | 2,878,189 | | 202,500 | 3,080,689 |
| 5.52 Maintenance of Grounds | | | | 191,851 | | | 191,851 |
| 5.56 Utilities | | | | | | | - |
| Total Function 5 | - | - | - | 3,132,039 | 180,440 | 202,500 | 3,514,979 |
| 7 Transportation and Housing | | | | | | | |
| 7.41 Transportation and Housing Administration | | | | | 55,103 | | 55,103 |
| 7.70 Student Transportation | | | | 267,547 | | 8,219 | 275,766 |
| Total Function 7 | - | - | - | 267,547 | 55,103 | 8,219 | 330,869 |
| 9 Debt Services | | | | | | | |
| Total Function 9 | - | - | - | - | - | - | - |
| Total Functions 1 - 9 | 19,514,797 | 4,059,992 | 3,664,705 | 5,075,806 | 1,483,213 | 1,613,639 | 35,412,152 |

School District No. 70 (Pacific Rim)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2024

| | Total Salaries | Employee Benefits | Total Salaries and Benefits | Services and Supplies | 2024 Amended Annual Budget | 2024 Annual Budget |
|-------------------------------------------------|-------------------|----------------------|--------------------------------|--------------------------|-------------------------------|-----------------------|
| | \$ | \$ | \$ | \$ | \$ | \$ |
| 1 Instruction | | | | | | |
| 1.02 Regular Instruction | 17,021,344 | 3,914,909 | 20,936,253 | 875,860 | 21,812,113 | 21,466,519 |
| 1.03 Career Programs | 165,317 | 38,023 | 203,340 | 150 | 203,490 | 195,862 |
| 1.07 Library Services | 577,157 | 132,746 | 709,903 | 843 | 710,746 | 673,615 |
| 1.08 Counselling | 742,644 | 170,808 | 913,452 | 1,035 | 914,487 | 862,313 |
| 1.10 Special Education | 6,510,788 | 1,497,481 | 8,008,269 | 170,159 | 8,178,428 | 7,895,962 |
| 1.20 Early Learning and Child Care | 97,852 | 22,506 | 120,358 | 150 | 120,508 | |
| 1.30 English Language Learning | 99,809 | 22,956 | 122,765 | 155 | 122,920 | 115,101 |
| 1.31 Indigenous Education | 1,469,344 | 337,949 | 1,807,293 | 563,801 | 2,371,094 | 2,293,617 |
| 1.41 School Administration | 2,947,698 | 677,971 | 3,625,669 | 47,400 | 3,673,069 | 3,641,145 |
| 1.62 International and Out of Province Students | 234,031 | 53,827 | 287,858 | 387,701 | 675,559 | 663,750 |
| Total Function 1 | 29,865,984 | 6,869,176 | 36,735,160 | 2,047,254 | 38,782,414 | 37,807,884 |
| 4 District Administration | | | | | | |
| 4.11 Educational Administration | 431,803 | 99,315 | 531,118 | 312,430 | 843,548 | 756,730 |
| 4.20 Early Learning and Child Care | 13,973 | 3,214 | 17,187 | 50,572 | 67,759 | 8,364 |
| 4.40 School District Governance | 105,637 | 5,282 | 110,919 | 159,400 | 270,319 | 283,552 |
| 4.41 Business Administration | 1,148,907 | 264,249 | 1,413,156 | 596,732 | 2,009,888 | 1,782,004 |
| Total Function 4 | 1,700,320 | 372,060 | 2,072,380 | 1,119,134 | 3,191,514 | 2,830,650 |
| 5 Operations and Maintenance | | | | | | |
| 5.20 Early Learning and Child Care | 61,999 | 14,260 | 76,259 | | 76,259 | 77,220 |
| 5.41 Operations and Maintenance Administration | 180,440 | 41,501 | 221,941 | 2,025 | 223,966 | 328,966 |
| 5.50 Maintenance Operations | 3,080,689 | 708,558 | 3,789,247 | 941,417 | 4,730,664 | 4,744,114 |
| 5.52 Maintenance of Grounds | 191,851 | 44,126 | 235,977 | 57,600 | 293,577 | 294,415 |
| 5.56 Utilities | - | | - | 910,805 | 910,805 | 910,805 |
| Total Function 5 | 3,514,979 | 808,445 | 4,323,424 | 1,911,847 | 6,235,271 | 6,355,520 |
| 7 Transportation and Housing | | | | | | |
| 7.41 Transportation and Housing Administration | 55,103 | | 55,103 | 675 | 55,778 | 126,942 |
| 7.70 Student Transportation | 275,766 | 63,426 | 339,192 | 804,745 | 1,143,937 | 1,145,141 |
| Total Function 7 | 330,869 | 63,426 | 394,295 | 805,420 | 1,199,715 | 1,272,083 |
| 9 Debt Services | | | | | | |
| Total Function 9 | - | - | - | - | - | - |
| Total Functions 1 - 9 | 35,412,152 | 8,113,107 | 43,525,259 | 5,883,655 | 49,408,914 | 48,266,137 |

School District No. 70 (Pacific Rim)

Schedule 3

Amended Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2024

| | 2024 Amended Annual Budget | 2024 Annual Budget |
|-------------------------------------------------|-------------------------------|-----------------------|
| | \$ | \$ |
| Revenues | | |
| Provincial Grants | | |
| Ministry of Education and Child Care | 8,181,843 | 6,052,080 |
| Other | 415,028 | |
| Federal Grants | 13,979 | |
| Other Revenue | 1,287,733 | 1,040,000 |
| Total Revenue | 9,898,583 | 7,092,080 |
| Expenses | | |
| Instruction | 9,325,549 | 6,880,268 |
| District Administration | 131,154 | |
| Operations and Maintenance | 211,812 | 211,812 |
| Transportation and Housing | 182,948 | |
| Total Expense | 9,851,463 | 7,092,080 |
| Net Revenue (Expense) | 47,120 | - |
| Net Transfers (to) from other funds | | |
| Tangible Capital Assets Purchased | (47,120) | |
| Total Net Transfers | (47,120) | - |
| Budgeted Surplus (Deficit), for the year | - | - |

School District No. 70 (Pacific Rim)

Schedule 3A

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2024

| | Annual Facility Grant | Learning Improvement Fund | Scholarships and Bursaries | School Generated Funds | Strong Start | Ready, Set, Learn | OLEP | CommunityLINK | Classroom Enhancement Fund - Overhead |
|----------------------------------------------------------|-----------------------------|---------------------------------|----------------------------------|------------------------------|-----------------|-------------------------|------------|---------------|---------------------------------------------|
| Deferred Revenue, beginning of year | \$ - | \$ 16,645 | \$ 328,373 | \$ 1,688,813 | \$ - | 8,339 | \$ 100,000 | \$ - | \$ - |
| Add: Restricted Grants | | | | | | | | | |
| Provincial Grants - Ministry of Education and Child Care | 211,812 | 175,927 | | | 128,000 | 22,050 | 212,623 | 1,002,799 | 131,154 |
| Provincial Grants - Other | | | | | | | | | |
| Federal Grants | | | | | | | | | |
| Other | | | 40,000 | 1,000,000 | | | | | |
| | 211,812 | 175,927 | 40,000 | 1,000,000 | 128,000 | 22,050 | 212,623 | 1,002,799 | 131,154 |
| Less: Allocated to Revenue | 211,812 | 192,572 | 40,000 | 1,000,000 | 128,000 | 30,389 | 312,623 | 1,002,799 | 131,154 |
| Recovered | | | | | | | | | |
| Deferred Revenue, end of year | - | - | 328,373 | 1,688,813 | - | - | - | - | - |
| Revenues | | | | | | | | | |
| Provincial Grants - Ministry of Education and Child Care | 211,812 | 192,572 | | | 128,000 | 30,389 | 312,623 | 1,002,799 | 131,154 |
| Provincial Grants - Other | | | | | | | | | |
| Federal Grants | | | | | | | | | |
| Other Revenue | | | 40,000 | 1,000,000 | | | | | |
| | 211,812 | 192,572 | 40,000 | 1,000,000 | 128,000 | 30,389 | 312,623 | 1,002,799 | 131,154 |
| Expenses | | | | | | | | | |
| Salaries | | | | | | | | | |
| Teachers | | | | | | | 21,156 | | |
| Principals and Vice Principals | | | | | | | 50,836 | 120,379 | 90,000 |
| Educational Assistants | | 156,563 | | | | | | 302,655 | |
| Support Staff | | | | | 104,065 | 1,000 | | | |
| Other Professionals | | | | | | | | 154,734 | 15,000 |
| Substitutes | | | | | | | 20,000 | | |
| | - | 156,563 | - | - | 104,065 | 1,000 | 91,992 | 577,768 | 105,000 |
| Employee Benefits | | 36,009 | | | 23,935 | 230 | 23,507 | 134,683 | 26,154 |
| Services and Supplies | 211,812 | | 40,000 | 1,000,000 | | 29,159 | 197,124 | 243,228 | |
| | 211,812 | 192,572 | 40,000 | 1,000,000 | 128,000 | 30,389 | 312,623 | 955,679 | 131,154 |
| Net Revenue (Expense) before Interfund Transfers | - | - | - | - | - | - | - | 47,120 | - |
| Interfund Transfers | | | | | | | | | |
| Tangible Capital Assets Purchased | | | | | | | | (47,120) | |
| | - | - | - | - | - | - | - | (47,120) | - |
| Net Revenue (Expense) | - | - | - | - | - | - | - | - | - |

School District No. 70 (Pacific Rim)

Schedule 3A

Amended Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2024

| | Classroom Enhancement Fund - Staffing | Classroom Enhancement Fund - Remedies | First Nation Student Transportation | Mental Health in Schools | Early Childhood Education Dual Credit Program | Student & Family Affordability | JUST B4 | SEY2KT (Early Years to Kindergarten) | ECL Early Care & Learning |
|----------------------------------------------------------|---------------------------------------------|---------------------------------------------|-------------------------------------------|--------------------------------|-----------------------------------------------------|--------------------------------------|------------|--------------------------------------------|---------------------------------|
| Deferred Revenue, beginning of year | \$ - | \$ 124,152 | \$ | \$ 15,033 | \$ | \$ 67,210 | \$ 24,991 | \$ 17,990 | \$ |
| Add: Restricted Grants | | | | | | | | | |
| Provincial Grants - Ministry of Education and Child Care | 4,381,900 | 473,344 | 182,948 | 55,000 | 45,000 | | 25,000 | 19,000 | 175,000 |
| Provincial Grants - Other | | | | | | | | | |
| Federal Grants | | | | | | | | | |
| Other | | | | | | | | | |
| | 4,381,900 | 473,344 | 182,948 | 55,000 | 45,000 | - | 25,000 | 19,000 | 175,000 |
| Less: Allocated to Revenue | 4,381,900 | 473,344 | 182,948 | 70,033 | 45,000 | 67,210 | 49,991 | 36,990 | 175,000 |
| Recovered | | 124,152 | | | | | | | |
| Deferred Revenue, end of year | - | - | - | - | - | - | - | - | - |
| Revenues | | | | | | | | | |
| Provincial Grants - Ministry of Education and Child Care | 4,381,900 | 473,344 | 182,948 | 70,033 | 45,000 | 67,210 | 49,991 | 36,990 | 175,000 |
| Provincial Grants - Other | | | | | | | | | |
| Federal Grants | | | | | | | | | |
| Other Revenue | | | | | | | | | |
| | 4,381,900 | 473,344 | 182,948 | 70,033 | 45,000 | 67,210 | 49,991 | 36,990 | 175,000 |
| Expenses | | | | | | | | | |
| Salaries | | | | | | | | | |
| Teachers | 3,562,520 | 384,833 | | | | | | | |
| Principals and Vice Principals | | | | | | | | | |
| Educational Assistants | | | | | | | | | |
| Support Staff | | | 13,008 | | | | | | |
| Other Professionals | | | | | | | 15,000 | 3,000 | 142,276 |
| Substitutes | | | | | | | | | |
| | 3,562,520 | 384,833 | 13,008 | - | - | - | 15,000 | 3,000 | 142,276 |
| Employee Benefits | 819,380 | 88,511 | 2,992 | | | | 3,450 | 690 | 32,724 |
| Services and Supplies | | | 166,948 | 70,033 | 45,000 | 67,210 | 31,541 | 33,300 | |
| | 4,381,900 | 473,344 | 182,948 | 70,033 | 45,000 | 67,210 | 49,991 | 36,990 | 175,000 |
| Net Revenue (Expense) before Interfund Transfers | - | - | - | - | - | - | - | - | - |
| Interfund Transfers | | | | | | | | | |
| Tangible Capital Assets Purchased | | | | | | | | | |
| | - | - | - | - | - | - | - | - | - |
| Net Revenue (Expense) | - | - | - | - | - | - | - | - | - |

School District No. 70 (Pacific Rim)

Schedule 3A

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2024

| | Feeding Futures Fund | Early Years Family Hub | Learning Lab | PRP Kackaamin | After School Sports & Arts Initiative | Salmonid Program | Cultural Programs | Elementary Sports Council | Schools Meals Program |
|----------------------------------------------------------|----------------------------|------------------------------|-----------------|------------------|---------------------------------------------|---------------------|----------------------|---------------------------------|-----------------------------|
| Deferred Revenue, beginning of year | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| | | | 20,285 | | 75,978 | 9,729 | 3,674 | 7,631 | 129,012 |
| Add: Restricted Grants | | | | | | | | | |
| Provincial Grants - Ministry of Education and Child Care | 483,245 | | | 206,833 | | | | | |
| Provincial Grants - Other | | 70,000 | 350 | | 92,407 | | | | |
| Federal Grants | | | | | | 4,250 | | | |
| Other | | | | | | | 7,000 | 3,000 | 97,416 |
| | 483,245 | 70,000 | 350 | 206,833 | 92,407 | 4,250 | 7,000 | 3,000 | 97,416 |
| Less: Allocated to Revenue | 483,245 | 70,000 | 20,635 | 206,833 | 168,385 | 13,979 | 10,674 | 10,631 | 226,428 |
| Recovered | | | | | | | | | |
| Deferred Revenue, end of year | - | - | - | - | - | - | - | - | - |
| Revenues | | | | | | | | | |
| Provincial Grants - Ministry of Education and Child Care | 483,245 | | | 206,833 | | | | | |
| Provincial Grants - Other | | 70,000 | 20,635 | | 168,385 | | | | |
| Federal Grants | | | | | | 13,979 | | | |
| Other Revenue | | | | | | | 10,674 | 10,631 | 226,428 |
| | 483,245 | 70,000 | 20,635 | 206,833 | 168,385 | 13,979 | 10,674 | 10,631 | 226,428 |
| Expenses | | | | | | | | | |
| Salaries | | | | | | | | | |
| Teachers | | | | 80,286 | 20,000 | | | | |
| Principals and Vice Principals | | | | | | | | | |
| Educational Assistants | | | | | | | | | |
| Support Staff | | | | | | | | | |
| Other Professionals | 35,417 | 52,000 | | | | | | | |
| Substitutes | | | | | | | | | |
| | 35,417 | 52,000 | - | 80,286 | 20,000 | - | - | - | - |
| Employee Benefits | 8,145 | 11,960 | | 18,466 | 4,600 | | | | |
| Services and Supplies | 439,683 | 6,040 | 20,635 | 108,081 | 143,785 | 13,979 | 10,674 | 10,631 | 226,428 |
| | 483,245 | 70,000 | 20,635 | 206,833 | 168,385 | 13,979 | 10,674 | 10,631 | 226,428 |
| Net Revenue (Expense) before Interfund Transfers | - | - | - | - | - | - | - | - | - |
| Interfund Transfers | | | | | | | | | |
| Tangible Capital Assets Purchased | | | | | | | | | |
| | - | - | - | - | - | - | - | - | - |
| Net Revenue (Expense) | - | - | - | - | - | - | - | - | - |

School District No. 70 (Pacific Rim)

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2024

Schedule 3A

| | Public Safety & SG | TOTAL |
|----------------------------------------------------------|--------------------------|-----------|
| | \$ | \$ |
| Deferred Revenue, beginning of year | 52,008 | 2,689,863 |
| Add: Restricted Grants | | |
| Provincial Grants - Ministry of Education and Child Care | | 7,931,635 |
| Provincial Grants - Other | 104,000 | 266,757 |
| Federal Grants | | 4,250 |
| Other | | 1,147,416 |
| | 104,000 | 9,350,058 |
| Less: Allocated to Revenue | 156,008 | 9,898,583 |
| Recovered | | 124,152 |
| Deferred Revenue, end of year | - | 2,017,186 |
| Revenues | | |
| Provincial Grants - Ministry of Education and Child Care | | 8,181,843 |
| Provincial Grants - Other | 156,008 | 415,028 |
| Federal Grants | | 13,979 |
| Other Revenue | | 1,287,733 |
| | 156,008 | 9,898,583 |
| Expenses | | |
| Salaries | | |
| Teachers | | 4,068,795 |
| Principals and Vice Principals | | 261,215 |
| Educational Assistants | 22,216 | 481,434 |
| Support Staff | | 118,073 |
| Other Professionals | 61,816 | 479,243 |
| Substitutes | | 20,000 |
| | 84,032 | 5,428,760 |
| Employee Benefits | 19,327 | 1,254,763 |
| Services and Supplies | 52,649 | 3,167,940 |
| | 156,008 | 9,851,463 |
| Net Revenue (Expense) before Interfund Transfers | - | 47,120 |
| Interfund Transfers | | |
| Tangible Capital Assets Purchased | | (47,120) |
| | - | (47,120) |
| Net Revenue (Expense) | - | - |

School District No. 70 (Pacific Rim)

Schedule 4

Amended Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2024

| | 2024 Amended Annual Budget | | | 2024 Annual Budget |
|-------------------------------------------------|----------------------------------------|------------------|------------------|-----------------------|
| | Invested in Tangible Capital Assets | Local Capital | Fund Balance | |
| | \$ | \$ | \$ | \$ |
| Revenues | | | | |
| Amortization of Deferred Capital Revenue | 3,734,348 | | 3,734,348 | 3,551,498 |
| Total Revenue | 3,734,348 | - | 3,734,348 | 3,551,498 |
| Expenses | | | | |
| Amortization of Tangible Capital Assets | | | | |
| Operations and Maintenance | 3,487,110 | | 3,487,110 | 3,494,045 |
| Transportation and Housing | 1,176,446 | | 1,176,446 | 1,178,786 |
| Debt Services | | | | |
| Capital Lease Interest | | 11,452 | 11,452 | |
| Capital Loan Interest | | 9,905 | 9,905 | 9,905 |
| Total Expense | 4,663,556 | 21,357 | 4,684,913 | 4,682,736 |
| Net Revenue (Expense) | (929,208) | (21,357) | (950,565) | (1,131,238) |
| Net Transfers (to) from other funds | | | | |
| Tangible Capital Assets Purchased | 855,169 | | 855,169 | 808,049 |
| Capital Lease Payment | | 78,485 | 78,485 | |
| Capital Loan Payment | | 79,411 | 79,411 | 79,411 |
| Total Net Transfers | 855,169 | 157,896 | 1,013,065 | 887,460 |
| Other Adjustments to Fund Balances | | | | |
| Principal Payment | | | | |
| Capital Lease | 67,033 | (67,033) | - | |
| Capital Loan | 69,506 | (69,506) | - | |
| Total Other Adjustments to Fund Balances | 136,539 | (136,539) | - | |
| Budgeted Surplus (Deficit), for the year | 62,500 | - | 62,500 | (243,778) |



PACIFIC RIM SCHOOL DISTRICT REGULAR BOARD MEETING ACTION SHEET

Date: February 27, 2024
To: Board of Education
From: Barbara Ross, Secretary Treasurer
Subject: District Mileage Rate Increase
Attachments: BCSTA Policy on Travel Expenses
4020: Personal Expenses on Official District Business (A/P)

Background

In compliance with Administrative Procedure 4020: Personal Expenses on Official District Business (AP), the per kilometer mileage rate is reviewed periodically to be updated to match the per kilometer mileage rate adopted by the British Columbia Trustees' Association (BCSTA) Expense Claim Policy.

In January 2024, the BCSTA adjusted its per kilometer rate from 68¢ to 70¢.

Discussion

In keeping with District practice, it is recommended that Administrative Procedure 4020, and other applicable policies, be updated to reflect the policy of the BCSTA, attached to this Action Sheet. In particular, adjustments to:

5.2 – to increase Per Kilometer rate from 68¢ to 70¢

It is further recommended that these adjustments be effective March 1, 2024.

Recommended Motion

THAT the Board of Education approve an increase to the per kilometer mileage rate used for personal travel expense claims from \$0.68 to \$0.70, effective March 1, 2024; and

THAT the Board of Education direct staff through the Superintendent to revise 4020: Personal Expenses on Official District Business (A/P) and bring forth to the Policy Committee for review.

[Event Registration \(<https://portal.bcsta.org/event>\)](https://portal.bcsta.org/event)

[BCSTA.ORG \(<https://bcsta.org>\)](https://bcsta.org)

[Expense App \(<https://portal.bcsta.org/expense>\)](https://portal.bcsta.org/expense)

[Expense Policy \(<https://portal.bcsta.org/expense/policy>\)](https://portal.bcsta.org/expense/policy)

[EFT Form \(<https://portal.bcsta.org/expense/eftform>\)](https://portal.bcsta.org/expense/eftform)

[Expense List \(<https://portal.bcsta.org/expense/list>\)](https://portal.bcsta.org/expense/list)

✉ **Contact Support**
(mailto:support@bcsta.zohodesk.com?
Subject=https://portal.bcsta.org/)

Sign In
(<https://portal.bcsta.org/auth/login>)

expenses provided, and extra expenses receipts are not required. Expenses are reimbursed to the Association by a credit card provided by the Association or by arrangement made by BCSTA for hotels to bill BCSTA directly for room, taxes and parking. For expenses charged directly to BCSTA, please attach receipts but do not claim. To ensure prompt and efficient processing, please submit the expense form within one week after expenses are incurred, but no later than two months* after expenses are incurred.

***Note: EXPENSE CLAIMS MUST BE SUBMITTED NO MORE THAN TWO MONTHS AFTER THE EVENT. CLAIMS RECEIVED AFTER THIS DEADLINE WILL NOT BE PROCESSED.**

The Association will reimburse only expenses listed in items 1 through 6 of this policy.

For each expense item listed, please clearly identify the PURPOSE of each expense.

- Travel expenses incurred to attend the BCSTA Academy and Annual General Meeting are not reimbursable.
- Attendance at standing committees, ad-hoc committees and Provincial Council (not attached to Academy or Annual General Meeting) is reimbursable
- Attendance at in-person Board Chair meetings held in conjunction with the Ministry of Education and Child Care Partners Liaison meeting will have one-night accommodation and associated meals reimbursed but not travel expenses.

Pre-approval from the BCSTA staff liaison should be obtained in the event of extraordinary costs or unusual circumstances where expenditures do not meet the BCSTA's allowable guidelines.

When filling in the expense claim form, please note the following:

1. **TRAVEL COSTS** - Claim amounts paid for transportation (plane, train, bus, ferry, taxi, parking) and, with the exception of toll and bus fare receipts, attach all invoices, receipts and/or ticket stubs. Air travel is limited to the lowest possible fare. Where flight changes and/or cancellations may be required, "Flex" fare options may provide the most cost-effective alternative. BCSTA is not responsible for luggage in excess of one checked bag and is not responsible for seat selection fees.
2. **MILEAGE COSTS** - Claim \$0.70/km for private automobile costs. Mileage reimbursement is calculated as the number of kilometers from point of origin to destination. Measurements for the return trip will be

similarly calculated. Where a discrepancy exists, mileage will be paid in accordance with the lowest mileage determined by mapping software used by BCSTA staff. The maximum amount claimable is limited to the cost of economy airfare between points traveled, when air travel is available and practical.

3. **HOTEL** - Claim the actual cost of the hotel/motel, less any personal items charged. If staying with friends, claim \$30.00 per night. BCSTA will not be responsible for accommodation that exceeds the minimum required to conduct business on behalf of the Association.
4. **MEALS** - Claim \$55.00 per full day on BCSTA business. Where meals are provided by the association, deductions shall be at the following rates: \$12.00 for breakfast, \$17.00 for lunch, \$26.00 for dinner. Where charges for taxes or service result in the daily amount expended exceeding the per diem, the additional amount will be reimbursed upon submission of receipts.

To claim meals, travel status must:

- Begin before 7 am on the date of departure to claim breakfast
- Begin before 12 pm on the date of departure to claim lunch
- End after 6 pm on the date of return to claim dinner

5. **DEPENDANT CARE COSTS** - Claim to a maximum of \$50/day upon submission of receipts. This applies to staff required to work outside of normal working hours and to trustees serving on BCSTA governance bodies.

5.1 The definition of dependant is a person who is dependent upon an individual for their care and support and who is:

- a. the individual's spouse; or
- b. the child or grandchild of the individual or the individual's spouse; or
- c. the parent, grandparent, brother or sister of the individual or the individual's spouse.

6. **OTHER EXPENSES** - Claim expenditures made necessary by being away from home in the performance of duties on behalf of BCSTA, such as internet or long-distance charges.

Appeal Process:

Where a claim, in full or in part, is not approved by BCSTA because it does not comply with *BCSTA's Policy on Travel Expenses* as approved by Provincial Council, the claimant may submit an appeal. Appeals must be submitted to BCSTA in writing within 30 days of notification that all or a portion of the claim has not been approved for payment. Claims are to be submitted, via the Director of Finance, to the next meeting of the Finance & Audit Committee for the Committee's review and ruling.

4020: PERSONAL EXPENSES ON OFFICIAL DISTRICT BUSINESS (AP)

Approved: 87 11 03
Amended: 98 07 09
Amended: 22 03 08

POLICY

The Board of Education will reimburse Trustees and employees when incurring expenses associated with official District business.

Amended: 90 05 01
92 06 19
95 03 01

ADMINISTRATIVE PROCEDURES

1.0 GENERAL

Trustees and Employees will incur certain expenses associated with official business of the District. These are generally referred to as Travel Expenses. The Board will reimburse the Trustee or Employee for these expenses upon submission of an approved voucher within the guidelines of these regulations.

Expenses are to be submitted within 30 days of the expenditure, and for the month of June an expense claim is to be submitted by July 15th. Trustees and employees are encouraged to minimize these costs whenever practical by carpooling, sharing hotel accommodation, scheduling meetings coincident with travel and other methods that will reflect well for a public sector employee.

2.0 PER DIEMS

2.1. To simplify the approved expenses for meals, meal gratuities and other miscellaneous costs, per diem allowances are provided as follows:

2.1.1 where the costs are incurred without an overnight stay, only the actual costs will be reimbursed to the maximum of the appropriate per diem

2.1.2 for all locations in British Columbia:

| | |
|-----------|----------------|
| Breakfast | 12.00 |
| Lunch | 17.00 |
| Dinner | 26.00 |
| Total Day | <u>\$55.00</u> |

- 2.2 For travel to other provinces or out of Canada, the per diems may be waived and actual expenses substituted on approval of the Board Chairman or the Secretary-Treasurer.

3.0 HOTEL EXPENSES

- 3.1 The actual costs of the hotel room plus appropriate taxes will be reimbursed. Charges for room service, laundry or other room related costs, will not be permitted. A reminder that hotel costs should be minimized.
- 3.2 Where the overnight accommodation is provided by a friend or relative and payment is made to the host, a Private Accommodation Allowance of \$30.00 is permitted.
- 3.3 The cost of telephone calls and hotel parking are permitted expenditures. Trustees and employees are reminded that telephone calls from hotel rooms are usually considerably more expensive than from a pay phone elsewhere in the hotel.

4.0 FERRY, AIRLINE, BUS, RAIL TRANSPORTATION COSTS

- 4.1. The actual cost of ferry, airline, bus or rail travel as appropriate will be reimbursed. Attach receipts.

5.0 PERSONAL VEHICLE

5.1 General

Employees will be reimbursed at a rate per kilometer for travel inside the district and outside the district. Trustees will be reimbursed at a rate per kilometer for travel outside the district, travel to/from the West Coast (Ucluelet or Tofino), travel to/from Bamfield and between Ucluelet and Tofino.

5.2 Rate

The rate will be established periodically via a Board resolution.

5.3 Standard Distances

- 5.3.1 Appendix I to these Regulations establishes standard distances between frequently travelled locations. The distances are based on published Tourism British Columbia distances in kilometers. For ease of use, the Standard Distances have been converted to the total allowance for one way travel at Base Rate.

5.3.2 Appendix II to these Regulations, establishes standard distances between frequently traveled locations within the Alberni Valley.

5.4 Monthly Allowances

Specified employees who are required to regularly travel as a part of their job will be provided a monthly allowance as approved by the Superintendent or the Secretary-Treasurer.

5.5 Vehicle Insurance

As Trustees do not claim for the use of their personal car unless out of district or as described in Regulation 5.1, Trustees will be reimbursed for the actual cost of upgrading the insurance for the vehicle normally used for Board business to business use rating. Such cost will be based on the full safe driving discount and will be prorated to match the Trustees term of office.

6.0 OTHER EXPENSES

6.1 Other approved expenses, such as seminar registration and business meals will be reimbursed. Receipts are required. These costs, plus telephone and parking costs should be shown under other costs on the travel claim form.

7.0 CLAIM FORMS

1.1 Attachment I is an example of the Travel Expense Claim form generally used for out of district expenses.

1.2 Attachment II is an example of the Monthly Travel Expense Claim form used for in district expenses.

8.0 CREDIT CARDS

8.1 Mastercard Credit Cards

Trustees and specified employees are issued with Mastercard credit cards to be used for approved business use. Charges to these credit cards are treated as advances to employees; the advance is relieved when the trustee or Employee submits an expense claim.

AP4020: APPENDIX I - MONTHLY TRAVEL EXPENSE CLAIM (In District)

NAME: _____

Please Print

| Date | Place/Purpose of Travel | Daily Kilometres Daily Mileage | Other Expense | Remarks |
|------|-------------------------|-----------------------------------|------------------|---------|
| | | | | |
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Kilometres/Mileage Total _____

ADTU (.61)

Others (.68) add .03 for Bamfield \$ _____ + \$ _____ = \$ _____

Certified Correct: Claimant _____

Approved: Supervisor _____

For Office Use Only:

Effective March 1, 2022

Code: _____

Secretary-Treasurer _____

STANDARD DISTANCES - ALBERNI VALLEY

[illegible]

Name: _____ WORK LOCATION: _____

Purpose of Trip: _____

| Date Y M D | | | Location Fm/To | Hotel* | Per Diem or Meals | Personal Car Kms Expense | | Ferry Bus Air* | Other Expenses* Description | Expense | Daily Total |
|---------------|--|--|----------------|--------|----------------------|-----------------------------|----|-------------------|--------------------------------|---------|----------------|
| | | | | \$ | \$ | | \$ | \$ | | \$ | \$ |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| TOTALS | | | | \$ | \$ | | \$ | \$ | | \$ | \$ |

Per Diem Expenses (when the trip includes an overnight stay)

Full Day - \$55.00

Breakfast - \$12.00

Lunch - \$17.00

Dinner - \$26.00

(deduct meal per diem where provided as part of seminar or meeting, etc.)

Mileage Allowance (effective March 8, 2022) ADTU - .61/km

Mileage Chart on reverse side Others - .68/km (Bamfield add .03/

| | | |
|----------------------|--|-------|
| Less Advance | | _____ |
| Less Purchasing card | | _____ |
| Less Personal | | _____ |
| Sub Total | | _____ |
| Exchange @ _____ | | _____ |
| Total Claim | | _____ |

| | | |
|---------------------------|-------------------------|------------------------|
| _____ km) | For Accounting Use Only | |
| Secretary-Treasurer Y M D | Code: _____ \$ _____ | |
| | _____ | |
| | Total _____ | |
| | Initials _____ | Cheque No. _____ Y M D |

*Please attach receipts

Claimant Y M DAPPROVALS_____
Approved Y M D_____
Approved Y M D

4020: APPENDIX II PERSONAL VEHICLE USE ALLOWANCES (AP)

Page 6 of 7

Approved: 87 11 03

Amended: 22 03 08

| From Port Alberni to: | Base Rate Standard One Way Km | ADTU .58/km | Others .61/km For Bamfield add .03/km |
|-----------------------------|----------------------------------------|----------------|---------------------------------------------------|
| Bamfield | 95 | 57.95 | 60.80 |
| Campbell River | 150 | 87.00 | 91.50 |
| Chilliwack | 215 | 124.70 | 131.15 |
| Courtenay | 100 | 58.00 | 61.00 |
| Duncan | 135 | 78.30 | 82.35 |
| Hope | 240 | 139.20 | 146.40 |
| Kamloops | 440 | 255.20 | 268.40 |
| Kelowna | 480 | 278.40 | 292.80 |
| Langley | 145 | 84.10 | 88.45 |
| Nanaimo | 80 | 46.40 | 48.80 |
| New Westminster | 125 | 72.50 | 76.25 |
| Parksville | 50 | 29.00 | 30.50 |
| Penticton | 480 | 278.40 | 292.80 |
| Port Hardy | 385 | 223.30 | 234.85 |
| Powell River | 115 | 66.70 | 70.15 |
| Qualicum | 40 | 23.20 | 24.40 |
| Seattle | 295 | 171.11 | 179.95 |
| Tofino | 125 | 72.50 | 76.25 |
| Tofino to Ucluelet | 42 | 24.36 | 25.62 |
| Ucluelet | 100 | 58.00 | 61.00 |
| Vancouver | 100 | 58.00 | 61.00 |
| Vernon | 530 | 307.40 | 323.30 |
| Victoria | 195 | 113.10 | 118.95 |



PACIFIC RIM SCHOOL DISTRICT PUBLIC BOARD MEETING ACTION SHEET

Date: February 27, 2024
To: Board of Education
From: Barbara Ross, Secretary Treasurer
Subject: Trustee Remuneration
Attachment: (AP) Trustee Remuneration and Expenses

Background

The Administrative Procedure (AP) Trustee Remuneration and Expenses, attached, provides a process for the annual review of compensation rates for Trustees.

Discussion

In 2016, Trustees received a compensation increase retroactive to 2014. Since that time, there have been no increases to Trustee Remuneration rates. The AP developed in October 2023 calls for Trustee Remuneration to be subject to yearly increases in line with the unionized staff on July 1st of each year.

Unionized staff, and exempt staff, all received a retroactive increase of 6.75% at July 1, 2023, which is the start of the 2023/24 Fiscal Year. At this time, staff is recommending that the same 6.75% increase be applied to the Trustee Remuneration grid, retroactive to July 1, 2023.

Recommended Motion

THAT the Board of Education direct staff through the Superintendent, to apply a 6.75% increase to the Trustee Remuneration Grid, retroactive to July 1, 2023.



XXXX: (AP) Trustee Remuneration and Expenses

Approved 23 10 10

PURPOSE

This Administrative Procedure outlines the guidelines and provisions for Trustee Remuneration increases and additional benefits, including childcare coverage for Board meetings, the provision of laptops and corporate purchasing cards for Trustees, and the provision of a district-provided cell phone for the Board Chair.

PROCEDURAL REGULATIONS

1. Trustee Remuneration Increases:

Trustee Remuneration will be subject to yearly increases, which is in line with the unionized staff in the district on July 1 of each year. Trustees will have the ability to vote and turn down the increase at a Board meeting prior to July 1 of each year.

2. Child Care Costs for Board Meetings:

In recognition of the commitment and dedication required of Trustees attending Board meetings, childcare costs incurred by Trustees during these meetings will be covered, up to a maximum amount. The maximum amount of childcare costs paid will be determined by the BCSTA rate and approved by the Secretary Treasurer each year. Trustees who require childcare during Board meetings must provide notice to the Secretary Treasurer to arrange for reimbursement or direct payment.

3. Provision of Laptops

In order to support Trustees in fulfilling their responsibilities effectively, each Trustee will be provided a district laptop. The laptops will be equipped with the necessary software and tools required for Board-related work. Trustees are responsible for the appropriate use of laptops in accordance with the Board's policies and guidelines.

4. Provision of Corporate Purchasing Cards:

To support Trustees in fulfilling their responsibilities effectively, each Trustee will be provided with a corporate purchasing card. The corporate purchasing cards will enable Trustees to make authorized purchases for official Board business and travel. Purchasing card limits are determined by the Secretary Treasurer. Trustees are expected to provide receipts to the Senior Accounts Clerk monthly in accordance with district purchasing card procedures.



5. Provision of District-Provided Cell Phone for the Board Chair:

The Board Chair will be issued a district-provided cell phone. The cell phone will be used for official Board communications and to ensure effective communication between the Board Chair and relevant stakeholders. The Board Chair is responsible for the appropriate use of the district-provided cell phone and must comply with any applicable policies and guidelines.

6. Travel and Professional Development

To support the Trustees and ensure that Trustees remain informed and continue to upgrade their skills, each Trustee will be given a yearly budget to attend conferences, conventions, and seminars. The amount of professional development will be considered each year in consultation with the Board and the Secretary Treasurer during the budget process. Travel mileage rates and per diem will be set in accordance with the BCSTA rates on a yearly basis.



PACIFIC RIM SCHOOL DISTRICT PUBLIC BOARD MEETING ACTION SHEET

Date: February 27, 2024
To: Board of Education
From: David Maher, District Principal
Subject: Land Based Learning

Background

The Board of Education directed in May of 2023 that an exploration of the potential impacts of Land Based Learning and Outdoor Education in K-12 learning in Pacific Rim School District occur. Consultation has occurred, from the period of initiation, with rightsholders, community organizations, schools, school districts and outdoor education-adventure learning businesses that has focused on the following inquiry questions:

1. What are the most important learnings-experiences-processes in Land Based Learning that you would like to see your children and children in the larger community experience?
2. Who needs to be involved with land based or outdoor learning courses to ensure authentic learning is occurring while on the traditional territories of our rightsholders and the chosen home of the Metis?
3. What impact have you seen, or do you believe will happen from developing and implementing stronger connections to learning for all students with land based learning opportunities?
4. What are critical aspects of land based or outdoor learning experiences-programs that have to occur for safe, effective, and sustainable learning to happen with students in your community-school district?

Consultation has occurred with Yuułu?iŋaŋ, Tseshaht, Tla-o-qui-aht, Hupacasath, Huu-ay-aht, Alberni-Clayoquot Metis Association, Nuuchah-Nulth Tribal Council, qathet School District, Vancouver Island West School District, School District 5, Comox Valley Schools, Youth Safe Outdoors, Outdoor Council of Canada, Usma, ADAPS, ADSS (outdoor education, English First Peoples instructors, leadership, administrators), USS, Bamfield Community School, Wickaninnish Community School, and EALC.

The Board of Education has received program updates at Education Committee meetings in November 2023, December 2023, January 2024 with Trustees requested to make a decision about formally starting the program (and associated initiatives) at this meeting, February 2024.

Information

Through consultation it is apparent that Pacific Rim School District partners are excited by the possibility of land based learning-outdoor education to be a part of all student's educational experience. All partners embraced the opportunity for further development to have Indigenous ways of being and Indigenized curriculum validated by both a program offering from the school district and student's continued connection to the Dogwood Graduation Program with environmentally focused, land based learning (LBL). Using LBL frameworks and projects developed with local Indigenous communities, PRSD has the opportunity to create LBL learning opportunities that connect students to meaningful, experiential, and authentic learning.

Guided by the concept of *hišukʔiš čawaak*, our rightsholders and community partners are expressing a want for educational experiences that are:

- Connected to the skills and human attributes necessary to be good human beings such as resiliency, identity, and self-esteem.
- Connected directly to the curricular competencies and specifically to core competencies which lead to self determination and a healthy future focus.
- Created with a Nuu-Chah-Nulth, Metis, and larger Indigenous lens.
- Crafted with connections to the Dogwood Program and directly to core learning experiences for every educational level.
- Holistic learning experiences that are not caged by time restraints. Acknowledge the First Peoples Principles of Learning and not create another fragmented program but learning as an entire system (project based, land focused learning).
- Used as an option at ADSS and USS to keep students attached to their "home school" rather than transferring to EALC or other alternative programs. LBL as a part of a larger district wide system of "learning alternatives" integrated with the home school.

The following programs and educational structures have been created or are being created to support the development of PRSD land-based learning programming. The potential initiatives will address the five major PRSD strategic plan focus areas and will contribute to the growth of each specific piece of the strategic plan.

1. Educator Capacity Development:

- PRSD is currently working with the Outdoor Council of Canada and Paddle Canada to develop inhouse capacity development programs and systems to support safe and meaningful land based experiences for all students. Whether students and educators are participating in low risk, high access outdoor activities such as trail walks and river restoration, or higher level of care activities

such as traditional canoe explorations of the Broken Group, overnight hiking or snowshoeing, or West Coast wilderness survival week long programs, PRSD needs to meet the duty of care requirements for outdoor learning experiences regardless of the risk level.

1. Educator capacity development initiatives will focus on safety and risk management such as:
 - a. Outdoor Council of Canada: Field Leader (hiking, overnight, paddling)
 - b. Youth Safe Outdoors training in: Volunteer selection, risk assessment and management, program planning.
 - c. PRSD specific training in emergency management for land based and outdoor skills.
 - d. Hard skills development in: external communications (SPOT, Garmin InReach), paddling, hiking, camping, wilderness survival, land based navigation.
 - e. Wilderness First Aid (Non-Urban Emergency Care) This is a non-negotiable for educators and an excellent experience for students.
 - f. Indigenous ways of knowing and being with a land based focus.
2. Educator capacity development initiatives focused on action based, skill (competency) centered learning to be able to deliver land based programs such as:
 - a. Professional learning days focused on “Take me Outside” concepts.
 - b. In classroom and professional learning focused on sustainability activities that meet curricular competencies.
 - c. Integrating multiple subjects into a project or an activity.
 - d. Incorporating Indigenous ways of being into land based activities.
 - e. Digital portfolio creation, facilitation, and assessment.
3. Transportation Administration Procedures for “Activity Busses” to ensure programs have the ability to “get outside” in a flexible manner. West Coast Land Based Learning programs will necessitate the educator or support worker to have a Class 2 license for a 36-passenger bus and the Alberni Valley LBL programs will necessitate the educator or support worker to have a Class 4 license for a 24 passenger bus.

2a. Land Based Learning Programs: (ADSS and USS)

The majority of rightsholders recommended the creation of a land based learning program that validated Indigenous knowledge through Ministry of Education and Childcare based courses leading to a Dogwood Program. However, most input focused on de-colonializing educational

structures and practices and increased Indigenous principals of learning and Indigenous ways of being.

While the parameters for a land based learning program are not exhaustive, it is important to note that there are three main characteristics:

1. Focus on Indigenous ways of being and traditional learnings.
2. Focus on the development of positive personal and cultural identity leading to the development of self esteem and resiliency.
3. Focus on the creation of project based and cross curricular learning experiences.

At this time, we propose creating two, semester long LBL programs for students in grades 8-12 at ADSS and USS. The ADSS student learning site will be based out of the Eighth Avenue Learning Center and the USS program will be based out of the Tla-o-qui-aht community of Tyhistanis. It is proposed that both programs start in 2024.

2b. Land Based Learning program Budgets:

- a. **Start up Costs:** \$183,354.80 (See Appendix A for detail)
 - i. Start up costs will be covered by Community LINK budget
 - ii. Start up costs will be supplemented by Island Health grant (\$50,000: received)
 - iii. Additional grants have been applied for and will be put towards start up costs.
- b. **Operating Costs:** \$27,420 per site, per semester (See Appendix B for detail)
 - i. Operating costs will be covered by additional tuition recovery from the Ministry of Education and Childcare for .250 FTE funding for additional courses per student).

3. Secondary School Career Programs (Guiding and Outfitting) and International Education

Land based learning opens opportunities for youth, both Indigenous and non-Indigenous, to develop their connection to careers related to adventure tourism and develop their capacity to interact with the land. Also, it presents an excellent opportunity to market our International Education programs with local outings of international quality.

It is proposed that PRSD host the following programs during the summer months:

1. **Pacific Rim Wild experience:** Two, week long adventure learning opportunities tailored towards international students to assist in International student marketing to Della Falls (paddle and hike) with a backup location of the Nitinaht Triangle if fire or smoke restrictions prohibit travel in Strathcona Park.

2. **Pacific Rim Wild Guiding and Outfitting Program (PRSD Career Education):**
Creates the opportunity for ADSS-USS-EALC and BCS senior students to take career based or adventure learning courses in conjunction with international education students. PRSD students would take a week long PRSD “assistant guide” program leading to super host, food safe, first aid, Outdoor Council of Canada field leader and Paddle Canada tandem lake canoe certification and then apply the skills during a week long outing with international students as “assistant guides”.

Budgets for Pacific Rim Wild experience and Pacific Rim Wild Guiding and Outfitting Program:

All costs of the program are anticipated to be covered by tuition from PRSD students (over and above 1.0 FTE: 0.250-0.375 FTE) as well as fee paying International Students (\$2,000 per week per student; all inclusive).

Recommended Motion

THAT the Board of Education direct staff through the Superintendent, to commence Land Based Learning Programs for Alberni District Secondary School and Ucluelet Secondary School, starting in September 2024; and to commence the Pacific Rim Wild Experience and Pacific Rim Wild Guide and Outfitting Programs, starting in the Summer 2024.

Land Based Learning Start Up Costing (Valley)

| | | | | | | | |
|------------------------------------------|-------------------------|-------------------------------|--|--------------|--|--|--|
| Activities: | | | | | | | |
| Chaputs | (two sets) | | | \$49,617.28 | | | |
| | | | | \$4,997.52 | | | |
| Carving | | 32 x \$110 | | \$3,320 | | | |
| | | | | | | | |
| | | | | | | | |
| Woodworking Tools (cordless) | | | | \$5,000 | | | |
| | | | | | | | |
| | | | | | | | |
| Harvesting | | | | | | | |
| | | | | | | | |
| Bows | (PSE Nighthawk Recurve) | 16 x \$200 | | \$3,200 | | | |
| Arrows, Arm guard, finger saver, quivers | | | | \$1,800 | | | |
| knives | | | | \$1,000 | | | |
| axes | | | | \$500 | | | |
| Bow saws | | | | \$600 | | | |
| Filleting Knives | | | | \$500 | | | |
| Fishing Gear | | | | \$3,500 | | | |
| rope and cordage: | | | | \$600 | | | |
| Raingear: | | | | \$6,000 | | | |
| | | | | | | | |
| Outdoor Education: | | | | | | | |
| Packs | | 36 x \$250 (MEC Vista 70) | | \$9,000 | | | |
| Tents | | 18 x \$500 (MSR Elixir 3) | | \$9,000 | | | |
| sleeping pad | | 36 x \$80 (MEC camper delux) | | \$2,880 | | | |
| Sleeping bags | | 36 x \$150 (MEC Creekside -5) | | \$5,400 | | | |
| tarps | | 20 x \$90 (Scout tarp) | | \$1,800 | | | |
| | | | | | | | |
| Cook stoves | | (4 x 150: propane) 8 x \$300 | | \$3,000 | | | |
| Cooking pots | | 10 x 50 (Stainless Alpine) | | \$500 | | | |
| Cutlery and Plates | | 36 x 15 | | \$540 | | | |
| | | | | | | | |
| Wilderness Survival | | | | | | | |
| | | | | | | | |
| Compass | | 40 x \$100 (Suunto MC2) | | \$4,000 | | | |
| Maps | | 20 x 50 x 2 (1:50,000) | | \$2,000 | | | |
| Non Urban Emergency Care (Wilderness) | | 10 x \$600 | | \$6,000 | | | |
| Emergency Management: | | | | | | | |
| | | | | | | | |
| Garmin Inreach Minis | | 6 x \$500 | | \$3,000 | | | |
| Radios | | 8x \$200 (Motorola T600) | | \$1,600 | | | |
| Classroom: | | | | | | | |
| Technology | | | | | | | |
| | | | | | | | |
| | | 32 laptops | | \$32,000 | | | |
| | | | | | | | |
| Circle chairs-couches | | | | \$22,000 | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | \$183,354.80 | | | |

| Kamothak Operating Budget: Semester Based per class | | | | | | | | |
|-----------------------------------------------------|--|--|---------------------------------------------|------------------------|-------------|---------|--|--|
| | | | | | | | | |
| ALLOTTED: | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | Anticipated | Actual: | | |
| PERSONNEL | | | | | | | | |
| | | | Teacher | 1.0 FTE | | | | |
| | | | Indigenous Support Worker | 6.5 hr | | | | |
| | | | Paddle Project Mentors (carving) | \$200 x 10 sessions | \$2,000 | | | |
| | | | Honourariums | \$250 x 20 days | \$5,000 | | | |
| | | | | | | | | |
| | | | | | | | | |
| OPERATING | | | | | | | | |
| | | | Daily Food | \$60 x 4 x 20 (\$4800) | \$5,000 | | | |
| | | | Art Supplies | | \$1,000 | | | |
| | | | Indigenous Food | | \$1,000 | | | |
| | | | Building Project Supplies | | \$500 | | | |
| | | | Wildfoods Workshop | | \$200 | | | |
| | | | Tools and Tool Maintenance | | \$500 | | | |
| | | | Outdoor Supplies (maintenance and upgrades) | | \$1,000 | | | |
| | | | First Aid Supplies | | \$100 | | | |
| | | | Fuel | | \$5,000 | | | |
| | | | | | | | | |
| CERTIFICATES: | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | NUEC 1 | 18 x \$300 | \$5,400 | | | |
| | | | Food Safe | 18 x \$40 | \$720 | | | |
| | | | OCC Hiking | 18 x \$200 (\$3,600) | MAHER | | | |
| | | | Paddle Canada Big Canoe Paddler I | 18 x \$170 (\$3,060) | MAHER | | | |
| | | | Paddle Canada Intro Lake Tandem | 18 x \$170 (\$3,060) | MAHER | | | |
| | | | Paddle Canada Intro Ocean Tandem | 18 x \$170 (\$3,060) | MAHER | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | \$27,420 | | | |



PACIFIC RIM SCHOOL DISTRICT PUBLIC BOARD MEETING INFORMATION SHEET

Date: February 27, 2024
To: Board of Education
From: Tim Davie, Superintendent
Subject: BCSTA Comprehensive School Health Working Group Survey

Background

BCSTA has created a working group tasked with developing substance education and overdose response guidelines for districts and action recommendations for Boards of Education. The working group will also review student, staff and trustee mental health.

The first step is to identify current district substance education and overdose policies and mental health resources and identify 'lighthouse' practices which the working group can then share, to assist in the development of recommendations for province-wide best practices. A final report and recommendations from the working group will be shared with all districts and will also identify substance use (including vaping) education and prevention resources.

A survey was sent to all Boards of Education with some specific questions, which the Learning Services Team has reviewed and answered below, providing the Board with an overview of policies, resources, and practices in our district.

Discussion

Below are the survey questions as asked by BCSTA's working group.

1. What are your district's policies, protocols and administrative procedures regarding overdoses / non-responsive students and Naloxone training?

SD 70 has Policy 510 Safe Caring and Orderly schools which outlines the Pacific School Districts values on the necessary conditions of the learning environment to ensure student achievement. Under this Policy, SD70 has two Administrative Procedures (4003- Substance Abuse and Impairment – employees, and 5013 Pupil Involvement with Illegal Drugs and Alcohol – students) that speaks specifically about substance use and under the influence of a substance on school property.

Specifically, in relation to overdoses and/or non-responsive students and Naloxone training, Pacific Rim School District has provided Naloxone training to all school administration (Principals and Vice Principals) and a select number of exempt staff who work at the Board Office. In addition to providing training, the school district supplies all schools and board office with Naloxone kits and request yearly feedback regarding need to replenish Naloxone supplies.

In the case of a potential overdose, schools are expected to treat and respond to an overdose situation as an emergency. Pacific Rim School District 70 has Policy 711: Health and Safety- Violence in The Workplace as well as two Administrative Procedures (for students-AP 7100 and employees- AP7101) to guide response during and after the incident.

This response includes calling 911 when any employee comes across a non-responsive individual. Specific information would need to be known (ex. aware of substance use or addiction) or observed (ex. drug paraphernalia) to lead an employee to believe non-responsiveness is due to an overdose. If this assessment is made while waiting for paramedics to arrive, Naloxone kits are located at schools and board office to use if appropriate.

After the response is completed from Paramedics, Pacific School District 70 has reporting procedures to complete regarding student injury and/or employee injury, as per policy and administrative procedures.

Policy 510: [510safecaringandorderlyschoools.6acfaf1083.pdf \(sd70.bc.ca\)](#)

AP 4003: [4003substanceabuseimpairment.47e290994.pdf \(sd70.bc.ca\)](#)

AP 5113: [5013pupilmovementwithillegaldrugsandalcohol.da54221013.pdf \(sd70.bc.ca\)](#)

Policy 711: [711healthandsafetyviolenceintheworkplace.bc615c1092.pdf \(sd70.bc.ca\)](#)

AP 7100: [7100accidentinjuryprocedures.c288b81036.pdf \(sd70.bc.ca\)](#)

AP 7101: [7101employeeaccidentinjuryprocedures.0e795d1037.pdf \(sd70.bc.ca\)](#)

2. What are your district's policies and administrative procedures regarding substance use (including education, prevention, and harm reduction)?

Any educational programs are guided by our Ministry of Education and Childcare curriculum. The most common location of curriculum that addresses education and prevention regarding the topics of substance use, addictions and overdose is located in the Physical and Health Education curriculum. In our mainstream elementary and secondary schools, this curriculum is covered in PHE classes and supported by student support services staff outside of class time. The student support staff that provide ongoing education, prevention and harm reduction information include Counsellors, Mental Health Workers, Inclusion Support Teachers (neuro-diverse population required adapted information), Indigenous Support Workers and Education Assistants.

In addition to Pacific Rim School District mainstream schools, the school that offers Alternative Learning Programs (Eighth Avenue Learning Centre – EALC) also provides education, prevention and harm reduction to the students attending. This school site is a designated type three facility meaning it must offer enhanced services, beyond what is typically offered in mainstream schools. This supports the population of students and their unique needs. Some of the enhanced services being offered in these alternative programs include more intense education, prevention, intervention and harm reduction topics around substance use, abuse, addiction, and overdose.

Physical and Health Education K-12: <https://curriculum.gov.bc.ca/curriculum/physical-health-education>

3. What educational programs and resources are your district supporting? (Including educational programs prevention and harm reduction.)

In addition to Ministry curriculum covered at all schools and the enhanced services provided at EALC, the Inclusive Education Department in Pacific Rim School District also offers specific programs that are education and prevention focused and focus on both mental health and substance use/abuse/addiction.

Staff:

1. EFAP
2. ADTU offers an independent wellness program, which can include support for staff needing treatment (residential, outpatient, etc.)
3. District now has a joint Wellness Committee (focus on staff wellness initiatives based on needs assessment survey)
4. Manager Mental Health and Wellness – supports staff wellness and acts as a resource for staff who identified complex needs around wellness and substance use

Students:

1. **Manager Mental Health and Wellness** – consult with staff around complex student presentation around mental illness and substance use/abuse/addiction
2. **Preventure** – delivered to Grade 8 students across the district, an evidence-based intervention for substance use prevention targeting personality styles with goal setting and problem-solving strategies
3. **Open Parachute** – tier one program, K-12 for classroom teacher lessons focusing on mental health, specific mental health challenges for older grades (anxiety, depression, unhealthy coping strategies like substance use/abuse/addictions). School Counsellors have access to this program
4. **RCMP Conversation Cards** project offers a circle-based approach to facilitating youth conversation around substance use, how to find accurate substance related information (what's in a substance, what can it cause) and how to support peers struggling with substance use/crisis
5. **Building collaborative practices with ADAPS** (i.e., support for Foundry application, supporting community initiatives such as Screenagers, Youth Now Conference, and collaborative wrap around service support.
6. **Wellness Clinic Service Providers – ADSS**

4. Who are your district's community addiction services partners?

1. ADAPS
2. Wellness Clinic -Tiicmis Wellness Centre – Community Partners use this space, located in one of our High schools, to offer a variety of service focused on mental health, physical health, substance education/prevention/harm reduction
3. Child and Youth Mental Health (MCFD)
4. YSTAR
5. Usma- Teechukl Youth Outreach and Harm Reduction
6. Adult Mental Health (Island Health)
7. Shelter Society
8. Friendship Centre

-
9. NTC
 10. Ku-uss crisis line (Wellbriety – 12 step focus for adults with an Indigenous focus)
 11. Kackaamin Family Development Centre
 12. West Coast Community Resource Society
 13. MCFD
 14. AA and NA (adult services)
 15. Work BC
 16. CMHA Port Alberni
 17. Metis Association of BC
 18. ICY TEAM – Integrated Ministry Service Delivery Model – Pathways to Hope - Island Health will have a Concurrent Disorders and Substance Use specialist to work alongside SD70 ICY Clinician and Peer Support Worker

5. Please share any district initiatives or additional resources or comments that would assist in the committee's work.

- **FIT** – Focused Intervention Team – grade 8-12 - funded by Ministry Public Safety and Solicitor General. Specific criteria is in-risk youth, substance use/addiction, extreme vulnerability, sexual exploitation, trafficking, street/gang entrenched, homelessness. The focus is on bridging high risk youth with existing community resources, school supports, and promoting/building/strengthening/ protective factors.
- **ICY** – Integrated Child Youth Teams – currently have Clinician working, soon to hire a Peer Support Worker (lived understanding of mental health and/or substance use) team building in process but will include an integrated approach with multi-ministerial service providers, including a substance use specialist
- **Kaackamin** – SD70 Teacher for families engaged in treatment for substance use/abuse/addiction





PACIFIC RIM SCHOOL DISTRICT PUBLIC BOARD MEETING INFORMATION SHEET

Date: February 27, 2024
To: Board of Education
From: Barbara Ross, Secretary Treasurer
Subject: Enrolment Projections / 2024-2025 Annual Budget

Background

By February 15th of this year, districts are required to submit enrolment projections for the 2024-25 School Year. These projections are used by the Ministry to calculate our preliminary funding with which we will build our Annual Budget (Preliminary) for the upcoming year.

Discussion

Attached are the three-year enrolment projections sent on February 15, 2023. In addition, attached is an Overview of the 2023/24 Operating Grant Allocation Formula. The Overview for 2024/25 has not yet been released. Block funding falls into 4 categories:

- Basic Allocation for enrolment in a Standard School, Continuing Education, Alternate School and OnLine Learning. We do not yet know the per FTE rate for 2024/25.
- Unique Students Needs for enrolment in Special Needs Programs, Indigenous Education, Adult Education, English/French Language Learning, along with a special Equity of Opportunity grant for Mental Health and Youth in Care.
- Unique District Needs related to district factors such as climate and sparseness, as well as differences in the average teacher salary.
- Funding Protection grants are in place to address the impact of enrolment decline to ensure that no district receives less than 1.5% from the previous September.

Enrolment counts that affect funding are done four times per year. July, September, February, and May. The per FTE rates and the per Headcount rates showing are for the 2023-24 year. The rates for this year will not change, however, we will receive funding announcements for 2024-25 by mid-March, which will show projected enrolment using the new rates.

Once we receive our funding announcements, we will be in a position to begin to build our Preliminary Budget. The Ministry has not yet released the Budget Instructions for next year, but it is anticipated to be released mid-March at the same time as the funding announcements. What I can share with you at this time is the Financial Planning & Accountability for Board of Education document, recently updated. While the District is already practicing many of these recommendations / guidelines, we will contain to enhance our processes to incorporate more of the objectives of the Learning Guide.

- Step 1:** Enter your school district number here: 70 Alberni
Ministry of Education enrolment trend estimates are automatically filled once a school district number is entered above.
- Step 2:** Enter your district's enrolment estimates in the shaded cells of the District column for each of the three years displayed.

| | | Estimated Enrolment | | | | | | Notes |
|---------------------------------------------------------------------------------------------------------------------|-------------------------|---------------------|-------------------|-------------------|-------------------|-------------------|-------------------|----------------------------------------------------|
| | 2023/24 Interim Base | 2024/25 | | 2025/26 | | 2026/27 | | |
| | | District | Ministry* | District | Ministry* | District | Ministry* | |
| July Enrolment Count | | | | | | | | |
| Summer Learning: Grades 1-7 Headcount Enrolment | 0 | | 0 | | 0 | | 0 | |
| Summer Learning: Grades 8-9 Course Enrolment | 0 | | 0 | | 0 | | 0 | |
| Summer Learning: Grades 10-12 Course Enrolment | 0 | | 0 | | 0 | | 0 | |
| Grade 8 & 9 Cross-Enrolment Courses | 0 | | 0 | | 0 | | 0 | |
| September Enrolment Count - School-Age Basic Allocation | | | | | | | | |
| K-12 Standard (Regular) Schools FTE (School-Age) | 3,732.9375 | 3,818.0000 | 3,700.7733 | 3,832.0000 | 3,643.0670 | 3,887.0000 | 3,618.4709 | |
| Continuing Education FTE (School-Age) | 0.3750 | 10.0000 | 0.3750 | 10.0000 | 0.3750 | 10.0000 | 0.3750 | |
| Alternate Schools FTE (School-Age) | 218.0000 | 125.0000 | 218.0000 | 125.0000 | 218.0000 | 125.0000 | 218.0000 | |
| Online Learning FTE (School-Age) | 15.0000 | 25.0000 | 15.0000 | 25.0000 | 15.0000 | 25.0000 | 15.0000 | |
| Total Estimated School-Age Enrolment | 3,966.3125 | 3,978.0000 | 3,934.1483 | 3,992.0000 | 3,876.4420 | 4,047.0000 | 3,851.8459 | |
| Change from Previous Year | | 11.6875 | -32.1642 | 14.0000 | -57.7063 | 55.0000 | -24.5961 | |
| September Enrolment Count - Unique Student Needs | | | | | | | | |
| Level 1 Special Needs FTE | 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
| Level 2 Special Needs FTE | 155 | 150 | 164 | 155 | 173 | 155 | 183 | |
| Level 3 Special Needs FTE | 7 | 16 | 7 | 16 | 7 | 16 | 7 | |
| English Language Learning FTE | 36 | 35 | 36 | 35 | 36 | 35 | 36 | |
| Indigenous Education FTE | 1,313 | 1,330 | 1,337 | 1,345 | 1,361 | 1,360 | 1,385 | |
| Adult Education FTE (Non-Graduates only) | 4.8750 | 0.0000 | 4.8750 | | 4.8750 | | 4.8750 | Do not include Graduated Adult enrolment |
| February Enrolment Count - Continuing Education, Online Learning, Special Needs Growth and Newcomer Refugees | | | | | | | | |
| Continuing Education FTE - School-Age | 5.0000 | 0.0000 | 5.0000 | 0.0000 | 5.0000 | 0.0000 | 5.0000 | Include only new post-September enrolment activity |
| Continuing Education FTE - Non-Graduate Adults | 30.0000 | 15.0000 | 30.0000 | 15.0000 | 30.0000 | 15.0000 | 30.0000 | Do not include Graduated Adult enrolment |
| Online Learning FTE K-Grade 9 (School-Age) | 0.0000 | 2.0000 | 0.0000 | 2.0000 | 0.0000 | 2.0000 | 0.0000 | |
| Online Learning FTE Grades 10-12 (School-Age) | 1.0000 | 8.0000 | 1.0000 | 8.0000 | 1.0000 | 8.0000 | 1.0000 | Include only new post-September enrolment activity |
| Online Learning FTE - Non-Graduate Adults | 0.0000 | 0.0000 | 0.0000 | 0.0000 | 0.0000 | 0.0000 | 0.0000 | Do not include Graduated Adult enrolment |
| Level 1 Special Needs FTE Growth (All Schools) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 2 Special Needs FTE Growth (All Schools) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 3 Special Needs FTE Growth (All Schools) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Newcomer Refugees FTE (Standard & Alternate only) | 0.0000 | 0.0000 | 0.0000 | 0.0000 | 0.0000 | 0.0000 | 0.0000 | Include only new post-September enrolment activity |
| ELL FTE (applies to Newcomer Refugees only) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| May Enrolment Count - Continuing Education and Online Learning | | | | | | | | |
| Continuing Education FTE - School-Age | 10.0000 | 0.0000 | 10.0000 | 0.0000 | 10.0000 | 0.0000 | 10.0000 | Include only new post-February enrolment activity |
| Continuing Education FTE - Non-Graduate Adults | 30.0000 | 35.0000 | 30.0000 | 35.0000 | 30.0000 | 35.0000 | 30.0000 | Do not include Graduated Adult enrolment |
| Online Learning FTE K-Grade 9 (School-Age) | 0.0000 | 2.0000 | 0.0000 | 2.0000 | 0.0000 | 2.0000 | 0.0000 | |
| Online Learning FTE Grades 10-12 (School-Age) | 1.0000 | 8.0000 | 1.0000 | 8.0000 | 1.0000 | 8.0000 | 1.0000 | Include only new post-February enrolment activity |
| Online Learning FTE - Non-Graduate Adults | 0.0000 | 0.0000 | 0.0000 | 0.0000 | 0.0000 | 0.0000 | 0.0000 | |

***Notes:** Ministry estimates for school-age FTE enrolment in standard (regular) schools are determined by applying the Ministry-projected percentage change in enrolment for each district to the funded school-age FTE enrolment as used in the 2023/24 operating grant autumn recalculation.

Special Needs, ELL and Indigenous Education have been estimated using five-year enrolment trends.

Continuing Education, Online Learning, Alternate Schools, Adult FTE, Summer Learning and Grade 8-9 Cross-Enrolment enrolment totals are all carried forward from the 2023/24 operating grant autumn recalculation.

Enrolments for February and May are carried forward from estimates contained in the 2023/24 operating grant autumn recalculation.

- Step 3:** Enter estimates for the cause of your district's student movement for 2024/25. Include any relevant key assumptions that your district has made in its estimates in the Comments column.

| September 2024 Enrolment Count - Estimated School-Age Enrolment Movement | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------|
| Please provide additional detail for the Change from Previous Year line above by indicating the reasons that your district anticipates enrolment change in the lines below: | | |
| | 2024/25 | Comments: |
| Net provincial in-migration | | |
| Net international in-migration | | |
| Net migration to/from independent schools | | |
| Net other entrances/exits (to/from other districts, graduates, Kindergarten) | 11.6875 | |
| Total Estimated School-Age Enrolment Movement | 11.6875 | |

- Step 4:** Our district has considered all of the factors noted in the checklist provided in developing this estimate.

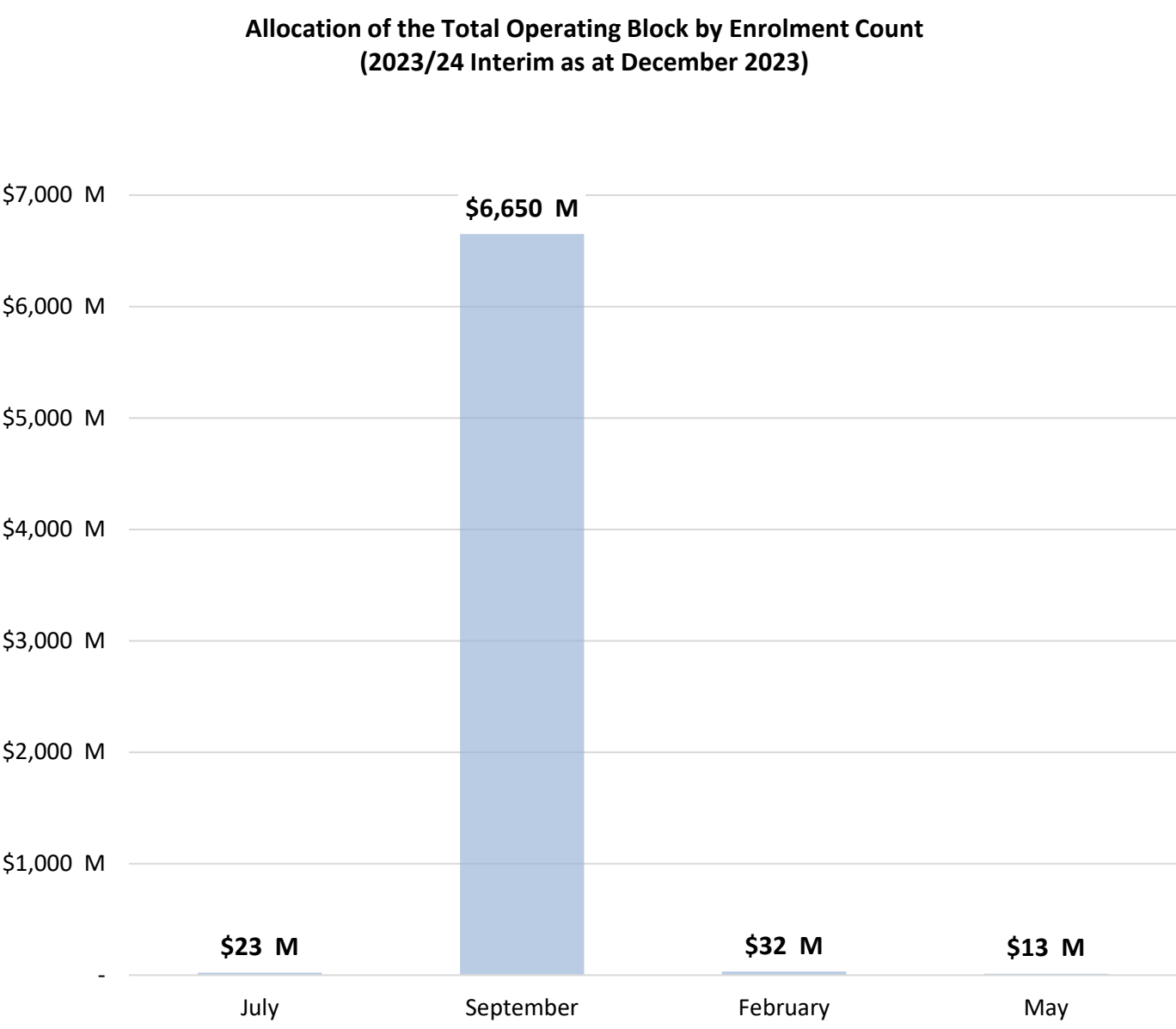
Yes: ☒ No: ☐

- Step 5:** Please provide a contact for follow-up questions:

Name: Barbara Ross
Title: Secretary Treasurer
Email address: bross@sd70.bc.ca

- Step 6:** When you have completed this form, please e-mail it to Michael Lebrun, Funding Analyst, Ministry of Education at: michael.lebrun@gov.bc.ca?subject=SD 70 Enrolment Estimates no later than Thursday, February 15, 2024.

Overview of the 2023/24 Operating Grant Allocation Formula



| | | |
|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| 75% allocated through the Basic Allocation | Basic Allocation | |
| | Common per student amount for every FTE student enrolled by school type. | |
| | Standard School | \$8,625 per school age FTE |
| | Alternate School | \$8,625 per school age FTE |
| | Continuing Education | \$8,625 per school age FTE |
| 17% allocated to recognize unique student enrolment | Online Learning | \$6,960 per school age FTE |
| | Unique Student | |
| | Additional per student funding to address uniqueness of district enrolment and support additional programming. Includes Equity of Opportunity Supplement for children and youth in care and students with mental health challenges. | |
| | Level 1 Special Needs | \$49,070 per student |
| | Level 2 Special Needs | \$23,280 per student |
| | Level 3 Special Needs | \$11,760 per student |
| | Indigenous Education | \$1,710 per student |
| 7% allocated to recognize unique district factors | English/French Language Learning | \$1,735 per student |
| | Adult Education | \$5,505 per FTE |
| | Unique District | |
| | Additional funding to address uniqueness of district factors. | |
| | Small Community | For small schools located a distance away from the next nearest school |
| | Low Enrolment | For districts with low total enrolment |
| | Rural Factor | Located some distance from Vancouver and the nearest large regional population centre |
| | Climate Factor | Operate schools in colder/warmer climates; additional heating or cooling requirements |
| | Sparseness Factor | Operate schools that are spread over a wide geographic area |
| | Student Location Factor | Based on population density of school communities |
| 0.1% allocated to buffer the effects of declining enrolment | Supplemental Student Location Factor | Level 1 and 2 special needs enrolment |
| | Salary Differential | Funding to districts that have higher average educator salaries |
| | Funding Protection / Enrolment Decline | |
| | Funding Protection | Funding to ensure that no district experiences a decline in operating grants greater than 1.5% when compared to the previous September |
| | Enrolment Decline | Funding to districts experiencing enrolment decline of at least 1% when compared to the previous year |
| | CSF Supplement | |
| | District receives a 15% funding premium on allocated funding. | |

All funding information estimated for the 2023/24 School Year

Financial Planning & Accountability

for Boards of Education

Updated January 2024

BCSTA

British Columbia
School Trustees
Association

Acknowledgment

BCSTA'S Learning Guides were first created in 2017.

Updates are shared with the recognition that BCSTA'S office is located on the unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) who have lived here since time immemorial and are rights-holders and stewards of these lands and waters. We are grateful to live, work and be in relation with people from across many traditional and unceded territories, covering all regions of British Columbia. We are honoured to live on this land and, with this acknowledgment, are committed to acts of reconciliation, decolonization and building relationships in our communities and schools. One of these acts is recognizing our role in leading for equity.

The redesign of these guides comes from our commitment to leading for equity, which requires us to reassess structures and processes to determine if they are responsive to the communities we serve. To center equity in our actions and decision-making we will seek and invite the voices and experiences of equity-deserving communities as we continue to co-design these resources. We commit to sharing ongoing updates that show the interconnectedness between our strategic plan, equity statement and resources. We welcome input at any time during the process as we move forward in this work together.

We are continuously reviewing the content of our guides. Please let us know if an edit or update is necessary.

Inside

This guide includes:

- Financial planning
- Legislative direction
- Reporting
- Ministry funding
- Planning
- Managing and monitoring
- The budget
- Multi-year financial plans
- Year end statements
- Conclusion



Financial Planning

Boards of education are responsible for improving student achievement in their districts. They exercise that responsibility by developing a strategic plan and a prudent use of financial resources.



Fiduciary Responsibility

Boards of education are elected to represent their communities in the delivery of public education and are trusted to act in a fiduciary manner in the development of their strategic plans and allocation of resources. This responsibility extends to effective risk management and compliance with relevant laws and standards.

A key element of a board's strategic plan is allocating fiscal resources. Financial planning and accountability are essential responsibilities for boards in their governance role.

This guide focuses on the two main areas of financial planning and accountability for boards:

- Annual budget planning
- Multi-year financial planning

Budget planning is focused on the next school year and multi-year financial planning is focused on strategies and initiatives in the following years, usually three.

Legislative Direction

The Ministry of Education and Child Care (MECC) has established policies and issued ministerial orders to strengthen financial accountability in school districts. Two important components of this work are materials prepared by the Financial Health Working Group in 2017 and the [Improving Equity and Accountability](#) report prepared by an independent review panel in 2018. These reports guide the ministry's policy requirements for school boards in strategic and financial planning.



Financial Health Working Group

Materials developed by the [Financial Health Working Group](#) in 2017 included these good practice guidelines for boards (bolded lines are ongoing requirements):

- **Establish a policy on budget monitoring and reporting**
- **Establish a surplus policy**
- Establish an audit committee and internal audit processes
- Capacity building for trustees and superintendents
- Provision of training in taxpayer accountability principles
- **Establish a financial statement, discussion and analysis process**
- **Develop a strategic planning process**
- Develop an enterprise risk management program.

Many boards have implemented the remaining guidelines in varying degrees. Several boards have established an audit committee and developed internal audit processes.

The group's work continues with toolkits on financial health questions and audit committees for boards to use in monitoring financial activities in their districts.

K-12 Funding Model Review

The 2018 [Improving Equity and Accountability](#) report included 22 recommendations in three areas: equity, accountability, and financial management.

EQUITY

Allocate funding to support improved student outcomes by providing equity of educational opportunities to every student in B.C.

ACCOUNTABILITY

A sound accountability framework is a critical part of the funding allocation model. Improving student outcomes and educational transformation requires accountability for the use of the funding.

FINANCIAL MANAGEMENT

Understanding cost pressures, sound planning and ensuring resources are used to support student outcomes underpin the education funding system.

The ministry created two committees to work on the recommendations - [Financial Management](#) and [Funding Equity](#). The Financial Management Committee's work has resulted in the development of two key policies that school districts are required to have in place to provide transparency and accountability in financial planning. These are the [K-12 Public Education Financial Planning and Reporting Policy](#) and the [K-12 Public Education Accumulated Operating Surplus Policy](#).

The [K-12 Public Education Funding Model Implementation](#) work is ongoing as the ministry is in the process of implementing the recommendations in a two-phase approach, with a focus on the recommendations related to accountability and financial management. Two important recommendations related to funding for Indigenous students are being considered by the Funding Equity Committee:

The ministry should retain targeted funding for self-identified Indigenous learners and maintain a minimum level of spending. (Review recommendation 2).

The ministry should work with the First Nations Education Steering Committee (FNESC) to support the continuous improvement of outcomes for Indigenous learners, particularly determining whether changes are needed to policies governing the use of the Indigenous student targeted funding envelope. (Review recommendation 3).

FESL

While the annual budget is still a mandated requirement, the current legislative direction extends to multi-year strategic planning as outlined in the [Framework for Enhancing Student Learning Policy](#) (FESL).

Under FESL, a board is required to develop and implement a multi-year strategic plan and individual school plans and submit them to the ministry by September 30th of each school year. Boards must align all district annual operational plans with the educational goals in the multi-year strategic plan and the school plans. The operational plans include all such plans and are not limited to financial, human resources, information technology, engagement and communications and long-range facilities plans.

The Educated Citizen

FESL focuses on the [Educated Citizen in the ministry's Statement of Education Policy Order \(OIC 1280/89\)](#). The order and the preamble to the *School Act* both state:

"The purpose of the British Columbia school system is to enable all learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy."

Related to this, the ministry [requires](#) boards to prepare an annual information report on student performance, including the educational outcomes and measures related to the intellectual, human and social and career development of students in the district.

Continuous Review

A board is also required to participate in a continuous review program established by the ministry to review alignment between the board's strategic plan and educational outcomes of students in the district to identify where improvement is needed. Participation in the continuous review program places responsibility on the board to act on the findings of the review and collaborate with Indigenous peoples and key education stakeholders throughout the process. As part of the FESL Continuous Improvement Program, the ministry is partnering with BCSTA to develop a provincial approach that supports boards of education to continuously improve student learning. An advisory committee of representatives from BCSTA, the BC School Superintendents Association (BCSSA), the BC Association of School Business Officials (BCASBO) and FNEESC has been established to collaboratively define the roles of trustees as governors of the system in planning and continuous improvement. The provincial approach is intended to:

1. Outline trustee roles and responsibilities in support of continuous improvement
2. Identify and create new tools and resources to aid boards in using the framework for continuous improvement and for board governance.

It is expected that the advisory committee's work will take place over the 2023-2024 school year to have roles defined and tools and resources in place for fall of 2024. This work is not intended to result in any legislative changes.

Reporting

The ministry requires boards to account for how they manage funding. The school district financial reporting branch has been established to ensure boards are meeting their financial responsibilities. The branch is also responsible for ensuring that school district budgetary and financial information is comparable, audited and publicly available.

School districts are part of the Government Reporting Entity which requires financial reporting under generally accepted accounting principles using public sector accounting standards.

In 2010, the Minister of Finance directed boards to adopt public sector accounting standards. This direction was pursuant to section 23.1 of the *Budget Transparency and Accountability Act* and was accompanied by a Treasury Board regulation. Section 156 (1) of the *School Act* is specific to the requirement of boards to undertake appropriate financial reporting and maintain control over expenditures. The order referred to in Section 156 (1)(b) is the ministry's Accounting Practices Order. The order directs boards to:

- account and keep records for funds
- spend or transfer amounts retained as operating reserves
- submit financial reports and statements.

Funds

Boards manage three separate funds that form the district's annual financial statements. These are:

OPERATING

This fund includes the assets, liabilities, revenues and expenses related to the daily operation of the district, including school and administrative functions. Expenses include salaries and benefits, classroom supplies, cleaning, heat, light, administration and student transportation. The operating fund should have an accumulated surplus.

SPECIAL PURPOSE

These funds consist of targeted and restricted funding provided to the school district for a specific purpose, function or activity and include restricted school generated funds. Revenues are only recognized when the related fund expenditure occurs. As such, special purpose funds will not have a surplus. If for any reason a particular special purpose fund has a deficit, that deficit will be transferred to the operating fund or the capital fund, depending on the nature of the deficit.

CAPITAL

This fund consists of capital assets (land, buildings, vehicles, buses) liabilities, capital grants, local capital revenues and amortization of deferred capital revenues (grants previously received) offset by local capital expenses and amortization of tangible capital assets and capital lease interest.

Each fund's budget has two components: expenditure and revenue. Expenditures are how much will be spent and on what. Revenues are where the money will come from.

Revenue

Although most public education funding is allocated by government, boards can generate revenue from other sources. For instance, a board may create an independent board business or establish a charitable foundation. School districts also generate local revenue from the facility rentals, interest on short-term deposits, international student fees and continuing education.

Fiscal Year

The fiscal year for boards extends from July 1 to June 30. Budget preparation for the coming school year usually begins in late fall and continues through to the following June. As the year progresses, the board monitors spending and makes adjustments as needed.

Ministry Funding

School districts receive most of their funding from the Ministry of Education and Child Care. Understanding what funding consists of, how it's distributed, and how it changes throughout the fiscal year, is helpful when developing budgets and multi-year financial plans.



Operating Grant

The ministry must announce how much funding will be paid to boards in the next fiscal year on or before March 15. This is referred to as the district operating grant. The initial funding announced is based on estimated student enrolments, submitted by districts on or before February 15. Boards will use the initial announcement to prepare their budgets for the next school year.

The ministry uses the following enrolment counts throughout the school year to adjust funding to districts:

SEPTEMBER

After districts have submitted their actual enrolment of students at the beginning of the school year, adjustments are made to all categories of students and a district's grant is either increased or decreased.

FEBRUARY

The board's enrolments as of February in continuing education, distributed learning, growth in special needs and newcomer refugee categories are used to recalculate the board's operating funding grant for the current year.

MAY

The board's enrolments as of May in distributed learning and continuing education are used to recalculate the board's operating funding grant.

In the case of the September enrolment count, the recalculated operating grant is announced in December which will cause the district to prepare an amended annual budget, per section 113 (2) of the *School Act*.

The February and May enrolment count adjustments become part of the district's grant allocation for the fiscal year. The total operating grant must be distributed to districts by June 30. It is distributed on what is called a "just in time" basis. The disbursements are made twice a month on the following schedule:

- July and August - three per cent of operating grant allocation per month,
- September - 5.35 per cent of allocation,
- October through March - 9.775 per cent per month,
- April through June - 10 per cent per month.

Indigenous Funding

Included in the operating grant and governed by [policy](#) is enhanced funding for school age students of Indigenous ancestry. Enhanced funding provides culturally appropriate programs and services to support the success of Indigenous students. The policy direction is part of a larger framework to support the achievement of Indigenous students. Other components of the framework include [enhancement agreements](#) (where the specific programs and services are documented) and school plans. The district's FESL may also have specific strategies to improve learning outcomes for Indigenous students to address the disparity that exists in many districts between Indigenous and non-Indigenous graduation rates.

Funded programs and services must be in addition to any other program and service which an Indigenous student is eligible. Indigenous education funding must not be used:

- to replace other funded programs such as Special Education or English Language Learning
- for the delivery of the provincial curriculum.

Capital Program Grants

For information on capital program grants refer to BCSTA's Capital Planning and Accountability Learning Guide, which includes detailed information on the ministry's major and minor capital programs and a board's responsibility for preparing an annual five-year capital plan.

Special Purpose Grants

The ministry also issues special purpose grants for specific reasons. These grants are called "restricted contributions." Treasury Board [Restricted Contribution Regulation 198/2011](#), issued in November 2011, defines a restricted contribution as "a contribution that is subject to a legislative or contractual stipulation or restriction as to its use." The current list of special purpose grants is extensive, but include:

- Annual Facility Grants (AFG) (operating amounts only)
- Learning Improvement Fund (LIF)
- Community LINK Grants (CLINK)
- Official Languages in Education French Programs (OLEP) Grants
- Strong Start Centre Grants
- Ready Set Learn Grants
- Classroom Enhancement Funds for Staffing, Overhead and Remedies
- First Nation Student Transportation Fund
- Mental Health in Schools
- Changing Results for Young Children (CR4YC)
- Safe Return to School/Restart Health & Safety Grant (2022/23 carry forward amounts)
- Federal Safe Return to Class/Ventilation Fund (2022/23 carry forward amounts)
- Seamless Day Kindergarten
- Student & Family Formability fund (2023 Carry Forwards)
- Feeding Futures Fund

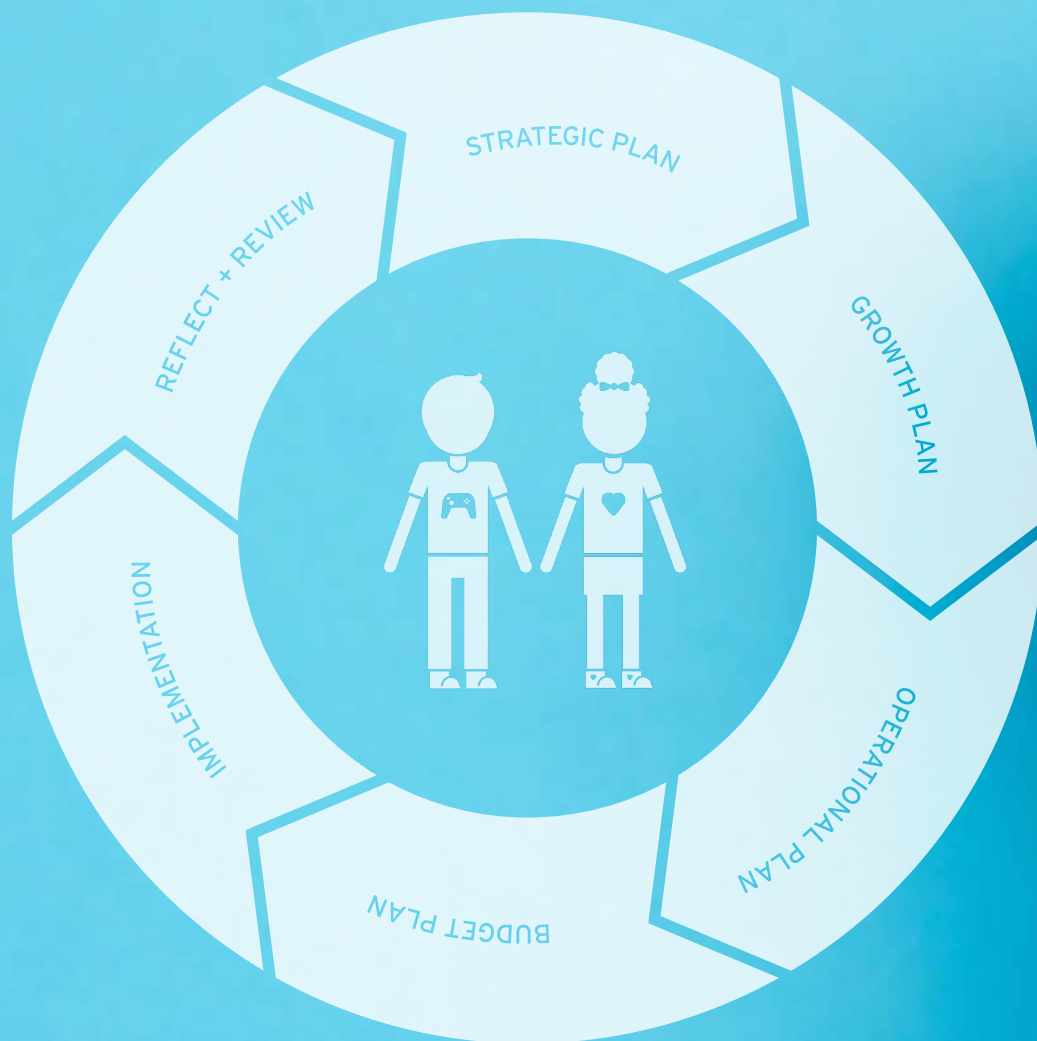
Included for reporting are the restricted contributions portion of school generated funds. These funds are not provided by the ministry but are generated at the school-level through donations and fund-raising.

Planning

Budget planning is the most important process a board will undertake. The board's strategic plan lays out the direction and goals for the district while the budget plan looks at the money needed to achieve those goals. Each board's goals and strategic direction will differ. Some districts will have literacy goals while others might focus on numeracy. The annual budget plan determines the best allocation of resources to meet the board's strategic objectives and responsibilities.

An effective budget plan will identify resources to support the district's strategic plan, FESL goals, growth and operational plans. An effective budget cycle tied to FESL is illustrated on the next page.





Setting Objectives

Setting annual budget objectives is helpful for the annual budget process. Objectives and principles should be:

- Financially focused to outline growth and revenue expectations as well as to identify cost pressures.
- Strategically focused on student learning support, especially in school growth plans.
- Operationally focused on programs and services to be provided and supported by the districts' administrative and leadership functions.

These principles, when established in advance of the budget preparation and consultation processes, will support the achievement of the strategic objectives and the goals of the FESL. They will support the development of a budget that is organizationally aligned and understandable at all levels of school district operations.

Examples of budget objectives and principles are:

- The strategic plan outlines student safety and safe routes to school as an objective. The budget plan will provide for bus routes, school calendar and school opening and closing times that meet this objective with an efficiently operational bus service.
- The strategic plan and the FESL outline the plans for improving literacy results. The budget plan will provide resources to schools for staffing and resources to implement those plans.
- The budget plan will adhere to the collective agreements. The budget plan will support school organizations that comply with the collective agreement's class size and composition requirements.
- The budget will support a long-term technology plan. The budget plan will delineate hardware, software and staff training needs in the area of technology.
- The strategic plan will address student wellness. The budget plan will support programs focused on mental health.

Budget Development

Districts inform their communities of the process that will be followed in preparing the annual budget with timelines and meeting dates. This is usually done in the late fall and should be approved by the board at a public meeting. Two key elements of the budget process that are approved by the board are:

- How consultation with stakeholders and rights-holders will take place.
- The assumptions and risks used to build the budget.

Consultation

Boards are expected to consult and communicate with their communities about the budget process and decisions. Much more than a legal requirement, it is the duty of elected boards to be accountable in the use of public money. When a community is engaged in the budget process, it is more likely to understand the board's challenges and support board decisions. Strategies for community engagement vary. Some boards establish a committee of community members and representatives from partner groups, while other boards seek broader public involvement through meetings and surveys. Regardless of the approach, all boards must include engagement with rights-holders in their consultation processes.

A good communication plan outlines:

- What will be announced and when.
- How and when decisions will be made.
- Which meetings will and will not be public.
- How news will be issued.
- How the media will be included in the process.
- Who will act as board spokesperson.
- Availability of trustees and senior staff at consultation meetings and public information sessions to demonstrate their commitment to a thoughtful and open process.

Assumptions and Risk Factors

All assumptions and risks should be fully disclosed to the board before commencing the budget development and approval processes. These assumptions and related risks should include:

- Key budget assumptions, such as enrolment levels, staffing levels, wages and benefits increases and inflation. The ministry has provided basic assumptions for consideration.
- Financial and business risks, such as increases in interest rates and increases in fuel prices.
- Highlighting of planned operational changes from the previous school year.

In budget presentations, management should ensure trustees have an understanding of all supporting materials, budget highlights, budget assumptions and financial and business risks so that all trustees understand the complete picture while the budget is being developed and before they are asked to approve it. It is often the case that initial assumptions used at the beginning of the budget development process will change due to factors outside the control of the board. For example, interest rates may change, which would cause the budgeted investment income level to change. It is important that all such changes are clearly explained as the budget is being developed.

Implementation Plan

An effective budgetary process includes analysis of what will happen when a plan is put into practice and how to correct variations from the plan.

A budget implementation plan monitors the variances that occur throughout the year. This plan may include the nature of the variance, expected dollar value of the change, the staff responsible and timeline for adjustment.

Budgetary controls within the implementation plan should include:

- Clearly defining managerial responsibilities
- Implementing a plan of action for individual budget sites
- Taking responsibility for adhering to the budget
- Monitoring performance against the budget
- Taking corrective action if results differ significantly from the budget
- Permitting significant departures from the budget only after approval by the board
- Investigating unexplained variances from the budget.

Delegation of Authority

A formal delegation of authority policy (i.e. a spending authorization matrix for senior staff and board) should be developed, approved by the board and implemented.

Managing and Monitoring

As the fiscal year unfolds, boards need to be confident that actual revenues and expenses will be consistent with what they have budgeted. If deviations and risks emerge, board members need to know early enough to work with their superintendent to make changes. This confidence can be achieved by having good controls in place and by regularly monitoring performance against the budget throughout the year. All school districts should have a budget monitoring and reporting policy or administrative procedure in place which directs management to provide the board (or a committee of the board) with, at a minimum, quarterly financial reports that compare actual financial performance against the budget.

Updates

Updates should include a comparison to the original budget and forecasts to the end of the school year in the following areas:

- Revenues
- Expenses
- Accumulated operating surplus or deficit
- Full-time equivalents (FTEs) for staff
- Eligible funded students.

The updates should also include an explanation of significant variances (i.e., variances greater than five per cent). School district spending can also be analyzed by the type of expenditure (e.g., salaries, employee benefits, supplies and services). In most districts the spending for salaries and benefits will average around 88-90 per cent, leaving only 10-12 per cent for supplies and services (down from a high of 15 per cent in the mid-1980s).

Budget updates should be formally received by the board. Management should review the changes with trustees to make sure they understand the impact of the changes on the budget plan. In addition to financial information, quarterly reporting should also highlight significant operational results and achievement against key performance metrics outlined in the board's FESL and strategic plan.

While dated, the [Improving Budgeting and Expenditure Management in the Public Education System](#) audit conducted by the auditor general in 2016 contains recommendations to improve budgeting and expenditure management in districts.

Accumulated Operating Surplus

School districts are now required to have an [Accumulated Operating Surplus](#) policy in place (also refer to the section on Multi-Year Financial Plans). Under that policy, boards can undertake effective planning that includes risk mitigation strategies when unexpected expenses occur, or budgeted revenues fall short by having a surplus in place to address those events. Boards are expected to have a clear, transparent understanding of the reasonable accumulation and planned use of operating surplus. The policy also allows boards to restrict portions of their operating surplus for future use to address board priorities.

In the policy's [companion guide](#) there are detailed descriptions of the components of the accumulated operating surplus boards should have in place to address emergent cost pressures, planned initiatives and operations. There are internally restricted components under the categories of:

- Due to the nature of constraints on funds (e.g., school generated funds)
- Anticipated unusual expenses identified by the board (e.g., for new initiatives)
- Operations spanning multiple school years (e.g., purchase commitments).

There should also be a restricted component for cost sharing for future capital projects as well as an unrestricted component or contingency. The contingency component is intended to address emergent costs that could not be budgeted for, such as costs related to forest fires where incurring such costs in the current year's budget would require a reduction of services. The contingency is also meant to address unrealized revenue, such as that experienced by many districts in the pandemic when international students did not return.

The Budget

The *School Act* requires the board to prepare an annual budget. Every year the ministry publishes instructions for districts to use in preparing the budget. Budget reporting must follow the same accounting principles used for financial statement reporting.

The annual budget requires the board to adopt a bylaw by June 30th. Under Public Sector Accounting Standards (PSAS) statements include the combined activities in all three funds (operating, special purpose and capital) and schedules are specific to each of the three funds. Each fund's budget has two components: revenue and expense.

A district's annual budget must have equal levels of estimated revenues and estimated expenses. Under the *School Act*, "estimated expenditures" means the estimated expenditures plus any operating deficit that the board must fund in the fiscal year and "estimated revenues" means the estimated revenues plus appropriated operating reserves. The annual budget in most districts will have a budgeted deficit, which will be in the capital fund due to the amortization of tangible capital assets (an expense) being greater than the amortization of deferred capital revenue (a revenue source). This is permitted in section 3 of the *Accounting Practices Order*.

Budgeted revenues are described as “by source” which means how the revenue was received by the district. Most of the district’s revenues will come from provincial grants from the Ministry of Education and Child Care, but other sources of revenue are from federal grants, tuition (particularly for international students), rental and leases of district facilities and investments. As mentioned, the amortization of deferred capital revenue in the capital fund is a revenue source.

Budgeted expenses or expenditures in the operating fund are described above as “by function, program and object.” The ministry classifies expenditures in five function areas: instruction, district administration, operations and maintenance, transportation and housing and debt services. Most districts do not service debt. The table below shows the various programs in each of the other four functions.

Objects refer to the type of expense or expenditure and consist of salaries in different employee groups, associated employee benefits and services and supplies. For example, in any of the programs in the instruction function there would be salaries for teachers, principals and vice principals, educational assistants, support staff, other professionals and substitutes. Whereas in most districts in the district administration function there would mostly be salaries for support staff and other professionals (business administration staff). Salaries for trustees would be in the other professionals in program 4.40 school district governance. Districts will categorize their services and supplies expenditures to suit their individual budgeting needs.

| INSTRUCTION | DISTRICT ADMINISTRATION | OPERATIONS & MAINTENANCE | TRANSPORTATION & HOUSING |
|-------------------------------------------------|---------------------------------|-----------------------------------|-----------------------------|
| 1.02 Regular instruction | 4.11 Educational administration | 5.20 Early learning and childcare | 7.41 Administration |
| 1.03 Career programs | 4.40 School district governance | 5.41 Administration | 7.70 Student transportation |
| 1.07 Library services | 4.41 Business administration | 5.50 Maintenance operations | 7.73 Housing |
| 1.08 Counselling | | 5.52 Maintenance of grounds | |
| 1.10 Special education | | 5.56 Utilities | |
| 1.30 English language learning | | | |
| 1.31 Indigenous education | | | |
| 1.41 School administration | | | |
| 1.60 Summer school | | | |
| 1.62 International and out of province students | | | |
| 1.64 Other | | | |

Multi-Year Financial Plans

The K-12 Public Education Financial Planning and Reporting Policy (FPAR) requires boards to develop, implement and monitor multi-year financial plans to support their strategic and operational needs, to show how they plan to engage community partner groups, including First Nations and Métis Nation BC.

Multi-year financial planning is not intended to serve as a multi-year budget but rather a projected financial plan based on previous years and expectations of future events. A multi-year financial plan discloses to the public what a board's long-term plans may be, and what the future multi-year financial outlook may look like.

However, as with budget planning, multi-year financial planning will use similar [assumptions](#). The development of multi-year financial plans will also be conducted along the same timeline as the annual budget process and involve the same consultation processes. The annual budget is intended to show how resources are being allocated to support specific goals and strategies in schools in the upcoming school year while the multi-year financial plans are intended to show longer term direction for those strategies, but would be subject to change depending on how the strategies for the school year unfolded in improving student outcomes.

The [K-12 Public Education Accumulated Operating Surplus Policy](#) provides guidelines and resources for boards to ensure a clear, transparent understanding of the reasonable accumulation and planned use of operating surplus. It also allows boards to restrict portions of their operating surplus for future use to address board priorities. Operating surplus, with consistent rules and guidelines in place, enables boards to engage in long-term planning, mitigate financial risk and support consistent service to all students in the province.

The Accumulated Operating Surplus Policy (AOS) is a component of the FPAR Policy and plays an important role in multi-year financial planning in that the use of surplus will allow a district to do more effective medium-term planning when implementing new initiatives to improve student outcomes or operational needs. The [companion guide](#) to the AOS provides specific rules related to appropriate use by a board of a district's surplus. Use of surplus will be planned and reported through the FPAR policy.

Multi-year financial plans should be for at least three years to reflect the ministry's three-year rolling service plan required under the *Budget Transparency and Accountability Act*. The intent is for boards to follow similar practices as the ministry and align with the timeline for the board's strategic plan, usually three to five years.

There is no specific requirement in the FPAR for board approval of the multi-year financial plans. The FPAR does not change, or impact bylaw processes or annual budget processes established in the *School Act*. The policy is outside the scope of a board's annual budget. Each board may establish their own approval process for multi-year financial plans. However, the ministry expects there should be some fulsome discussion with the board regarding the content and direction in the plan. Preferably, there should be mention in board minutes that a discussion took place, and the board agrees with the content and direction of the multi-year financial plan.

A board's multi-year financial plans do not have the same reporting timeline as the annual budget. Multi-year financial plans are expected to be submitted to the ministry by sometime in August of each year. The FPAR requires all boards to prepare and submit a Financial Statement Discussion & Analysis (FSD&A). Many boards are using the financial reporting template provided by the Financial Health Working Group. All boards are now expected to provide reports on their progress towards meeting the objectives and goals in their multi-year financial plans and link funding with enhanced outcomes for students through the existing financial reporting framework and the FSD&A. The FSD&A is not due to be submitted to the ministry until the end of September. This allows boards the time to analyze student achievement data published by the ministry in the summer for the last school year to determine how the previous year's multi-year financial plans were effective or not in improving student outcomes and report those findings in their FSD&A.

It was originally intended for boards to have their FPAR and AOS policies in place for 2021. However, that changed in late 2022, as the ministry and the Financial Management Committee worked with districts to provide guidance and direction in developing the policies. The expectation was that the policies would be in place for the 2023-2024 school year.

Year End Statements

The board's is responsible for preparing annual financial statements by September 15. Statements must be submitted to the minister by September 30. The ministry issues statement instructions annually.

A financial statement discussion and analysis, intended to provide the public with more specific details on budget goals and objectives, must be included.

Financial statements must be audited as per section 158 (1) of the *School Act* by a member of a chartered accountant organization as per section 158 (2), unless the ministry has designated the province's auditor general as the district's auditor.

According to the *School Act*, an auditor must make an examination that will enable the auditor to report to the board as required. The auditor has a right of access to every board record and information / explanations from any other persons necessary to complete the audit, other than student records. The auditor must submit a report to the board respecting the annual financial statements referred to in section 157.

The auditor must report to the board any transaction that exceeds the board's authority. In addition to the examination and reports required by the *School Act*, the minister or the board may at any time require further examinations and reports from the auditor that are considered necessary, and the auditor on their own initiative may make any further examinations or reports considered advisable.

The auditor must forward to the minister a copy of every report made by the auditor to the board or to an official of the board.

The auditor's report will contain an opinion that the financial statements have been prepared in accordance with section 23.1 of the *Budget Transparency and Accountability Act* of the Province of British Columbia rather than being presented fairly in accordance with Public Sector Accounting Standards (PSAS). The compliance framework and deviations from PSAS should be detailed in the notes to the financial statements.



Audit Committee

One of the recommendations from the Financial Health Working Group was that districts should establish an audit committee. The additional scrutiny that an audit committee provides improves the accountability of boards to their communities in the management of public funds.

Role of the audit committee:

- Help set the tone for the organization by emphasizing honesty, ethical behaviour and prevention.
- Oversee management, including ensuring that management establishes and maintains internal controls to provide reasonable assurance regarding reliability of financial reporting.
- Recommend the nomination and compensation of external auditors to the board.
- Directly oversee the work of the external auditors including reviewing and discussing the annual audit plan.

Conclusion

Boards are elected to represent their communities in the delivery of public education and are trusted to act in a fiduciary manner in developing strategic plans and allocating resources. The annual financial planning that boards undertake in developing budgets and multi-year plans that support the objectives in the FESL and other strategic and operational plans is a continuous inter-related process. As its primary focus, all financial planning by boards must have a shared moral imperative that all students can and will learn.

Strategic
planning

Guiding
principles

Budget
preparation,
consultation
and approval

Monitor
plan & amend
budget

Financial
statements
and audits



PACIFIC RIM SCHOOL DISTRICT PUBLIC BOARD MEETING INFORMATION SHEET

Date: February 27, 2024
To: Board of Education
From: Tim Davie, Superintendent
Subject: Operational Plan Update

Background

On June 27, 2023, The Board of Education passed a motion for the adoption of the 2023-2024 to 2027-2028 Board Strategic Plan. This document, which was derived through extensive online and face-to-face consultation, outlines Core Values, Mission, and Vision of the district, along with five Key focus areas and specific goals the Board intends to see achieved over the lifespan of this Plan.

In alignment with the Board Strategic Plan, the district Management Team created a corresponding annual Operational Plan that identifies key initiatives that will help advance the district's multi-year strategic plan's areas of focus and goals.

Discussion

The attached document shows the Board Goals, resulting Action Plans and the updated Status of each task. A column has been added to show the progress since the last Board update in November 2023.

Colour Key

| Colour | Definition |
|--------|-------------------------------------------------------------|
| Green | Implementation of task is underway |
| Yellow | Ongoing work to bring to implementation stage |
| Red | Task has passed its due date and has not been completed yet |
| White | Task has not yet reached its due date |

| Strategic Plan Focus Area | Board Goals | Strategy Description | Action Plans | Owner or lead (Department or person) | Start and Due dates | Nov 2023 Status (G, Y, R, B) | Feb 2024 Status (G, Y, R, B) |
|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-----------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| | | Describe the key strategies to be taken to achieve the goal. | Describe in detail the key action steps required to carry out the key actions | Identify the action owner or lead | Enter the start and due dates for the actions | Green - implementation Yellow - in progress Red - needs attention Blank - not yet due | Green - implementation Yellow - in progress Red - needs attention Blank - not yet due |
| Indigenous Learner Success and Relationships with First Nations and Metis | Remain committed to the Calls to Action of the Truth and Reconciliation Commission and BC's Declaration of the Rights of Indigenous People Act as ongoing priorities. | Establish a Truth and Reconciliation Advisory Committee inclusive of representatives of local Indigenous Rights Holders, representatives of the Nuu-Chah-Nulth Tribal Council, and the Alberni-Clayoquot Metis Nation to provide advice to the Board and Superintendent regarding the District's efforts in meeting the applicable educational Calls to Action as set forth by the Truth and Reconciliation Commission of Canada and the applicable educational declarations as noted in the BC Declaration on the Rights for Indigenous Peoples' Act (DRIPA). | Establish a Truth and Reconciliation Advisory Committee inclusive of representatives of local Indigenous Rights Holders, representatives of the Nuu-Chah-Nulth Tribal Council, and the Alberni-Clayoquot Metis Nation to provide advice to the Board and Superintendent regarding the District's efforts in meeting the applicable educational Calls to Action as set forth by the Truth and Reconciliation Commission of Canada and the applicable educational declarations as noted in the BC Declaration on the Rights for Indigenous Peoples' Act (DRIPA). | T. Davie | Sep-23 | | |
| | | | Include as a part of growth plans for excluded and principals and vice principals | T. Davie | Aug-23 | | |
| | Promote Indigenous ways of knowing and being and the BC First Peoples' Principles of Learning across all curriculum areas. | Provide meaningful professional development opportunities | Learning Services Team and Indigenous Education Team to build lesson plans with examples, demonstrate when giving demo lessons | J. Hansen J. Messenger | Jan-24 | | |
| | | | Early Learning and Childcare and Indigenous Education Team provide pro learning opportunities on indigenous ways of knowing, Nuu-chah-nulth and Metis culture, traditions and histories for early care and learning professionals and primary educators. | K. Charbonneau J. Hansen | Jan-24 | | |
| | | | Bring Indigenous Support Teachers together 4 times over the year | J. Hansen J. Messenger | Sep-23 | | |
| | | Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information. UNDRIP Article 15 | Learning services team provide pro learning opportunities throughout the year | J. Hansen J. Messenger | Jan-24 | | |
| | | | Indigenous Navigator will offer a StrongStart program on Nation land (Opitsaht) and offer programming based on Indigenous ways of knowing, language, and culture through song, dance and games. | K. Charbonneau J. Hansen | Jan-24 | | |
| | | | Highlight updated resources on Indigenous Education website | J. Hansen J. Messenger | Jan-24 | | |
| | Maintain and enhance meaningful relationships with Nuu-Chah-Nulth First Nations and the | States shall take effective measures, in consultation and cooperation with the Indigenous Peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations | Continue Indicators of Success meetings with Nations and Principals | J. Hansen | Sep-23 | | |
| | | | Review NEWs in schools. | P. Klaver J. Hansen | Sep-23 | | |

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| | Metis Society. | among Indigneous peoples and all other segments of society. UNDRIP Article 15 | Share learning activities and celebrations with Education Managers and encourage families to join | J. Hansen | Sep-23 | | |
| | | | Principals and Vice Principals and schools implement Local Education Agreements and Education Agreements. | J. Hansen | Oct-23 | | |
| | | | Examine barriers in our school district for Indigenous students and families | J. Hansen | Spring 2024 | | |
| | | Support the Board of Education through the process of connecting with the Nations and moving towards co-governance, allyship, and reconciliation. | Schedule meetings | T. Davie J. Hansen | Aug-23 | | |
| | | Work with the Nuu-Chah-Nulth Tribal Council and Nuu-Chah-Nulth Nations in the co-creation, implementation of terms, and monitoring of an Enhancement Agreement. | Meet with NIC and Nations | J. Hansen T. Davie | Nov-23 | | |
| | Ensure culturally relevant and welcoming environments for students and staff of Indigenous ancestry. | Explore appropriate cultural activities for students/staff | Develop annual district wide plans around Truth and Reconciliation Day. | J. Hansen T. Davie | Fall 2023 | | |
| | | | Expanding on cleansing and brushings, access to community services for Indigenous students | J. Hansen T. Davie | Fall 2023 | | |
| | | | Offer culture learning experiences for all staff. | J. Hansen | Spring 2024 | | |
| | | | Utilize student voice platforms to explore how Indigenous students are seeing themselves reflected in their learning. | J. Hansen T. Davie | Spring 2024 | | |
| | Build and enhance language and culture programs in all schools, including through the creation of land-based learning programs. | Develop culturally appropriate curricula - Truth and Reconciliation Calls to Action | Create a land based learning scope and sequence | D. Maher | Oct-23 | | |
| | | | Create specific grade level experiences | D. Maher J. Hansen | Sep-23 | | |
| | | Protect the right to Indigenous languages including the teaching of Indigenous languages as credit courses - Truth and Reconciliation | Strengthen Indigenous language and culture programs. | J. Hansen J. Messenger T. Davie | Sep-23 | | |

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| Student Achievement | Maintain literacy and numeracy as top priorities K-12. | Direct linkage of school plans with the Board Strategic Plan. | Define a school planning process with clear timelines and reporting expectations. 1. Superintendent to share template in August. 2. Submit school plan to Superintendent by September 8. 3. Post plan publicly by September 28. 4. Superintendent assigns schools to District staff. 5. District staff work regularly with schools on school plans. 6. Principals submit summary reflection to T. Davie by May 31. | T. Davie | Aug-23 | | |
| | | Support educator growth and nurture best instructional practices across District. | 1. District Professional Learning Plan - Prioritized through data & evidence review to identify goals and gaps (eg. Literacy, Numeracy, UDL, Assessment & Reporting). Plan is a combination of scheduled events and responsive to emergent need. 2. Annual plan for learning topics at Principal and Vice Principal Meetings. 3. Support District Professional Learning Communities | J. Messenger | Sep-23 | | |
| | | Develop a professional learning and mentorship plan for early career teachers. | 1. Consult & research 2. Develop plan. 3. Establish budget and resources required. 4. Implement plan. | J. Messenger P. Klaver | Jan-24 | | |
| | | Use data and evidence to direct allocation of resources. | 1. School Plans and Goals directly linked to data and evidence. 2. District Assessments guide instruction, intervention and professional learning activities. 3. Data from Enhancing Student Learning Report used to allocate resources. | T. Davie B. Ross P. Klaver J. Messenger | Jan-24 | | |
| | | Build Instructional Leadership Capacity across the District | 1. Professional Growth Plans 2. Involvement with Island Leadership Coalition 3. Vice Principal Meetings and learning opportunities. 4. Create a leadership development plan for District. | T. Davie P. Klaver/J. Messenger P. Klaver/J. Messenger T. Davie/P. Klaver | Fall 2023 | | |

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| | | Strengthen our learning services delivery model through the collaborative planning and work of the Learning Services Division. Model collective responsibility by bringing Learning and Innovation, Inclusion, Indigenous, Early Years and International Departments together. | 1. Create an operational plan and vision for the division. 2. Establish communication and access protocols for the division. 3. Review annually how collaborative planning can be improved. | Learning Services Leadership Team | Fall 2023 | | |
| | | Develop a District K-12 Numeracy Plan focused on: a) professional learning opportunities; b) increasing resources; c) intervention support and d) Screening and assessment. | Through a collaborative process: 1. Conduct needs assessment. 2. Research best practice and standards. 3. Develop strategies and interventions. 4. Seek feedback. 5. Implement and Support. 6. Evaluate and revise. | Learning Services Leadership Team | Fall 2023 | | |
| | | Develop a District K-12 Literacy Plan focused on: a) professional learning opportunities; b) increasing resources; c) intervention support and d) K - 3 Universal Screening | Through a collaborative process: 1. Conduct needs assessment. 2. Research best practice and standards. 3. Develop strategies and interventions. 4. Seek feedback. 5. Implement and Support. 6. Evaluate and revise. | Learning Services Leadership Team | Fall 2023 | | |
| | Focus on student engagement and commitment to their own learning. | Develop and build landbased and outdoor education learning opportunities K - 12. | 1. Identify successful existing programs. 2. Identify areas where there are opportunities to increase. 3. Develop an implementation plan which includes timelines, required resources, safety protocols, professional learning required and strategies for overcoming potential barriers. | P. Klaver J. Messenger D. Maher | Spring 2024 | | |
| | | Develop and build Landbased and Outdoor Learning Academy (LOLA). | 1. Identify successful existing programs. 2. Identify areas where there are opportunities to increase. 3. Develop an implementation plan which includes timelines, required resources, safety protocols, professional learning required and strategies for overcoming potential barriers. | P. Klaver J. Messenger D. Maher | Oct-23 | | |
| | | Enhance opportunities for students to explore career education activities that are personally meaningful and goal-oriented. | Develop District K-12 Career Education Plan with District Career Coordinator. | G. Freethy J. Messenger | Nov-23 | | |

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| | Close any learning or school completion gaps between Indigenous and non-Indigenous learners. | Focus on pre-school readiness for school with Indigenous families | Develop strategies with Indigenous Early Navigator | K. Charbonneau | Dec-23 | | |
| | | Align resources based on need. Distinction-based resource allocation specific to areas of focus (e.g. on-reserve learners). | 1. Use Indicators for Success and other data sources to plan individualized supports. 2. School Indigenous Achievement Teams to review data and collaboratively plan supports and initiatives for Indigenous student improvement. 3. Provide responsive budgeting and staffing inform. 4. Initiate targetted supports for Indigenous students in Grades 6 - 10 whose graduation pathways are in risk. | J. Hansen J. Hansen J. Hansen/B. Ross J. Hansen/M. Bennett | Fall 2023 Fall 2023 December 2023 November 2023 | | |
| | | Continue to bridge relationships between rights-holders and Indigenous partners and our school teams. | 1. Hold quarterly Indicators of Success Meetings. 2. Invite school leaders to attend IEAC and Culture Council Meetings 3. Indigenous Achievement Teams at every school planning interventions for Indigenous students in risk. 4. Every school is to have a Culture Plan to increase language and culture development. | J. Hansen | 1. Fall 2023 2. January 2024 3. September 2023 4. November 2023 | | |
| | | District involvement and support of Network of Inquiry and Indigenous Education. | 1. Promote and encourage school inquiry projects 2. Support inquiry projects throughout the year. 3. Celebrate and share out progress. | J. Messenger | Sep-23 | | |
| | | Work with the Nations for the co-creation, implementation of terms, and monitoring of Local Education Agreements. | Schedule regular meetings | J. Hansen T. Davie | Aug-23 | | |
| | | Work with the Metis Nation of BC and the Alberni Clayoquot Society in the co-creation, implementation of terms, and monitoring of an Education Agreement. | Schedule regular meetings | J. Hansen T. Davie | Aug-23 | | |
| | Connect with early years providers to support children's transitions into school. | Strengthen relationships between early years educators, Kindergarten teachers and District staff. | 1. Develop joint professional learning opportunities. 2. Create more connection and networking opportunities. | K. Charbonneau M. Bennett | 1. October 2023 2. Spring 2024 | | |
| | Focus on transitions into school, from elementary to secondary and to graduation with dignity, | Create district-wide transition plan for preschool to Kindergarten. | 1. Determine what practices currently exist 2. Establish what practices do we expect to see consistent across the district 3. How can we support and improve transition plans. | K. Charbonneau M. Bennett | Spring 2024 | | |

| Strategic Plan Focus Area | Board Goals | Strategy Description | Action Plans | Owner or lead (Department or person) | Start and Due dates | Nov 2023 Status (G, Y, R, B) | Feb 2024 Status (G, Y, R, B) |
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| | purpose, and options. | Create district-wide transition plan for elementary to secondary. | 1. Determine what practices currently exist 2. Establish what practices do we expect to see consistent across the district 3. How can we support and improve transition plans. | J. Messenger M. Bennett J. Hansen | Spring 2024 | | |
| | | Create district-wide transition plan for secondary to post graduation. | 1. Determine what practices currently exist 2. Establish what practices we expect to see consistent across the district 3. How can we support and improve transition plans and create new pathways to graduation. | J. Messenger M. Bennett J. Hansen D. Maher | Spring 2024 | | |
| | Provide the best possible support services for learners. | Strengthen our learning services delivery model through the collaborative planning and work of the Learning Services Division. Model collective responsibility by bringing Learning and Innovation, Inclusion, Indigenous, Early Years and International Departments together. | Learning resources in residence program for equitable access and collaborative connections. Use data to guide instruction and intervention. | Learning Services Leadership Team | Fall 2023 | | |
| | | Enhance and communicate a district-wide multi-tiered model of support. | Refreshing and refocusing our practice of RTI and UDL | Learning Services Leadership Team | Mar-24 | | |
| | Provide West Coast students with the same opportunities as are found in the Alberni Valley. | Build a common understanding of the differences between the West Coast and Valley schools. | 1. Conduct a review of service delivery at each West Coast school to identify where differences exist. Collect from multiple staff sources. 2. Analyze Data 3. Make recommendations for next steps 4. Promote findings and action steps. It is important to address concerns and change the narrative. | T. Davie | Fall 2024 | | |
| | Support involvement of parents and caregivers in their children's education. | Develop a District Communication Plan. | 1. Research best practices. 2. Develop plan. 3. Implement. | P. Mason T. Davie | Fall 2024 | | |
| | | Build on strengths and best practices already present in Dis | 1. Analyze and seek feedback about what is currently working across district. 2. Establish what parent involvement strategies we expect to see consistently across district. 3. Create an implementation plan to resource and support improvements. | P. Klaver P. Mason | 2024/2025 | | |
| | | Implement MyEd BC parent module. | Evaluate implementation of MyEd BC parent module to determine feasibility. | M. Gough J. Messenger | Spring 2024 | | |
| | Mental Health and Social-Emotional Well-Being | Provide all possible resources to support mental health and well- | Acknowledge the importance of adult well-being, provide opportunities for adults to reflect, connect and collaborate to support positive mental health. | Research and create a plan to address mental health and well-being of staff | P. Klaver S. Curliss | Start Oct 2023 Launch WC: Jan 2024 | |

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| | being of students and staff. | Create a district food security plan | 1. Identify existing programs 2. Determine funding sources 3. Develop a plan to maintain consistency and sustainability district wide | P. Klaver M. Bennett B. Ross | Fall 2023 | | |
| | | A whole district system that promotes student positive mental health, where mental health promotion is embedded in all aspects of the education system, including culture, leadership, curriculum and learning environments | 1. Determine the pathways and tiered mental health supports available to students in our District and communities 2. Develop prevention strategies 3. Collect more data 4. Review Policies and Administrative Procedures to ensure reflect Board values and Provincial mental health principles and strategies. | M. Bennett S. Curliss | Sep-23 | | |
| | | Target our most vulnerable and at/in risk students. Vulnerabilities and inequities exist and systemic barriers play an influential role in a person's experience. | 1. Implement Integrated Child & Youth teams 2. Guns & Gangs coordinator 3. Staff and community information sharing | M. Bennett P. Klaver S. Curliss | Sep-23 | | |
| | | Develop a plan to embed Indigenous Knowledge and Perspectives throughout all mental health and well-being practices | Consult with Indigenous communities. Gather information from existing programs in the province | J. Hansen | Fall 2024 | | |
| | Maintain and enhance relationships with community agencies, including in support of mental health and addiction education. | Identify community agencies and resource contacts | Create a resource guide/list. | M. Bennett | Jan-24 | | |
| | | Explore opportunities to collaborate and connect about the mental health, addiction and wellness of children and youth in our communities | 1. Monthly interagency meetings 2. ICY Teams 3. Community-based information sharing/presentations 4. Survey PVP, Itinerant Staff, to determine current collaborating and connection with community agencies to establish baseline | M. Bennett S. Curliss | Jan-24 | | |
| | Support effective outreach to children and families with the greatest need. | Research and develop outreach that considers mental health promotion, prevention and intervention that is culturally responsive and is in proportion to the impact and needs of children and families | 1. Establish alternative meeting environments and scheduling process 2. Consultation with Indigenous partners. 3. Preventure 4. ICY | M. Bennett S. Curliss | Sep-23 | | |
| | Ensure effective supports for children and youth in care. | Increase collaboration and communication with USMA & N | 1) quarterly reporting from USMA and MCFD to school district 2) engage in and offer joint learning opportunities 3) Joint planning and collaboration | M. Bennett S. Curliss | Jan-24 | | |

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| | | Review our data and collaborative approaches throughout the district to provide wrap around services for children and youth in care | 1) Determine foundational trauma training for staff groups and potential additonal/enhanced training opportunities 2) Academic Supports | M. Bennett | Aug-24 | | |
| | Focus on internet safety and effective uses of technology for all students. | Promote student resposonsible, safety and informed effective use of the internet as a learning and connecting tool for life | 1) Review Policy and Administrative Procedures 2) Explore ways students access and use the internet to inform preventative and intervention strategies 3) Update technology use agreement. 4) Education opportunities on Responsible and Safe Internet use for students, staff and families 5) Consistent district-wide plan and presentations | M. Gough J. Messenger | Jan-24 | | |
| Safe, Welcoming and Modern Learning Environments | Support diversity, equity, inclusion, and accessibility in all schools and workplaces. | Increase Student Voice 1. Form Committees 2. Conduct Empathy Interviews 3. Support school-based student voice | 1. a. Establish District Student Advisory council b. Establish Student Accessibility Advisory council c. Establish Indigenous Student Advisory council 2. Develop process to collect District-wide student opinion 3. Working with school admin | 1. a. T. Davie b. M. Bennett c. J. Hansen 2. J. Messenger 3. P. Klaver | 2023/2024 | | |
| | | Examine System for Bias & Privilege | Research process & learning required for conducting system-wide assessment for bias and privilege | J. Messenger J. Hansen | 2024/2025 | | |
| | | Review Admin Procedures/Policies to ensure consistency with DEIA standards | Consistent Signage (ie. washrooms etc.) | T. Davie P. Mason M. Bennett G. Roe | 2023/2024 | | |
| | | Support schools with establishing restorative practices and alternatives to suspension. | 1. Develop policy re: restorative practices/suspension 2. Review data 3. Explore the adoption of Indigenous ways of being to address specific events. Ie. restorative practices, using elders | T. Davie M. Bennett J. Hansen | 2023/2024 | | |
| | | Develop strategies for positions that present recruitment and retention challenges. Specfically West Coast. | Developing 'in house' training for Custodial and EA | P. Klaver T. Wilson | 2023/2024 | | |
| | | Develop an Indigenous equity hiring process | Draft Application, Consult Board, Consult Partners | P. Klaver T. Davie J. Hansen | 2023/2024 | | |

Pacific Rim School District 2023/24 - 2027/28 Operational Plan

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| | | Ensure Policies and Admin Procedures regarding (a) Equity, Diversity, and Inclusion, (b) Non-Discrimination, (c) Anti-Racism are presented to all employee groups | 1. Present at Principal and Vice Principal Meeting in August with directive to share at September start up meeting - create a brochure/poster to promote District belief - include ELF critically reflective q's system | T. Davie P. Mason | Aug-24 | | |
| | | Define and support essential elements expected in a universal classroom. | Develop a list of standardized equipment for K, 1-3, 4-7, 8-12 | J. Messenger G. Roe M. Bennett | Aug-24 | | |
| | | Define and support essential elements of a universal staff workspace | 1. Define design of standard workspace 2. Review existing spaces 3. Develop plan | G. Roe T. Wilson M. Gough | Fall 2023 | | |
| | | Support compassionate systems leadership and trauma informed practice. | Conduct scan of District to determine Leadership & Trauma Training and Needs | S. Curliss M. Bennett | Fall 2023 | | |
| | Ensure learning and working environments that celebrate cultural heritage and that are free from racism. | Develop Newcomer Resources | 1. Develop an informative electronic info package for families with translation 2. Include translating extension for website to make SD70 and Pacific Rim Children & Families Website information more accessible to newcomer families | M. Fryer K. Charbonneau M. Gough | Spring 2024 | | |
| | | Embed Indigenous art and culture in our schools, facilities and all environments. | 1. Develop District Policies and APs for consistent district-wide processes including funding and procedural steps. 2. Seek guidance from Elders Council. | T. Davie J. Hansen | 2024/2025 | | |
| | | Training around the cultural iceberg model that encourages people to look beyond the surface value of culture and look deeper into attitudes, communication styles, approaches to, concepts etc. | 1. Leadership is trained in concept. 2. Leadership team trains team at Learning Services Meetings 3. Have P and VP go over it at staff meetings 4. Have CI Days focused on concept | 1 & 2. K.Charbonneau M.Bennett J. Messenger J.Hansen M.Fryer 3. P & VP | 1. Nov 2023 2. Jan 2024 3. Feb 2024 4. April 2024 | | |
| | | District/school cultural celebrations for all cultures | Establish district calendar of dates to recognize (SD62 Island Network) https://drive.google.com/file/d/1GvCYhwG6HOVqz4iNw hOvpMbh5EUBTN2g/view | J. Messenger | Jan-24 | | |
| | | | | | | | |
| | Support all staff in implementing best modern practices. | Develop a Professional Learning Program for new teachers | Explore different models being used | P. Klaver | 2025/2026 | | |
| | | Learning support team to offer professional learning opportunities. | Professional learning, quick learning sessions online after school, have a calendar that is available for in-school supports | Learning Services Team | Fall 2023 | | |

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| | | District-wide technology plan | 1. Consistent Tech in Schools 2. Training for staff on Microsoft programs 3. Technology tips for all staff | J. Messenger M. Gough B. Ross | Fall 2023 | | |
| | Provide environments where students experience connections and have fun. | Conduct a scan of existing experiences/opportunities for connection | 1. Analyze data 2. Discuss with admin | J. Messenger P. Klaver | Spring 2024 | | |
| | Ensure strong outreach to parents, caregivers, and community resources.D | Develop consistent District Wide practice | Investigate and expand? WCS 4 year-old program | K. Charbonneau T.Sam | Dec-23 | | |
| | | Develop and implement a district communication plan. | 1. Develop working group to develop district communications plan 2. Define mediums being used to communicate and how best to use them in a consistent manner 3. Develop annual plan for advertising etc. | B. Ross P. Mason | Jan-24 | | |
| | | Continue to grow the Strengthening Early Years to Kindergarten Transitions Team (SEY2K) | 1. Do a system map on who's voice is missing on the team- I.e. childcare and parent voice, more Indigenous representative 2. Invite Inclusion Support Services to the team 3. Provide more Pop Play opportunities around community to connect with families we are not seeing at RSL opportunities and StrongStart to ensure we are forming strong relationships. Invite Learning Services Team members to join to build relationships early. | K. Charbonneau | 1.Nov 2023 2.Nov 2023 3.Nov 2023 | | |
| | | Increased outreach to families on reserve | 1. Hiring of Indigenous Navigator 2. School outreach to communities 3. StrongStart outreach to communities | J. Hansen K. Charbonneau | Nov-23 | | |
| | | Plan many opportunities for families to connect with community and School District Teams. | 1. Plan the year starting with Pop Up Play opportunities in community and in schools- Sept-Dec. Inviting community partners and school district staff to build relationship through play. We will use the Strategic Plan pillars to plan play activities. 2. Jan-May plan Ready Set Learn opportunities at 9 schools. Invite community service providers, Kindergarten Educators, Childcare Professionals, District SLP, OT and PT, Island Health Audiology. | K. Charbonneau & SEY2K Team | 1. Oct 2023 2. Nov 2023 | | |

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| | Provide accessible learning and working environments. | Gap Analysis - Assess needs District-wide | 1. Earmark funds 2. Contractor review 3. Tender contract 4. Award contract 5. Set schedule 6. Define action plan | Michell / Greg | 1. June 30, 2023 2. Sept 1, 2023 3. Sept 30, 2023 4. Oct 31, 2023 5. Nov 15, 2023 6. June 30, 2024 | | |
| | | Review and explore software to support accessibility | Technology devices, district-wide software image | M. Gough M. Bennett | Spring 2024 | | |
| | | Conduct a study to provide mechanical cooling in schools | 1. Access Earmarked Funds 2. Obtain proposal from mechanical contractor 3. Perform study 4. Review study results and define priorities 5. Pursue funding for prioritized projects | G. Roe | 1. Jun 15, 2023 2. Jun 30, 2023 3. Aug 31, 2023 4. Sep 15, 2023 5. Sep 30, 2023 | | |
| | | Provide safe spaces for all school communities | 1. Survey staff and students to determine where they feel safe/unsafe 2. Review results 3. Develop plan | M. Bennett J. Hansen T. Davie C. Poole | Jan-24 | | |
| | Support everyone situating "who we are, where we are, where we come from, our connections and our interconnections." | Build community across our district | Continue Elders/Grandparents in Schools | J. Hansen B. Ross | Sep-23 | | |
| | | | Consistently acknowledge language that can be used across the district and at all levels. | T. Davie J. Hansen | 2024 | | |
| | | | Offer Nuu-chah-nulth language/cultural opportunities to all staff | J. Hansen T. Davie | Fall 2024 | | |
| | Support SOGI initiatives and ensure safe environments for all LGBTQ2S+ students and staff. | System wide (board, staff, students, families) training and awareness building opportunities | Continue SOGI network | C. Poole, M. Bennett | Sep-23 | | |
| | | | More Staff Training - all staff groups (ie. Orientation) - target clerical | P. Klaver C. Poole M. Bennett T. Wilson P. Mason H. Fletcher | Fall 2024 | | |
| | | | Need consistent district wide language for documents | P. Mason H. Fletcher | 2023/2024 | | |

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| | | | District SOGI Walk on Community PRIDE Day | S. Curliss M. Bennett | 2024 | | |
| | | | Research and establish scope and sequence SOGI | M. Bennett J. Messenger | 2024/2025 | | |
| Environmental Stewardship and Global Citizenship | Promote environmental stewardship and global citizenship education across all curriculum areas. | Create a representative group to develop environmental stewardship and sustainability, education and practise, including local Nations | 1. Create working group 2. Develop framework/policy 3. Conduct district review 4. Create action plan | T. Davie B. Ross G. Roe | 2024/2025 | | |
| | | Create a representative group to develop global citizenship and education including local Nations | 1. Create working group 2. Develop framework/policy 3. Conduct district review 4. Create action plan | M. Fryer J. Hansen | 2024/2025 | | |
| | Develop District-wide structures to promote environmental stewardship. | Reduce school district's environmental impact | 1. Paperless Solutions 2. Conduct District energy audit 3. Conduct Waste/Recycling audit 4. Provide Fleet Driver Awareness and Education training to all staff who operate vehicles 5. Update travel policies to encourage carpooling 6. Develop EV charging policy. Develop EV outlets on all District properties. | 1. M. Gough B. Ross C. Neville 2-4. G. Roe 5. B. Ross C. Neville 6. G. Roe B. Ross | 1. September 2023 2. ? 3. 2023/2024 4. 2023/2024 5. 2023/2024 6. 2024/2025 | | |
| | Support community-wide environmental stewardship and efforts to limit the impacts of climate change. | Explore community based partnerships | 1. Identify community groups and/or initiatives that align with the goals in this strategic plan 2. Share opportunities with schools 3. Measure and publicize success 4. Review partnerships annually | 1. T. Davie 2. J. Messenger 3. T. Davie J. Messenger 4. T. Davie | 2024/2025 | | |
| | Support student leadership in climate action. | Increase leadership opportunities for students to engage | Research local, provincial, national, international opportunities | G. Freethy / T. Davie / M. Fryer | Spring 2024 | | |
| | | | Formally acknowledge work done by students (Awards? Scholarship?Credits towards graduation) | J. Messenger J. Hansen G. Freethy | 2024/2025 | | |
| | | | Plan a Ready Set Learn that explores the concept environmental Stewardship and global citizenship. | K. Charbonneau | Jan-24 | | |
| | | | Provide opportunities for students to attend in-person or virtual out of district events | P. Klaver / T. Davie | 2024/2025 | | |
| | Promote awareness of national and | Build district-wide awareness through connection and inter-connection | Develop a Pathways to Graduation program that focuses on global citizenship | J. Messenger M. Fryer | 2024/2025 | | |

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| | international issues and opportunities. | | Establish spaces/opportunities where International Students can share/display information about their culture/country/heritage | M. Fryer | Spring 2024 | | |
| | | | Promote Overseas Study experiences for (Gr 10 -12) | M. Fryer | 2023/2024 | | |
| | | | Secondary Student Voice Councils that work with Elementary Schools | T. Davie | Fall 2023 | | |
| | | | Build awareness of Indigenous issues nationally and internationally. | J. Hansen | 2024/2025 | | |
| | | | Explore international excursion opportunities for Indigenous students | J. Hansen / M. Fryer / P. Mason | 2023/2024 | | |
| | Support students to be engaged actively in their community. | Support school communities in noticing, naming and nurturing the core competencies which encourage students to become involved in group activities that make their classroom, school, community, or natural world a better place. | Create resource list to identify what opportunities already exist within the district | J. Messenger G. Freethy | 2024/2025 | | |
| | | | Volunteering in Community (K-12) | J. Messenger G. Freethy | 2024/2025 | | |
| | | | Innovatively educate secondary students on credits they can receive for community activities | J. Messenger G. Freethy | 2024/2025 | | |
| | | Develop a plan to promote and encourage student involvement/engagement in the community | Decide how we recognize student engagement within the community | J. Messenger G. Freethy | 2024/2025 | | |
| | | | District resource guide for 'experts'/community leaders who will present to classes | J. Messenger G. Freethy | 2024/2025 | | |
| | Promote anti-racism and an inclusive society, free from discrimination. | Listen and learn from Indigenous and racialized partners and communities to work collaboratively towards an education system that is free from racism and systemic barriers and promotes equity for all students. | Perform a scan of all Admin Procedures and Policies to ensure they are free of racism and systemic barriers | T. Davie | Fall 2023 | | |
| | | | Develop Administrative Procedures to accompany newly created Anti-Racism Policy to convey district procedures for learning, building awareness of anti-racism and response to racism in our system | M. Bennett | Nov-24 | | |
| | | | Implement BC's K-12 Anti-Racism Action Plan | M. Bennett | Sep-23 | | |
| | | Develop environments and practises in Early Learning that promote diverse abilities, cultures, languages, traditions and heritages that are celebrated and woven together | Develop a plan for Early Learning using Early Learning Framework | P. Klaver K. Charbonneau | 2024/2025 | | |
| | | | Check in with Childcare Providers - what are they doing to address this? | K. Charbonneau P. Klaver | 2023/2024 | | |
| | | | Consult with Childcare and Primary teachers | K. Charbonneau P. Klaver | 2024/2025 | | |
| | | | | | | | |



PACIFIC RIM SCHOOL DISTRICT PUBLIC BOARD MEETING ACTION SHEET

Date: February 27, 2024
To: Board of Education
From: Tim Davie, Superintendent
Subject: Co-Governance

Background:

On November 8, 2022, at the Inaugural Board Meeting, the Board of Education passed the following Motion:

That the Board of Education, School District 70, Pacific Rim, direct the Superintendent to research and present recommended models of Co-Governance that could exist between the SD 70 Pacific Rim Board of Education and selected representatives of local Nuu-Chah-Nulth Nations, Metis Nation, and Urban Aboriginal representatives.

On December 13, 2022, at an In-Camera Board of Education Meeting, the Superintendent reported to the Board on Superintendent discussions to date: including consultation discussions with Elected-Chiefs and representatives from the Nuu-Chah-Nulth Nations and the Metis Nation, and consultation with Assistant Deputy Ministers and Superintendent of Indigenous Education with the Ministry of Education and Child Care. Also, during this discussion, the Superintendent outlined a budget model for honorarium recognition of selected representatives at the table. Included in this discussion was direction from the Board table for the Superintendent to seek legal opinion on this Motion.

Legal briefing was received from Keith Mitchell, Partner Council, with Harris and Company on February 10, 2023 and presented to the Board of Education at the In-Camera Meeting on February 14, 2023. Included in this discussion was direction from the Board table for the Superintendent to prepare a 'Discussion Sheet' for the Board to consider regarding steps moving forward towards a co-governance Model.

Although the legal briefing as received from Keith Mitchell, Partner Council, with Harris and Company described why under the current legal structure, it is not possible to elect a First Nations trustee holding all the responsibilities of a trustee or being able to vote on matters before the Board, page 5, paragraph 2 of the briefing does state, "there is no reason there could not be appointed from the First Nations, a representative that is entitled to sit at the Board table and participate in discussion and debate (except on *in camera* matters),"

Keith Mitchell further states, page 5, paragraph 6, “... your policy on Committees of the Whole (P130) does provide for “by invitation”, participation by a representative of the NTC or other Indigenous organization.” In this legal briefing, Mr. Mitchell recommends that the Board consider removing the “by invitation” in this policy and make their membership on such committees embedded in policy.

As noted in this briefing, the Province of Ontario has, by regulation, adopted a First Nations Trustee model. Under this model, First Nations Trustees (otherwise known as *Trustees to represent the needs of Indigenous Students*) are appointed to a school board by their community. Although it is the responsibility of all trustees to work on behalf of Indigenous students, First Nations Trustees have a unique responsibility to the First Nation Community and to the school board. Page 5, paragraph 5, states, “we would encourage you [Board of Education SD 70 Pacific Rim] to consult with the [British Columbia] Ministry about adopting an analogous regulation to Ontario.”

As we know, the mantra from Indigenous representatives across the globe, including representatives of the Nuuchah-Nulth Nations is “Nothing About Us Without Us.”

In alignment with this mantra are the *Truth and Reconciliation Commission of Canada Calls to Action* and the *United Nations Declaration on the Rights of Indigenous Peoples*. On March 30, 2022, the Province of BC released the *Declaration on the Rights of Indigenous Peoples Act* requiring the province to develop and implement an action plan to meet the objectives of the UN Declaration, and to do so in consultation with Indigenous Peoples. Many of these Declarations and Calls to Action can be made relevant at a local governmental level. For example:

Of the 46 Articles contained within the *United Nations Declaration on the Rights of Indigenous Peoples*, the following declaration statements can be found:

- Indigenous peoples have the right to self-determination.
- Indigenous peoples have the right to practice and revitalize their cultural traditions and customs.
- Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.
- In conjunction with Indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.
- Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories, and aspirations which shall be appropriately reflected in education and public information.

And, of the 94 Calls to Action:

- No. 7 Call to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.

- No. 10. ii. Improving education attainment levels and success rates.
 - iii. Developing culturally appropriate curricula.
 - iv. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.
 - vii. Respecting and honouring Treaty relationships.
- No. 12. Call to develop culturally appropriate early childhood education programs for Aboriginal families.
- No. 43. Call to adopt and implement the *United Nations Declaration on the Rights of Indigenous Peoples* as the framework for reconciliation.
- No. 46. i. Reaffirmation of the parties' commitment to reconciliation.
 - iii. Adoption and implementation of the United Nations Declaration on the Rights of Indigenous Peoples as the framework for reconciliation.
- No. 57. Call to provide education on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples.

The core values for the SD70 Board of Education are inclusion, engagement, achievement, integrity, and collaboration.

Nuu-Chah-Nulth Principles include ʔiisaak (greater respect...), ʔuuʔaʔuk (taking care of...), and hišuk ma čawak (everything is one...).

(Jack, J.A. (2014) Hish-we-tsa-wak, Uu-a-thluk & lisaak: Reconciling traditional values and Modern Governance)

While amongst the Metis values are kwayest chi tota mik (honesty), kishchiitaytamik (respect), pishkaymitook (caring), and pa iksitii (patience).

(Metis Nation British Columbia Metis Values Poster)

The Board of Education was presented with the tim 'as (devils club) that serves as a traditional contract and a request to do better for Indigenous students in our district. How does this contract align with the core values as noted above?

It is important to consider the crossover connections between these sets of values or principles as the parties consider what co-governance will look like. Considering the applicable Declarations, Calls to Action, and Core Values, how will the parties move forth? This will require an examination of practice and consideration of colonial ways.

Co-Governance

The Take Action – Minnesota group writes, “we see people in decision-making roles move through the world and make choices that are not connected to the people that are directly impacted.” Again, Nothing About Us Without Us.

In an Assembly of First Nations paper, Robert S. Pomeroy, et al. described joint-management (co-governance) as “the sharing of responsibility and authority between the government (Board) and community (Nation).” Gerret Rusnak (1997) wrote “this relationship involves a change from a system of centralized authority and top-down decisions, to a system which integrates local... management in arrangements of shared authority, or at least shared decision-making.”

Co-governance is the sharing of governance responsibilities between the agencies, each having responsibility within their respected spheres, but sharing the same goals and objectives. The co-governance model extends the concept of collaboration into governing processes.

Update:

Following the Nothing About Us Without Us mantra, the Board of Education hosted three collaborative discussion meetings, August 29, 2023, December 4, 2023, and February 12, 2024, with representatives of the Nuu-Chah-Nulth Nations whose territories the Pacific Rim School District resides in or borders upon to discuss co-governance.

Trustees and Senior Staff have heard from many of the representatives that there is interest to further discussions and set guidelines related to co-governance between the Pacific Rim Board of Education and Rights Holder representatives from the Nuu-Chah-Nulth Nations.

To this end, staff recommend the following motions be passed:

THAT the Board of Education direct staff through the Superintendent to invite the following Nuu-chah-nulth Nations, ʕaahʔuusʔath (Ahouasht First Nation), ɕšaaʔath (Tseshah First Nation), diitiidʔaaʔtx (Ditidaht First Nation), ʕaʔuukʔiʔath (Tla-o-qui-aht First Nation), ʔukʔaaʔath (Toquaht Nation), hiškʔiiʔath (Hesquiaht First Nation), hupačasath (Hupacasath First Nation), ʔuučuuʕʕisʔath (Uchucklesaht First Nation), huuʔiiʔath (Huu-ay-aht First Nation), and Yuuʔuʔiʔath Government, to provide written expression of their interest in moving forward with Co-Governance, sitting with the Board of Education and Standing Committee members at Public Board Meetings and Standing Committee Meetings, in a collaborative, consultative and consensus building manner, supporting the decision-making processes of the governing body; and

THAT the Board of Education direct staff through the Superintendent, to request each of the above-named Nuu-chah-nulth Nations to provide the name of a selected representative, selected to sit in the above-described co-governing structure, on behalf of their respective Nation.

We look forward with great anticipation to sitting together, with the insights, values, culture, and wisdom that all parties bring to the table, using the wealth of combined knowledge to guide and enhance the path of education in the Pacific Rim School District for all students, in the best way possible.



PACIFIC RIM SCHOOL DISTRICT PUBLIC BOARD MEETING ACTION SHEET

Date: February 27, 2024
To: Board of Education
From: Paula Mason, Manager of Corporate Services
Subject: Board Office Sign Approval

Background:

On February 20, 2024 Staff brought a selection of design options before the Finance, Operations and Assets Committee, asking that they provide direction as to which style of sign they would like used in replacement of the previous Board Office sign, as the old sign was removed due to its poor condition. The Committee recommended Option 1 from the several options presented.

Recommended Motion:

THAT the Board of Education direct staff through the Superintendent, to proceed with the replacement of the board office sign using design Option 1 as recommended by the Finance, Operations and Assets Committee on February 20, 2024.



XXXX: TRUSTEE BURSARY POLICY (P)

At the beginning of each new four-year electoral term, newly elected Trustees must approve the continuation of this policy for the upcoming term. Individual Trustees must then decide what amount they would like to contribute on a monthly basis and advise the Secretary Treasurer of said amount. This amount will be withdrawn as a monthly deduction from each Trustee's payroll. Trustees are welcome to contribute as much as they wish, with the option to not contribute at all. When bursaries are presented to students, they will be presented as coming from the Board of Education as a whole, regardless of individual contribution amounts. The amount of each bursary will be dependent on how much money is in the bursary fund each year.

Each year the Board of Education Trustees present eligible students with the following Trustee Bursaries:

- **TRUSTEE BURSARY – Pacific Rim Board of Education – Indigenous Learners (ADSS, EALC, BCS and USS)**
This Bursary will be awarded to an Indigenous Learner who has a good record of achievement and is planning on attending a public post-secondary institution. It will be based on financial need, community volunteerism and/or social justice involvement. This award must be used within 18 months of graduation. Proof of registration in a post-secondary institution or trades program is required. Students applying will need to write an essay or use a multimedia format demonstrating how they have been a role model or inspiration for other students.
- **TRUSTEE BURSARY – Pacific Rim Board of Education – ADSS**
This Bursary will be awarded to an individual who has a good record of achievement and is planning on attending a public post-secondary institution. It will be based on financial need, community volunteerism and/or social justice involvement. This award must be used within 18 months of graduation. Proof of registration at a post-secondary institution or trades program is required. Students applying will need to write an essay or use a multimedia format stating one social justice issue in which they were involved and how it changed their lives.
- **TRUSTEE BURSARY – Pacific Rim Board of Education – USS**
This Bursary will be awarded to an individual who has a good record of achievement and is planning on attending a public post-secondary institution. It will be based on financial need, community volunteerism and/or social justice involvement. This award must be used within 18 months of graduation. Proof of registration at a post-secondary institution or trades program is required. Students applying will need to write an essay or use a multimedia format stating one social justice issue in which they were involved and how it changed their lives.
- **TRUSTEE BURSARY – Pacific Rim Board of Education – EALC & BCS**
This Bursary will be awarded to an individual who has a good record of achievement and is planning on attending a public post-secondary institution. It will be based on financial need, community volunteerism and/or social justice involvement. This award must be used within 18 months of graduation. Proof of registration at a post-secondary institution or trades program is required. Students applying will need to write an essay or use a multimedia format stating one social justice issue in which they were involved and how it changed their lives.



XXXX: Housing Policy (P)

draft: 24 02 13

Purpose

The Board of Education of School District 70 (Pacific Rim) may provide rental accommodation in Tofino, Ucluelet and Bamfield for school district staff on a yearly basis. The Board of Education maintains teacher accommodation to temporarily assist schools in these communities for the purposes of recruitment and retention. It is not the intent of the Board to ensure subsidized housing on a continuing basis.

DRAFT



XXX: Privacy Policy (P)

draft: 24 02 13

Purpose

School District 70 Pacific Rim is committed to ensuring the privacy, confidentiality, and security of all personal information that it collects, uses, discloses, and maintains in connection with its programs and activities. The School District complies with the School Act (“Act”) and the Freedom of Information and Protection of Privacy Act (FIPPA) in relation to the protection of privacy. This Policy sets out the School District’s commitment, standards, and expectations regarding the appropriate practices for the collection, use and protection of personal information.

DEFINITIONS

- a) “Personal information” means recorded information about an identifiable individual, but does not include an individual’s business contact information (business address, email address, telephone number);
- b) “FIPPA” means the BC Freedom of Information and Protection of Privacy Act;

References

Freedom of Information and Protection of Privacy Act, R.S.B.C. 1996, c. Part 3
School Act, R.S.B.C. 1996, c. 412 sections 9, 79 (3)
Nanaimo Ladysmith Public School



XXX: Records Retention (P)

Approved: 05 27 2014
Draft Revised: 01 23 2017
Draft Revised: 05 23 2023

POLICY

Pacific Rim School District 70's Board of Education requires records to be maintained and to provide control over the quality and quantity of information produced by the School District from its creation until its disposal, for legal, fiscal, and historical purposes and that proper custody, storage and disposal of records shall comply with provincial and federal legislation.

The Secretary-Treasurer is responsible for the implementation of the Administrative Procedure.

Once records are past their applicable timeframe as outlined in the Records Retention Administrative Procedure XXXX, the Supervisor or Principal responsible for the departments records is authorized to destroy them if they are satisfied that the records hold no further value, and no historical or archival value remains.

The Board supports transition of records from paper-based to electronic where it is possible to ensure security of such records in a form consistent with the standards of paper-based records.

Reference:

[ARCS ORCS User Guide - GRS RM Guide \(gov.bc.ca\)](#)
Education Operation Records Classification System ([education.pdf \(gov.bc.ca\)](#))
Education Data Reporting and Analytics Operational Records Classification System
([education_data_reporting_and_analytics_orcs.pdf \(gov.bc.ca\)](#))
[Information Management Act \(gov.bc.ca\)](#)
Records Retention Administrative Procedure XXXX



XXXX: Public Interest Disclosure Policy

Purpose

The Board of Education of School District No. 70, Pacific Rim is committed to honesty, integrity and accountability in its operations, programs and services, and to promoting a culture of openness and transparency. The School District encourages and supports all employees in bringing forward reports of unlawful acts and acts of wrongdoing in a manner consistent with the provisions of the British Columbia *Public Interest Disclosure Act* ("PIDA").

The purpose of this Policy and related Procedures is to establish a process, in compliance with PIDA, for employees to report, in good faith, wrongful or unlawful conduct without fear of retaliation or reprisal.

1.0 Scope of Policy

This policy applies to allege wrongdoing related to School District 70's operations or personnel. This policy does not displace other mechanisms set out in School District 70's Policy for addressing and enforcing standard of conduct, disputes complaints, or grievances, including issues of discrimination, bullying and harassment, occupational health and safety, or disputes over employment matters or under collective agreements.

2.0 Definitions

In this policy and the procedures, the following capitalized terms are defined as indicated:

"Advice" means advice that may be requested in respect of making a disclosure or a complaint about a Reprisal under this Policy or PIDA;

"Discloser" means an Employee who makes a Disclosure or seeks Advice or makes a complaint about a Reprisal;

"Disclosure" means a report of Wrongdoing made under this Policy and includes allegations of Wrongdoing received by School District 70 from the Ombudsperson or another government institution for investigation in accordance with PIDA;

"Employee" refers to a past and present employee of School District 70;

"FIPPA" means the *Freedom of Information and Protection of Privacy Act*, and all regulations thereto;



“Investigations” means an investigation undertaken by School District 70 under this Policy or by the Ombudsperson under PIDA;

“Personal Information” has the same meaning set out in FIPPA, namely “recorded information about an identifiable individual”, and includes any information from which the identity of the Discloser or any person who is accused of Wrongdoing or participates in an Investigation can be deduced or inferred;

“PIDA” means the *Public Interest Disclosure Act* of British Columbia, and all regulations thereto;

“Procedure” means School District 70’s Administrative Procedure associated with this policy, as amended;

“Reprisal” means the imposition of, and any threat to impose, discipline, demotion, termination or any other act that adversely affects employment or working condition of an Employee because they made a Disclosure, sought Advice, made a complaint about a Reprisal or participated in an Investigation; and

“Wrongdoing” refers to:

- a) a serious act or omission that, if proven, would constitute an offence under an enactment of British Columbia or Canada;
- b) an act or omission that creates a substantial and specific danger to the life, health or safety of persons, or to the environment, other than a danger that is inherent in the performance of an employee’s duties or functions;
- c) a serious misuse of public funds or public assets;
- d) a gross systematic mismanagement;
- e) knowingly directing or counseling a person to commit any act or omission described in paragraphs (a) to (d) above.

3.0 Statement of Principles

- 3.1 School District 70 is committed to supporting ethical conduct in its operations and seeks to foster a culture in which Employees are encouraged to disclose Wrongdoing, including receiving, investigating, responding to Disclosures and by providing information and training about PIDA, the Policy and Procedures.
- 3.2 School District 70 will investigate Disclosures that it receives under this Policy. Investigations under this Policy will be carried out in accordance with the principles of procedural fairness and natural justice.
- 3.3 School District 70 will not commit or tolerate Reprisals against any Employee who, in good faith, makes a request for Advice, makes a Disclosure, participates in an Investigation or makes a complaint under this Policy.



- 3.4 School District 70 is committed to protecting the privacy of Disclosers, persons accused of Wrongdoing and those who participate in Investigations in a manner that is consistent with its obligations under PIDA and FIPPA.

4.0 Privacy and Confidentiality

- 4.1 All Personal Information that the School District collects, uses, or shares in the course of receiving or responding to a Disclosure, a request for Advice, a complaint of a Reprisal, or conducting an Investigation will be treated as confidential and will be used and disclosed as described in the Policy, the Procedures, PIDA and as otherwise permitted or required under FIPPA and other applicable laws.

5.0 Reporting

- 5.1 Each year, the Superintendent shall prepare, in accordance with the requirements of PIDA, and make available, a report concerning any Disclosures received, Investigations undertaken and findings of Wrongdoing. All reporting under this Policy will be in compliance with the requirements of FIPPA.

6.0 Responsibility

- 5.1 The Superintendent is responsible for the administration of this Policy and shall ensure that training and instruction is available to all Employees concerning this Policy, the Procedures and PIDA.
- 5.2 In the event the Superintendent is unable or unavailable to perform their duties under this Policy, the Superintendent may delegate their authority in writing to the Secretary-Treasurer or other senior members of School District 70.

Paula Mason

From: City of Port Alberni <sara_darling@portalberni.ca>
Sent: Tuesday, February 13, 2024 4:02 PM
To: Paula Mason
Subject: February 12, 2024 Council Summary

CAUTION: This email originated from OUTSIDE SD70. Do not click links or open attachments unless you recognize the sender and know the content is safe.



City Council Meeting Summary

February 12, 2024

An information report summarizing the regular meeting of Council held on February 12, 2024. This is not the official minutes. For more information, please contact the Corporate Services department at 250.723.2146 or email: corp_serv@portalberni.ca.

UNFINISHED BUSINESS

Five Year Financial Plan Q&A Summary

The Director of Finance presented a summary of questions and responses as it relates to the 2024-2028 Financial Planning process. Discussions on the Plan will continue at the next Committee of the Whole meeting on Tuesday, February 20th at 6 pm in City Hall, Council Chambers. To participate electronically register at <https://www.portalberni.ca/council-agendas-minutes>.

BYLAWS

Reserve Fund Establishment Bylaw, Amendment No. 1, Bylaw No.

5086-1, 2024 was postponed to the February 26th Regular meeting of Council to permit additional information to be brought forward related to Development Cost Charges.

Fees and Charges Bylaw, Amendment No. 5, Bylaw No. 5100, 2024 was introduced and given three readings. The bylaw upon adoption will reflect the revision of existing fees, elimination of fees that are no longer required and the inclusion of credit card transactions, a new feature that will be made available to residents as an option in the payment of utilities and property taxes.

“City of Port Alberni 2024-2028 Financial Plan Bylaw No. 5097, 2024”

was introduced and read a first time. While first reading formally introduces the bylaw, a number of meetings have been scheduled over the next few months for Council to deliberate and receive public input. Please visit <https://portalberni.ca/budget> to view the draft financial plan and to find opportunities on how to participate in the process.

"Zoning Bylaw Amendment | 3045, 3053, 3063 Kingsway Avenue" was rescinded to allow staff to complete statutory notice requirements in alignment with the recently announced changes to the *Local Government Act* Bill-44 which requires public notice to be given prior to consideration of first reading.

"Official Community Plan Amendment (2780 Burde Street) Bylaw No. 5084" and **"Zoning Amendment (2780 Burde Street) Bylaw No. 5085"** were adopted. The bylaws will enable construction of a single detached dwelling

CORRESPONDENCE

Alberni Athletics Soccer Club | Upper Island Soccer Association Mini World Cup

Council directed staff to prepare a letter of welcome addressed to the athletes of the tournament and for staff to work with the Alberni Athletics Soccer Club to ensure fields are in tournament-ready condition.

Council further appointed Councillor Haggard to participate in the Upper Island Soccer Association Mini World Cup opening ceremony taking place on April 27, 2024.

Coastline Endurance Running | Trail Running Series

Council authorized Coastline Endurance Running access to City streets/trails on Saturday, June 1, 2024 from 8:00 am to 4:00 pm for the purpose of a trail running event.

Wounded Warrior Run BC

Council authorized Wounded Warrior Run BC access to City streets on Thursday, February 29, 2024 for the purpose of a Wounded Warrior Run from Hwy 4 [Johnston Rd.] to Gertrude St. to Roger St. to Victoria Quay, ending at the Port Alberni Legion Branch #293. The event raises awareness and provides program funding for veterans, first responders and their families.

Ridge View Health & Performance | McLean Mill 10K

Council authorized Ridge View Health & Performance access to McLean Mill

National Historic Site on Sunday, April 7, 2024 from 8:00 am to 5:00 pm for the purpose of a 10K running event.

Tseshaht First Nation | Alberni Valley Toxic Poisoned Drugs (Opioid) Crisis Strategy

Council supported the draft Alberni Valley Toxic Poisoned Drugs (Opioid) Crisis Strategy as prepared by the Tseshaht First Nation in collaboration with many partners in the Alberni Valley. <https://tseshaht.com/alberni-valley-toxic-poisoned-drugs-opioid-crisis-strategy-draft/>

Council postponed consideration of further steps with respect to implementation and advocacy for resourcing the Alberni Valley Toxic Poisoned Drugs (Opioid) Crisis Strategy through a smaller political working group/action team and provision of a letter of support and declaration of commitment to a future Committee of the Whole meeting to permit additional time to review the Strategy.

Council also received their correspondence summary which included letters from:

1. Ministry of Post Secondary Education and Future Skills | Follow up letter
Re: 2023 UBCM Convention Meeting
2. Pacific Rim School District | Appointment of City Representatives
3. Regional District of Nanaimo | Legislative Reform Initiative Update
4. Okanagan Basin Water Board | B.C.'s Invasive Mussel Defence Program
5. Ministry of Social Development and Poverty Reduction | Follow up letter
Re: 2023 UBCM Convention Meeting and Local Community Accessibility Grant Program
6. Forest Enhancement Society of BC | 2023 Accomplishments Report
www.fesbc.ca
7. Prime Minister | Responding to Council's January 2, 2024 letter calling for a ceasefire in Gaza
8. District of Sicamous | Support for Bill-34
9. City of Abbotsford | Seeking support for proposed UBCM Resolution Re: Detox Centres

10. Ministry of Municipal Affairs | Condolences for former Councillor Helen Poon
11. Alberni Valley Community Forest Corporation | 2024 – 2029 Forest Stewardship Plan
12. Wildsafe BC Alberni Valley | Annual Report 2023
13. Advisory Planning Committee | Minutes of December 21, 2023
14. Vancouver Island Economic Alliance | State of the Island Economic Report 'Focus on the Alberni Valley'

PROCLAMATIONS

BC Epilepsy Society

Council proclaimed March 26, 2024 as 'International PURPLE DAY' in Port Alberni.

Parkinson Society British Columbia

Council proclaimed the month of April 2024 as 'Parkinson's Awareness Month' in Port Alberni.

REPORT FROM IN-CAMERA

Council released for public consumption authorization for the Mayor and Corporate Officer to execute an agreement between Libberock Holdings Inc. and the City of Port Alberni to lease a portion of the upper floor of 4835 Argyle Street, in the amount of \$4,222 per month inclusive of utilities & taxes for one year, with the option to either renew at \$5,000 per month for a further five-year term [2025-2028] or alternatively, purchase the building.

Council released for public consumption Notice of its Intent to lease City-owned property at 3100 Kingsway Avenue, Port Alberni to Twin City Brewing Company Ltd. for the operation of a year-round craft brew pub and restaurant for a ten-year term at a rate of \$2,200 per month plus GST, in consideration of a maximum of \$184,440 contributed by the tenant in capital improvements, for a term of 10 years with the option to renew the lease for a further 5 years, subject to the advertised Notice of Intent to lease receiving no objections.

NEW BUSINESS

Justice for Dontay [Lucas]

Council to begin the process of engaging with Dontay's family to find a space dedicated to celebrating Dontay Lucas' life.

School District 70 | Social Justice12

Council, pending the blessing of Indigenous elders, supported the painting of an Indigenous crosswalk, and further directed that funding for the project be included in the Financial Plan.

Asset Retirement Obligations Policy

Council approved Policy 3009-4 'Asset Retirement Obligations'. Informed by the Public Sector Accounting Standards, the policy outlines financial treatment of Asset Retirement Obligations to assist local governments in the consistent reporting of financial considerations for assets and their related liabilities.

Broombusters Invasive Plant Society

Council directed staff to bring back a proposal to coordinate a joint City-wide Broombusting event with Broombusters Invasive Plant Society.

Service Fees and Development Cost Charges

Council directed staff to review all user fees ensuring cost recovery, review Development Cost Charges and work towards ensuring that all residents of the Alberni Valley pay appropriately for services.

FCM | 2024 Annual Conference and Trade Show

Council directed administration to amend *Travel Policy 3009-2* with regards to the Federation of Canadian Municipalities annual conference to permit Council to consider authorization of any Councillors expressing interest in attending versus the present policy which permits the attendance of the Mayor and one member of Council.

Port Alberni CAT Blueprint Strategies | Toxic Drugs

Council postponed consideration to endorse the Port Alberni Community Action Team document entitled 'Blueprint of Transformative Strategies to the Toxic Drugs Catastrophe for the Alberni Valley and British Columbia' to a future Committee of the Whole meeting to permit additional time to review the document.

Motorized Vehicles on Municipal Lands | Parks and the Log Train Trail

Council directed administration to review all current signage and barriers on the Log Train Trail in order to ensure that the trail remains free of motorized vehicles; and further directed administration to prepare a letter to the Ministry of Transportation and Infrastructure and Mosaic Forest Management stating that the City does not support motorized vehicles on the Log Train Trail and that the City portion of the trail will remain for hikers/bikers only.

QUESTION PERIOD

E. Frood

Requested Council consider the crosswalk in front of the Overdose Prevention Site at 3699 3rd Avenue for the Indigenous painting project to honour the life of the woman involved in the pedestrian accident at that location.

N. Anderson

Inquired about language used in describing tax impacts, Quay to Quay costs to date and clarification on eligible projects within the Growing Communities Fund.

R. Smith

Requested clarification on the proposed tax rate as it relates to previous Quay to Quay funding and intent of the City's lease for 4835 Argyle Street.

COUNCIL MEETINGS

The City of Port Alberni is now offering hybrid Council and Committee of the Whole meetings.

We encourage you to remain informed on City business and community topics through the following options:

- Attend in person in City Hall, Council Chambers, located at 4850 Argyle Street
- Livestream @ www.portalberni.ca
- Join online or by phone using MS Teams

Regular Council meetings are held at 2:00 p.m. on the second and fourth Monday of each month. All meeting recordings are posted on the City website

for viewing.

Complete Council agendas including all correspondence and reports are available at portalberni.ca. Generally, these are posted the Friday before each Regular Council meeting and are archived on the site.

The Council Summary is prepared following each regular Council meeting and posted on the City's website. You can also visit the City website and sign up to receive summaries delivered directly to your inbox.

For more information related to Council meetings, including how to participate, please visit www.portalberni.ca/council. You may also contact the Corporate Services department at 250.723.2146 or email corp_serv@portalberni.ca.

MEETINGS AT A GLANCE

Thursday, February 15th

CANCELLED | 12:00 pm – Advisory Planning Commission
Council Chambers

Tuesday, February 20th

6:00 pm – Committee of the Whole
2024 – 2028 Financial Plan
Council Chambers

Monday, February 26th

2:00 pm – Regular Council
Council Chambers

Tuesday, February 27th

9:30 am – Audit Committee
Council Chambers

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Table of Partners Minutes

Wednesday, February 21, 2024 @ 9:30 am

Via Zoom on-line meeting

Members: Marcie Dewitt, ACHN Coordinator
Deb Haggard, CPA Councillor
Penny Cote, ACRD EA "D" Director
Ellen Froot, Sage Haven
Debra Hamilton, Executive Director ADAPS
Natasha Dumont, Island Health
Brooke Wood, CBT
Shawn Anderson, District of Ucluelet, Councillor
Lesley Wright, Literacy Alberni
Rachelle Cole, BCEHS
Jaslyn Haberl, Bamfield Community School
Mollie Law, RCMP
Tish Bernard, Physiotherapist, Island Health
Helen Zanette, Trustee, SD70

Regrets: Alisha Pauling, Island Health
Vaida Siga, ACRD EA "C" Director
Michell Bennett, SD70

Guests: Toni Buston, West Coast Youth Engagement Facilitator
Jordan Higgins, Port Alberni Youth Engagement Facilitator
Mary Catherine Williams, UWBC
Angeline Street, Community Action Team Coordinator

ACRD Staff: Charlene Harrison, Administrative Assistant
Cynthia Dick, General Manager of Administrative Services

1. CALL TO ORDER

The Chairperson called the meeting to order at 9:37 am.

The Coordinator recognized the meeting is being held throughout the Nuuchahnulth territories.

2. APPROVAL OF AGENDA & MINUTES

The Agenda for February 21, 2024 meeting was approved.
The Minutes of the January 17, 2024 meeting were approved.

3. ACHN REPORTS

- a. **Coordinator Update** - Marcie DeWitt reported on activities that she was involved in since our previous meeting as outlined in the agenda package.

Highlights:

- January to February attended events for youth team and in the community.
- Held new ToP orientation meetings.
- Attended Island Health Climate Change conference in Nanaimo.
- CBYF gathering in Ottawa in February. Toured parliament, met MP, and attended a question period. Also attended CBYF annual gathering.
- A lot of work with poverty reduction and with Tamarack Western Communities Cohort.
- 50th Parallel Equity Building in the region – Draft of some of the messaging has been put together. Tool kit is starting to take shape.
- Feb 22nd, 2024 will be attending a meeting with 50th Parallel.
- Working closely with ACRD on Regional Transit, which will start on April 2nd, 2024. Services will be running from Ucluelet to Tofino, TyHistanis and Hitacu.
- Wheels of wellness is shutting down in Port Alberni due to not receiving Island Health contract. Island Health will be providing support for rides for medical services. Link shared:
<https://www.islandhealth.ca/patients-visitors/travel-assistance-non-emergency-medical-care>
- Applied for and received \$24,000 additional funds for CBYF, for top up funding.

b. **IH Quarterly Report**

- CHN Report, topics shared such as: who we engaged with, progress & accomplishments, and specific highlights.

Highlight Updates:

Strategic Planning

- Facilitated full day session in November, will be creating a draft of new governance statements, revise structure from Chair's to Executive Committee for increased coordinator support and formalize 3 priority areas: Network Development, Communications and Engagement & Poverty Reduction.

Communities Building Youth Futures

- Working on last round of \$215,000 annual funding for this project and moving into last quarter.
- Have confirmed an additional \$60,000 for coordination from the ACHN for the remainder of 2024.
- Have developed and/or supported development or expansion of 5 Youth Safe Spaces in Alberni, Bamfield, Tofino, TyHistanis, & Ucluelet. Will be working with Ahousaht and Hitacu to investigate further youth safe space support/development.

Anti-racism and Equity

- Hosted two Decolonized First Workshops in the region with 70+ participants which included partners in leadership positions with local government, community organizations and community

members. Plans underway for a community of practice and further workshops and opportunities to engage, a waitlist for another session is already filling up.

- Working with a PR company to develop an Equity Building toolkit for local decision makers to increase YIMBY, engagement and equity in decision making. Completed community engagement around this piece of the project and will be moving forward into resource creation in 2024.

- Quarterly ACHN Budget 2024-2026 was provided.

c. Contract Amendment

- Contract Amendment was approved by ACHN Board of Directors.

d. Art of Hosting Request

- Clayoquot Biosphere Trust has requested \$5,000 to \$10,000 for Art of Hosting (AoH) Training workshop, planning for a maximum of 60 participants. Workshop aims to provide participants with tools to make good facilitators. Theme for workshop is creating a Just and Sustainable Future. Tuition fee for participants is \$1,350.

Request to receive addition information regarding funding for Clayoquot Biosphere Trust for Art of Hosting. If ACHN is in favor will support up to a maximum of \$5,000.

MOVED: D. Hamilton

SECONDED: D. Haggard

THAT the Alberni-Clayoquot Health Network (ACHN) request further information from Clayoquot Biosphere Trust for the Art of Hosting, if ACHN is in favor will support funding up to a maximum of \$5,000.

Mollie Law and Helen Zanette entered the meeting at 10:00 am.

4. ACHN UPDATES

a. Mission, Vision and Values

- ACHN Workshopped Statements reviewed: Mission, Vision & Values.
- ToPs agreed new Statements are reflective of ACHN work and values, thanks to the working group for great work.

Alberni-Clayoquot Health Network Table of Partners adopt the revised Mission, Vision and Values.

MOVED: D. Hamilton

SECONDED: E. Frood

THAT the Alberni-Clayoquot Health Network (ACHN) Table of Partners adopt the revised Mission, Vision and Values.

Mary Catherine Williams and Mollie Law left the meeting at 10:30 am.

b. Communities Building Youth Futures

- ACHN Budget for 2024 includes CBYF for a total of \$60,000, \$30,000 of which is dedicated to the West Coast. The remaining \$30,000 will be allocated as follows, \$10,000 to Port Alberni Youth Safe Spaces and \$20,000 towards the Barclay Community.
- Jordan Higgins was awarded on a National Level as a Harm Reduction Champion.
- Received extra top up funds of \$20,000.
- Deliverables for last \$70,000 in youth safe spaces events and wages.

Jaslyn Haberl:

- Had opportunity to connect with Tamarack Team, Economic and Social Canada, and other non-profits. May have a possible partnership with Canada Wildlife Federation. Shared concerns with Gord Johns who spoke of those concerns during the question period.
- Harm reduction being integrated into youth work in Bamfield.
- Top up funding secured from Tamarack, in Barclay will be using funds for projects, such as a field exploration project with the secondary class. Also working on additional agriculture, snorkeling and metal working projects. Invested in a tan hiding course for youth.
- Last week had 12 youth and youth workers from the community through CBYF attend a first aid course.
- Youth drops ins are continuing and well attended. Have been requested to have more game nights and gym time. Gym space can be opened with volunteers, looking to expand volunteer base for events.
- Working with Huu-ay-aht for School Bus usage for transportation to and from events.
- Investment from Community Innovation Funds for Youth Safe Spaces has arrived, have been able to build up Youth Space with furniture.
- New BCSA Board Member from Ditidaht.

Jordan Higgins:

- Harm reduction discussions happening with youth, recent topic in last month has been around Cannabis.
- CBYF, ADAPS and USMA are partnering to offer a Second Youth of Now Conference. Will be on the first Monday of spring break. Focus will be around mental health supports, taking care of yourself, substance use supports and culture. Will provide update in March for event.
- At Ottawa Conference, was asked to do a video interview with Tamarack, answered questions on belonging. A video will be released at a National level and a webinar in May.

Toni Buston:

- Planning an event in March partnered with the school, will be a series of workshops and a complimentary lunch.
- Youth Leadership Group hosting meeting every week. Youth Leadership Group hosted a concert in January, was the second annual event, which raised \$400 for band class, and \$400 for the leadership group.

- Youth worker meeting, Feb 21st, 2024, will be reviewing the draft report for strategic plan, will share with ACHN once finalized.
- Looking to apply for more grants for funding.

5. INFORMATION ITEMS

a. Regional & Member Updates

Mary Catherine Williams:

- Update from United Way BC (UWBC), report from the fall community consultations will be sent out any day. Will be forwarded to Marcie DeWitt to share with ACHN.
- This year's Community Investment Grants will again focus on Child and Youth Mental Health. Half of the funds will be available to Indigenous-led organizations and Nations and half to all other agencies in the Region (all Vancouver Island from Malahat north).
- Grant requests of up to \$15,000 for this grant – project can start May 1st, 2024 and the possibilities are endless of what fits the grant. Grant information will be available in early March. Will be sent to Marcie DeWitt.
- Next year's grant will focus on building resilience and will have a longer application timeline.

Mollie Law:

- No updates.

Brooke Wood:

- No updates.

Cynthia Dick:

- Meetings being held with Board of Directors and Community-of-the-Whole regarding budgets.

Debra Hamilton:

- Awaiting Foundry announcements in the next 10 days, regarding regional application. Will provide update at next meeting.
- Hosting a parent night with the high school at Char's Landing. Parent engagement night will focus on youth substance abuse.
- Keep an eye on ADAPS webpage for an upcoming event from Screenagers, Under the Influence movie night for parents. It is a catered event, with facilitator speakers.

Debbie Haggard:

- City is going through Budget process. Invite sent out to attend the meetings.

Angeline Street:

- Reminder City is going through OCP process, organizing a specific event focus group session for Social Service Providers on March 8th, 2024, 9am to 12pm, location to be announced. Webpages shared:

https://www.surveymonkey.com/r/CAT_MarchSurvey

<https://www.letsconnectpa.ca/OCP>

Ellen Froot:

- Continue to house women, almost full in second stage.

- Received a \$180,000 grant, over a four-year period, to deliver educational programming for First Nations Women.
- Port Alberni is third highest in BC for overdose deaths, second is Hope and first is Vancouver. Community Action Team has been working on launching a blueprint.

Helen Zanette:

- SD70 has added Black Excellence to school calendars, took place January 15th, 2024.
- SD70 hosted an Indigenous Focus Nonstructural Day on January 22nd, 2024, which included Bamfield, Ucluelet and Tofino. Local leaders spoke and had circles of shared learning.
- Amended budget will be announced Feb 27th, 2024 at next public meeting.
- Policies are out for public consultation and environmental stewardship. Adopted School Trustee Code of Conduct as a policy.
- District is trying to address rural and remote concerns. Trying to increase adult Dogwood Graduate Certificates, by creating extra credits, with afterschool programs.
- ICY is being set up and moving forward, but not quite ready, therefore funding is being redirected for youth support.
- District has an Accessibility Advisory Team.
- Fit Team, focused intervention team, recently established to engage with at risk youth from ages 10 to 18. It is a 12-month support program, currently have 18 youth attendees.
- Hosted parent nights.

Jaslyn Haberl:

- Nuu-Chah-Nulth Warrior Program continues with youth attendance. Activities include skills exploration with carpentry, metal working, carving, and agriculture.
- Culture camp will take place during spring break.
- Winter and spring program guide has been released.

Penny Cote:

- Attended Weaving the Threads: Bridging Silos, Building Impact event with representatives from all over BC and beyond.
- Attended Poverty Reduction Strategy with Western Canada Leads.
- Attended BC Housing Forum in Vancouver. Build BC was announced by the province.
- ACRD is going through budgeting.
- Lack of snowpack, can impact summer, causing water restrictions.
- AVICC convention is coming up in April, 75th year. Island Health has provided the Health Network with a complimentary table.
- Executive for Vancouver Island Regional Library, community supports through Library that aren't well known.

Angeline Street:

- Information session for The Walk With Me Program on Friday, February 23rd, 2024 at public safety building from 10am to 12pm.

- Blueprint has been launched for transformational strategies for drug catastrophes, which is 63 pages with 148 separate recommendations. Recommendations are for Island Health, Mental Health, all Levels of Government, Housing, and Harm Reduction Practices. If you would like to read the document, send an email request.

Rachelle Cole:

- No updates.

Tish Bernard:

- No updates.

Shawn Anderson:

- Budget season.
- New medical center coming. Will have office space available, will update at next meeting.
- Alternate for Vancouver Island Regional Library. If you have a library card, you can download music and online kids' books.
- Attended LGLA where climate change and impact were discussed. Need alternate plans in place as Municipalities can be held accountable.

Natasha Dumont and Jordan Higgins left meeting at 11:15 am.

Toni Buston left the meeting at 11:20 am.

6. MEETING ADJORNED

The meeting adjourned at 11:34 am.

The next meeting of the Table of Partners will be held Wednesday, March 20, 2024 at 9:30 am.



Equity Building Toolkit

Building Equity in the Alberni Clayoquot is focused on stigma reduction, equity in decision-making and the inclusion of diverse voices and those with lived-experiences in the creation of policies and programs as well as the community planning process within the regional district. It seeks to address and support the recommendations provided in the *Poverty Reduction Action Plan* to see real meaningful change.

This Equity Building Toolkit provides a foundation to support more collaboration among community organizations and the public in determining and closing the gaps in access to and the availability of services in the Alberni-Clayoquot Regional District (ACRD). It covers five topics — housing; access to services and health care; transportation; stigma, racism and discrimination; and truth and reconciliation — each discussing the challenges faced by the ACRD. The key messaging and statistics provided throughout this document are aimed at various groups in the ACRD, including government officials, health care and other service providers, residents of the “not in my backyard” mentality and the community as a whole. Its goal is to provide consistent messaging and information through election cycles and staff changes.

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Housing

Housing supply in BC has failed to keep up with demand, while home values and rental costs have skyrocketed over the last decade - and housing within the Alberni-Clayoquot Regional District (ACRD) is



no different. The negative stigma attached to shelters and social or affordable housing has led some homeowners to say “not in my backyard,” pushing local governments to refuse rezoning that would allow diverse housing developments and multi-family homes. This has forced many families and individuals to live in overcrowded and unsafe homes or risk homelessness.

Quotes from those with lived experience

“I am fortunate to have an affordable rental unit and great landlords. Even with my ‘decent waged job’ if I needed to find a new rental the same size I currently rent I would never be able to afford it.”

“We own a house, but cannot afford to live in it and pay the mortgage payments. We rent it out as a long-term rental, and rent a small suite for ourselves.”

“I am not able to plan for future expenses as 100% of my income goes to current living expenses.”

Key Messages

Municipal government

Challenge: As governments change, the reason for past policy decisions, committee creation or support for programming can be lost. Not everyone is knowledgeable about why diverse housing is a must for thriving communities. It takes time to gather information to re-educate a new government, time that can be spent on moving forward with actionable items that support the community.

Below are key points and messaging to use when speaking to government officials about housing.

- The municipal government plays a role in ensuring secure housing for residents.
 - *Expanded:* There is no one-size-fits-all solution for this housing crisis. It is our responsibility to make sure we continue to apply for funding that supports the housing needs in the ACRD and recognize that a diverse combination of housing and social programming is required to address housing insecurity and homelessness.
 - *Expanded:* As residents move through different phases in their lives, municipal governments must recognize the need for multiple types and forms of housing to maintain a healthy, sustainable and adaptive system that supports residents and families where they're at. No one level of housing is greater or more important than another.
- Healthy communities are made of diverse housing.
 - *Expanded:* Diverse housing types (single-family, duplexes, multi-family, etc.), increase diversity and strengthen communities, making them more resilient to economic change. Offering a diverse spectrum of housing options accommodates residents of all ages, incomes, abilities and family types.



- Governments can help grow affordable, accessible and secure housing.
 - *Expanded:* There are many ways local governments can support affordable housing in their area. Actions such as permissive tax exemptions, postponing development cost charges or donating municipal land are examples of how municipal governments can do their part.

NIMBYism

Challenge: “Not in my backyard” or NIMBYism, is a characterization of opposition to proposed developments in a resident’s local area. These people may also be in support of strict land use regulations. Many in this category believe that affordable housing and diverse housing types lower property values and decrease the overall aesthetic of their communities.

Below are key points and messaging to use when speaking to the NIMBYism audience about housing.

- Healthy communities are made of diverse housing.
 - *Expanded:* Neighbourhoods that [consist of diverse housing](#) promote racial and income inclusion and diversity. Communities that vary in housing styles and purchase values are more resilient to economic downturns. Ensuring neighbourhoods have a variety of housing needs to meet demand creates more stability in property values.
- In order to build great communities, we need a diversity of people and housing.
 - *Expanded:* Offering housing options for a range of needs not only provides shelter, but improves overall health and well-being, allowing people to better contribute to their community and the economy overall.
 - *Expanded:* Improving people’s quality of living by offering a diverse range of housing types builds stronger communities and benefits everyone. When we provide a variety of housing options, we ensure long-time residents aren't pushed out of their homes and that front-line workers and first responders can live in the communities they work in.

Non-profits in the housing sector

Challenge: Non-profit organizations in the housing sector are facing significant challenges. The demand for affordable, accessible and secure housing outpaces supply, funding sources have decreased, interest rates have skyrocketed and construction costs have increased. All of these challenges have created an uphill battle for the Non-profit housing sector.

Below are key points and messaging to use when speaking to Non-profit housing organizations about housing.

- Establish strong relationships with key community stakeholders and local governments.



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- *Expanded:* Non-profit organizations are a key component of developing and providing affordable housing throughout the ACRD. They often understand the needs and gaps that exist in local communities, providing a wealth of information to help governments make informed decisions. Partnerships with these organizations fill the gaps when it comes to housing in the ACRD.
- Non-profit organizations access hard-to-reach populations, bridging the gap between those in need and the support available to them.
 - *Expanded:* Non-profits bridge the gap between local governments and populations in need. Taking part in local government activities, such as council and board meetings, allows non-profits to advocate for and provide insight into the communities they serve, so governments can better understand what is needed.

Developers

Challenge: Often, profit margins for affordable housing and other housing types aren't enticing enough for developers. This means developers will often focus on single-family and condominium developments, where costs and profits are more favourable.


Here are key points and messaging when speaking to market developers about housing.

- We want to incentivize development in the ACRD, while ensuring affordable housing remains in focus.
 - *Expanded:* We recognize developers have numerous costs to take into consideration when determining the viability of a project. However, there are many benefits to developers who choose to build more diverse housing. Municipal governments have the ability to create better incentives for developers who wish to support affordable housing projects.

Housing Statistics in Alberni-Clayoquot

Statistics regarding homelessness/home ownership/renters in the area

[Homelessness](#) - In 2023, 163 people were experiencing homelessness, compared to 125 in 2021. (Count over a 24-hour period, could likely be undercounted)

- 38% sheltered
- 62% unsheltered
 - 39% outside
 - 26% couch surfing
 - 13% vehicle 
- As of March 2020, PA has 23 beds for those experiencing homelessness



- No data for EAs - only for City of PA
- 66% Indigenous
- 35% low income led to loss of housing

Home ownership vs renters

- EAs average 19% renters (low 9.7, high 38)
- FNs average 49% renters (low 25, high 56)
- Municipalities average 34% renters (low 25, high 32)

Numbers showing high cost of living

[BC Housing Assessment](#)

In 2022, homes across Vancouver Island saw an increase in their assessed value of 15% to 35%.

- The City of Port Alberni saw an average of 47% increase
- Ucluelet + Tofino saw an average of 40% increase

[Average monthly rent shelter cost* in ACRD](#)

- Renters \$1,074
 - 12% spend over 50% of income
 - 36% spend over 30% of income

*Those expenses include the monthly rent (for tenants) or the mortgage payment, property taxes and condominium fees (for owners) and the costs of electricity, heat, municipal services, etc.

Vacancy rate vs need

- [Over the next 25 years](#) in ACRD
 - Rental housing demand to increase by 4-7%
 - Renters in core housing need to increase by 3-6%
- [Vacancy rate 1.9% \(2023\)](#) - Port Alberni
- No rentals in EAs

3,890 renter households

[Access to Services + Health Care](#)

There are many factors, such as transportation, income, availability and stigma, that affect a family or individual's access to services and health care, whether it be a food bank, doctor's appointment or addiction services. Furthermore, information gaps between those in need and service and health providers make it difficult for policy and decision-makers to allocate funds and resources.



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Quotes from those with lived experience

"I have an income, but lack of child care prevents my partner from getting steady income."

"Being laid off caused grief in my final earning years. It's difficult to get a decent position when 55 and over."

"Sometimes there's not enough in the grocery budget for tampons or pads. We go through extra TP those weeks."

"There are not enough resources. Time is crucial. In a crisis, patients can't wait 2 weeks for an appointment."

Key Messages

Municipal government

Challenge: Understanding the gaps and what community members need to better access services and health care in their area.

Below are key points and messaging to use when speaking to government officials about accessing services and health care.

- Municipal governments have a role to play in advocating for the increased health and well-being of residents in the ACRD.
 - *Expanded:* Municipal governments have the responsibility to advocate for their areas. Support for the funding and creation of preventive services and navigational programs, as well as increasing specialized services in the region and developing localized services are all key components of a healthy population.
- Municipal governments have a direct impact on the health and well-being of those in their communities.
 - *Expanded:* Municipal governments play a role in the health and well-being of their communities. Through community planning, government officials enact policies and services that focus on environmental, social and economic factors, all of which have an impact on the health and well-being of the communities they serve.
 - *Expanded:* Knowledge and education are powerful tools for municipal governments. Understanding the gaps in services and needs of tier communities is essential to improving the health and well-being of the people they serve. Utilizing partnerships and listening to the lived experiences of community members will better prepare government officials to make informed decisions for positive change.



- Municipal governments are the bridge between their communities and the provincial government. They can be strong advocates for positive change in their communities.
 - *Expanded:* Municipal leaders are the voice of their constituents and communities. Establishing accessible and effective lines of communication and engagement with members of the community, especially those with lived experience, means elected officials can better understand the needs of the area and advocate for funding and resources.

Front-line workers

Challenge: Bridging the gap between front-line workers, policy-makers and those with lived experience provides opportunities to improve the system and make it more equitable for all.

Below are key points and messaging to use when speaking to [health care workers](#) about accessing services and health care.

- Current health care workers in the ACRD must be included in decision-making processes so access to services in the region can be improved and made more equitable for all.
 - *Expanded:* It is vital that we work to reduce the barriers residents face when accessing services and health care in the region, no matter their location, income or race. Front-line workers and first responders are a key component in determining what is needed and the steps to alleviate pressure on the system.
 - *Expanded:* Clear lines of communication are required to establish a feedback system that meets the needs of front-line workers and first responders. When there is a clear, accessible and effective feedback loop between health care workers, policy makers and those with lived experiences, we can begin to work towards an equity-based system.

Indigenous and non-Indigenous communities

Challenge: Demographic differences in the ACRD mean there is a variety of needs and accessibility when it comes to programs, services and health care. The goal is that policy-makers, health care providers and key decision-makers have access to information about the needs of their community and gaps in programs and services offered in the ACRD.

Below are key points and messaging to use when speaking to Indigenous and non-Indigenous communities about accessing services and health care.

- Government officials and health care policy-makers want to hear from you about what is required to better access services in your community.
 - *Expanded:* Community engagement is important, not only for policy-makers but for members to have a voice and be heard. There are many ways you can provide feedback



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and tell elected officials where improvements can be made. The more that is understood about what isn't working and the opportunities available, the more programs and services in the ACRD can be improved.

- *Expanded:* Your voice is important. No matter your health status, race, income or location, everyone deserves equitable access to services in their region. Participating in community engagement activities in the ACRD helps policy-makers, key stakeholders and health care providers allocate funding and resources appropriately.
- Your experience is valuable and can be used to better understand the needs of your community and gaps within the system.
 - *Expanded:* The stories we tell are valuable. Those with lived experience dealing with an inequitable system, problems accessing services or an inability to access the care they need are vital to our ability to understand where our systems are failing. We encourage those people to reach out and tell their stories so we can work towards creating a better, more connected community.

NIMBYism

Challenge: The “not in my backyard” argument has the [ability to impact access](#) to addiction, recovery and other harm reduction or health services in a community, despite the growing need for these services across the country.

Below are key points and messaging to use when speaking to the NIMBYism group about accessing services and health care.

- Health and harm reduction services are a human rights issue.
 - *Expanded:* Those who are in need of addiction, harm reduction and other health services are often stigmatized under a certain demographic, income bracket or living situation. In any given year, one in five Canadians experience a mental illness. It's vital the ACRD is prepared to offer the services community members need to heal and grow.
- A person's income or living situation shouldn't determine whether they can access health services.
 - *Expanded:* Most of the communities in the ACRD are rural or remote, meaning travelling long distances for basic health care services is a regular occurrence for many. Building an equitable system means all who call the ACRD home have an equal opportunity to access the services and health care they need, no matter their income, location, gender or race.

Statistics about Access Services and Health Care in Alberni-Clayoquot

How income affects challenges to accessing services



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ACRD median income \$50,000

Average income \$60,000

Living wage

- Alberni Valley - \$17 to \$19.60 in 2019
- Clayoquot Sound - \$26.51 in 2023
- Greater Victoria - \$25.40 in 2023
- BC minimum wage - \$16.75

Healthy Food

A comparison of 10 healthy food items showed that food prices are 21% more expensive on the west coast than in Port Alberni

- Port Alberni - \$33
- West Coast - \$40

Barriers to accessing services

Transportation

Return costs by boat or car to the nearest grocery store in 2023

- Esowista \$18.50
- Opisaht \$14
- Ahousaht \$60
- Macoah \$40
- Hot Springs Cove \$150

Health care

- Accessing out-of-town services
- Wait lists
- Access to a doctor
- Feeling discouraged
- Understanding which programs to access
- Lack of appropriate supports
- Accessing services is overwhelming
- Stigma associated with certain programs
- Application processes and paperwork

Mental health care

- Wait lists



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- Don't fit the program requirements
- Understanding which programs to access
- Lack of appropriate supports
- Accessing services is overwhelming
- Stigma associated with certain programs
- Application processes and paperwork

Stigma and judgment in accessing services

- Those with a higher income experience less stigma when accessing certain programs and services.
- [75% of working Canadians](#) would be reluctant to admit or wouldn't admit to a boss or co-worker that they were suffering from a mental illness.
- Canadians are x3 more likely to indicate they would not admit they were suffering from a mental illness than from a physical illness, such as cancer.

Transportation

Travelling from one community to another within the Alberni-Clayoquot Regional District can be a beautiful experience, but the distance between communities and service providers can mean an hour-long appointment becomes a day-long endeavour. Some remote areas are restricted to boat or plane access, and other communities are situated along logging roads. The ACRD has a variety of transportation needs, making it difficult to offer a single public transport solution.

Quotes from those with lived experience

"The cost of education is too high and travel is required."



"I don't live where there is a good public transport system. I [have] problems getting everything from groceries to going to work."

Key Messages

Municipal government

Challenge: Municipal governments may not understand the hardship people in the ACRD face when travelling for food, services or health care. Some transportation options, such as public transit, by air or on water, may be out of the scope of the municipal budget.

Below are key points and messaging to use when speaking to government officials about transportation.



- Municipal governments must look to expand transportation systems from a strictly intra-community model to one that includes transportation from community to community.
 - *Expanded:* There are a variety of transportation needs in the ACRD. From boat travel to bus routes, the way in which we access basic services has a direct effect on our health and well-being. A collaboration between all levels of government, Indigenous communities and Non-profit organizations is vital in establishing systems that benefit all communities.
 - *Expanded:* For many in the Alberni-Clayoquot region, leaving the home for a health or medical appointment can mean packing a bag for a multi-day trip. We want to expand transportation services, in order to increase access to health and wellness programs and improve health equity in the region.
- Publicly funded transportation ensures equitable access to transport.
 - *Expanded:* The Alberni-Clayoquot is unique in its transportation needs. Residents use a variety of methods to get from A to B, many of which are costly and time consuming. Programs and services that lower the financial burden on low-income households help ensure equitable access to health services.

NIMBYism/Community at large

Challenge: Some residents believe that bringing public transit to their communities will increase crime rates and the amount of “undesirable” people. They believe it will ruin the overall quality of their day-to-day lives.

Below are key points and messaging to use when speaking to the [NIMBYism group](#) about transportation.

- Better accessibility to transportation has a positive effect on mental health and well-being.
 - *Expanded:* Publicly funded transportation is an essential and vital service, creating opportunities for those in the community who may not otherwise have access. Being able to easily and conveniently access transportation heightens and promotes a sense of belonging in the community and positive mental health through social connection.
 - *Expanded:* A public model of transport supports families and individuals in all stages of their lives and through various temporary or long-term circumstances. When access to transportation is limited, a family or individual’s social and financial equity is at risk, affecting their day-to-day lives.
- Public transportation promotes a higher quality of life.
 - *Expanded:* Access to easy and convenient transportation improves overall quality of life through increased access to employment, family, housing and social inclusion, while improving physical activity and mental well-being. Those who do not have the means to own a vehicle are at a disadvantage without public transport.



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Transportation Statistics in Alberni-Clayoquot

What's currently offered

- Water Taxi
- Bus
- Personal Vehicle
- Walking
- Cycling
- Logging Roads

Gaps

- Water tax +/- or float plane only from
- Ahousaht
- Hot Springs Cove
- Opitsaht

Distance individuals + families need to travel to access certain services

Closest medical centre to:

- Ahousaht/Hot Springs Cove/Opitsaht
 - 45 mins-1.5 hour water taxi
 - 10-15 float plan trip
- Macoah/Bamfield/Anacla
 - Logging road

Distance range to nearest medical facility (one way)

- 17 to 127 kms
- Tofino to Victoria - 317 kms

How it's affected by income

- Water taxi \$99-\$129 round trip per person
- Float plane \$2,000+
- Taxi \$150 return
- Charter \$195+ one way
- Bus \$29+ one way
- Personal vehicle \$0.70/km (as per CRA)

Return costs by boat or car to the nearest grocery store in 2023



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- Esowista \$18.50
- Opisaht \$14
- Ahousaht \$60
- Macoah \$40
- Hot Springs Cove \$150

Stigma, Discrimination & Racism

Many Canadians experience stigma, discrimination and racism, affecting their access, involvement and dignity within their communities, workplaces or when accessing services. Building an equitable system means ensuring that equal opportunities are granted to all, no matter their race, gender or economic status. Our systems often characterize those in need as merely recipients, not participants in the healing process. When these systems fail to engage those with lived experience in the decision-making process, our systems fail to accommodate their needs.

Quotes from those with lived experience

“It's all overwhelming and I find if you don't know what to ask or you don't know where to go you just get the run around. By that time the stigma has set in and you just give up.”

“People think because I am FN that I drink and party all the time. Hard to find housing because of racism. Even though I have a full time job.”

“No escape, no holiday from poverty, no special outings, holidays or movies, no extras.”

Key Messages

Municipal government

Challenge: Personal unknown biases, education and lived experience can affect a person's knowledge of systemic racism, stigma and racism in their area. This is an important consideration for government officials as they enact policies and regulations that have a direct effect on their constituents.

Below are key points and messaging to use when speaking to government officials about stigma, discrimination and racism.

- Governments have a role to play in acknowledging systemic racism in the system.
 - *Expanded:* Systemic racism is a ripple effect from decades of racist and discriminatory practices, regulations and policies. Recognizing it exists in society is an important step in working against oppression and towards equity for all.



- *Expanded:* Education is vital in understanding Canada's history with racism and building a foundation upon which we can fight against injustice. Community engagement and active listening are important when learning about the lived experiences of those in our communities.
- Governments have a role in reducing the stigma around mental health issues and addiction.
 - *Expanded:* Stigma is one of the biggest barriers to people getting the help they need. Reducing stigma improves the quality of life for those living with mental illness and helps create more inclusive communities. Using person-first and appropriate language while focusing on the benefits of harm reduction services as well as practical actionable solutions, not just problems, helps to combat stigma.
 - *Expanded:* Hearing the stories of those with lived experiences is the best way to combat stigma. Well-planned community engagement sessions in a variety of formats can provide valuable opportunities to gather information from communities, inform the public, identify issues of concern and dispel misconceptions.

Front-line workers

Challenge: Personal biases and a lack of knowledge can further augment stigma, racism and discrimination in the workplace.

Below are key points and messaging to use when speaking to [front-line workers](#) and first responders about stigma, discrimination and racism.

- People who struggle with mental health issues and/or addiction should be supported, not judged.
 - *Expanded:* Destigmatizing drug use can save lives. Those who use drugs or live with a mental illness need to know that they are safe with health care workers. Harm reduction services seek to provide education, offer effective drug treatments and other necessary health services. When people know they are supported we can change the narrative.
 - *Expanded:* Those with lived experience of substance use are key allies in reducing stigma. Practicing active listening can help to determine the gaps and barriers that community members are facing when they want help.
- Indigenous staff and patients experience widespread racism and discrimination when accessing health care.
 - *Expanded:* Many Indigenous Peoples experience racism and discrimination in the health care system, both as staff members and patients. Health care providers have an important role to play in combating systemic racism in the industry. Strong action can be taken by listening to and learning from those with lived experiences.



Community at large

Challenge: The stigma around mental health and addictions, as well as racism and discrimination, is found in communities across BC. The challenge is educating and informing these communities to work towards a more inclusive and understanding populace.

Below are key points and messaging to use when speaking to the community at large about stigma, discrimination and racism.

- People with mental health issues or addictions need our support, not our judgment.
 - *Expanded:* The Alberni-Clayoquot region had the third highest death rate in BC from toxic drugs in 2023. These people were neighbours, family members and friends. It is important that we as a community come together to support those in need rather than judge or condemn them. Communities that are inclusive are healthier and promote equity.
- Our communities are stronger when equal opportunities are granted to all who call the ACRD home.
 - *Expanded:* Diverse, equitable and inclusive communities are economically, socially and financially stronger. When we build inclusive communities, we foster a sense of belonging, and better outcomes in life, creativity, innovation, empathy and social cohesion. It means basic services are provided for everyone, regardless of how they look or their needs.

Stigma, Discrimination & Racism Statistics in Alberni-Clayoquot

Population of various demographics in ACRD

2021 census data

- Total - 33,521
- Indigenous - 6,420 (19.15%)
- Visible Minority - 1,585 (4.73%)

[Toxic drug deaths in 2023](#)

- 37 people died in Port Alberni in 2023, either delete or state and 28 in 2022.
- Port Alberni toxic drug death rate increased 32% from 2022, more than both BC (5%) and Central Island (23%)
- Alberni-Clayoquot had the third highest death rate, behind Hope and Vancouver Centre.
- Local experts believe the actual numbers are as much as 10% higher than the official numbers.

Health care wait times



ALBERNI CLAYOQUOT HEALTH NETWORK

- Long-term care
 - Port Alberni 3-6 months
 - Victoria 3-12 months
 - Nanaimo 6-18 months

Truth & Reconciliation

Truth and reconciliation aims to acknowledge the harms and mistakes of colonization in Canada, including the intergenerational effects of the residential school system. It also focuses on sharing and learning about positive ways to move forward while also educating Canadians about Indigenous history, language and culture. Reconciliation is about listening, learning and action.

Quote

“Together, Canadians must do more than just talk about reconciliation; we must learn how to practise reconciliation in our everyday lives—within ourselves and our families, and in our communities, governments, places of worship, schools, and workplaces. To do so constructively, Canadians must remain committed to the ongoing work of establishing and maintaining respectful relationships.”

— Final Report of the Truth and Reconciliation Commission of Canada, Volume One: Summary:



Honouring the Truth, Reconciling for the Future

Key Messages

Municipal government

Challenge: There are varying levels of education and knowledge surrounding Canada’s history and the Truth and Reconciliation Commission’s Calls to Action, as well as the systemic racism, continued discrimination and intergenerational trauma experienced by Indigenous Peoples. This can lead to unjust or discriminatory policies and regulations implemented by decision-makers.



Below are key points and messaging to use when speaking to government officials about truth and reconciliation.

- Elected officials and decision-makers must understand the effects of colonialism, both in the past and present.
 - *Expanded:* It is important for policymakers to understand how colonialism has had an intergenerational impact on Indigenous Peoples and to recognize how poverty, racism, discrimination and history affect access to resources and equity. Colonialism has led to cultural alienation, intergenerational trauma and socio-economic marginalization. When



decision-makers have a better understanding of the unjust system that was created, they can implement policies and regulations that support equity and reconciliation.

- Neighbouring Indigenous communities should be included in discussions to create an inclusive government.
 - *Expanded:* Communities in the Alberni-Clayoquot region work, live and play on the traditional territory of numerous First Nations and Indigenous communities. Governments can support reconciliation by recognizing and weaving Indigenous knowledge into policy considerations focused on land, water and resources. Combining Indigenous knowledge with western ideology provides a wider perspective and can be used in harmony to influence stewardship and the protection of our communities.
 - *Expanded:* Listening to the lived experience of Indigenous Peoples is vital to better understanding the intergenerational trauma that affects numerous families. Learning from and listening to these stories helps to educate policymakers so they can make informed decisions.

Non-Indigenous communities

Challenge: There are varied levels of education and knowledge when it comes to truth and reconciliation. This means many Indigenous Peoples experience racism and discrimination in their communities.

Below are key points and messaging to use when speaking to non-Indigenous communities about truth and reconciliation.

- Learn the history between Indigenous and non-Indigenous peoples and the effect of colonialism.
 - *Expanded:* It can be uncomfortable to learn about the unjust history experienced by Indigenous Peoples and to acknowledge how much Canadian history tried to erase Indigenous culture, language and traditions. Non-Indigenous people must learn the truth about this horrific history when engaging in the process of reconciliation.
 - *Expanded:* Learning the history and legacy of the residential school system is integral to the reconciliation process. It is a long and recent history that still affects the lives of hundreds of Indigenous Peoples and their families today. In order to engage with the reconciliation process, non-Indigenous Canadians must acknowledge the experiences of Indigenous Peoples at residential schools and its impacts and consequences, including intergenerational trauma.
- Listen to the stories of those with lived experiences.
 - *Expanded:* When we listen to the stories of those who have lived experiences, we can better understand and feel empathy for them. While these stories may be hard to listen to, they are an important piece in understanding the horrific legacy of residential



ALBERNI CLAYOQUOT HEALTH NETWORK

schools and their effect on future generations. When we know more about the injustices Indigenous People face, we are better equipped to make sure it doesn't happen again.

- *Expanded:* When we hear the stories of those who experienced the atrocities of colonialism, we feel empathy. As a community, we can fight systemic racism and inequality and advocate for an equitable system when we better understand the issues faced by those experiencing them.

Statistics and Information about Truth & Reconciliation in Alberni-Clayoquot

Population statistics

In 2021, 6,420 (19.15%) people in the ACRD identified as either First Nations, Metis or Inuk

- First Nations - 4,980
- Metis - 1,325
- Inuk - 15



Calls to Action

The Truth and Reconciliation Commission, created in 2008 to facilitate reconciliation among residential school Survivors, their families, their communities and all Canadians, recommended 94 Calls to Action in its 2015 Final Report. These are actionable policy recommendations focused on the acknowledgement of the horrifying history of residential schools and establishing systems to prevent the abuses from happening again.

From words to action

Below are some ways the ACRD is supporting reconciliation with neighbouring First Nations and Indigenous communities in the region.

- [Government-to-Government Accord](#) between Tseshaht First Nation + ACRD was signed on Oct 18, 2021
- [Huu-ay-aht and Yuułu?it?ath](#) First Nations 10+ years director status with ACRD; path to “economic reconciliation”
- [ACRD recognizes Sept 30](#) - National Day for Truth and Reconciliation - as an annual holiday to commemorate the history and legacy of residential schools as well as honour the Survivors, their families and communities.
- [ACRD became first municipal government](#) to welcome treaty First Nations to its board as full voting members in April 2012
 - Four members of the Maa-nulth Treaty - Huu-ay-aht, Toquot, Uchucklesaht, and Yuułu?it?ath



- On Monday, June 17, 2013, the ACRD board of directors adopted a resolution from Reconciliation Canada to declare 2013 as the year of reconciliation and undertake further actions to inform themselves and their constituents about reconciliation and the impact of IRS within the region.

Conclusion

No matter the size of the community, all of those who call the ACRD home deserve equitable access, involvement and dignity. The Equity Building Toolkit is a collection of statistics and key messaging that support the betterment of communities in the ACRD. Guided by the recommendations put forward by the *Poverty Reduction Plan*, this toolkit was built to support decision-makers, health care workers and the community at large to build communities that afford the same opportunities to all.



Alberni-Clayoquot Regional District

MINUTES OF THE AGRICULTURAL DEVELOPMENT COMMITTEE MEETING HELD ON TUESDAY, JANUARY 23, 2024, 9:30 AM

Via Zoom

MEMBERS

PRESENT:

Heather Shobe, Eden Tree Farm, Chairperson
Fred Boyko, Director, Electoral Area "B" (Beaufort)
Pat Deakin, City of Port Alberni
Helen Zanette, SD70 Trustee
Anna Lewis, Alberni Valley Food Security Society
Tanya Shannon, Shannon Farms
Lisa Aylard, Alberni Farmers' Institute, Stonehaven Farm
Patty Radcliffe, 4-H

REGRETS:

Ann Siddall, Alberni District Fall Fair Association
Representative, Island Health
Cecilia Addy, Port Alberni Port Authority
Jen Cody, Nuu-chah-nulth Tribal Council
Thom O'Dell, Ministry of Agriculture & Food
Erika Goldt, Coastal Agricultural Roundtable, Eat West Coast
Bob Collins, Arrowvale Farm
Victoria Lake, Effingham Oyster
Alex Taylor, Shelter Farm
Teresa O'Neil, Spirit Square Farmers Market
Melody Francoeur,

STAFF PRESENT:

Amy Needham, Sustainability Planner
Kristin Kerr-Donohue, Administrative Assistant

The meeting can be viewed on the Alberni-Clayoquot Regional District website at
<https://www.acrd.bc.ca/events/23-1-2024/>

1. CALL TO ORDER

The Sustainability Planner called the meeting to order at 9:31am.

The Sustainability Planner recognized this meeting is being held throughout the Nuu-chah-nulth territories.

The Sustainability Planner reported this meeting is being recorded and livestreamed to YouTube on the Regional District website, and that closed captions are now available on Zoom, and provided instruction to enable. She also directed attendees how to ask questions of the committee.

Introductions - Committee Members and Staff via Zoom.

2. ELECTION OF CHAIRPERSON & ALTERNATE

The Sustainability Planner conducted the election for Chairperson of the Agricultural Development Committee for 2024. The Sustainability Planner requested nominations three times.

The Sustainability Planner declared Heather Shobe as Chairperson and Tanya Shannon as Alternate Chair for 2024.

L. Aylard joined 9:45am.

3. APPROVAL OF AGENDA

MOVED: A. Lewis

SECONDED: H. Zanette

THAT the agenda be approved as circulated.

CARRIED

4. MINUTES

a. Agricultural Development Committee Minutes – November 21, 2023

MOVED: L. Aylard

SECONDED: T. Shannon

THAT the minutes of the Agricultural Development Committee meeting held on Tuesday, November 21, 2023 be adopted.

CARRIED

Committee discussion followed on adoption of minute procedures, if there are adjustments, timeframe of uploading to website, etc.

5. CORRESPONDENCE FOR INFORMATION

a. Request for Volunteers for Islands Agriculture Show

General request from A. Needham, if committee members are planning to attend the Island Agriculture Show, please consider spending an hour or two at the ACRD booth.

b. Beneficial Management Practices Program

Highlighting this as it is producer focused. www.iafbc.ca for more information. Program runs ongoing annually, is a very large and varied program.

c. **Agriservice BC – Island Edition**

January 2024

d. **Agriservice BC**

January 2024 - eBulletin

MOVED: F. Boyko

SECONDED: T. Shannon

THAT this correspondence a-d be received.

CARRIED

6. **REPORTS**

a. **Alberni-Clayoquot Regional District – A. Needham**

- Real Estate Foundation of BC (REFBC) Grant Application
 - Agricultural Water Infrastructure Planning Project was funded partially through Investment Agriculture Foundation Grant. REFBC Grant has been applied for to cover the remainder. Two stage application process, we should know by March if moving on to 2nd round.
- Council for Agricultural Water Supply - On-Farm Meeting
 - Hosted by Shannon Dairy. Good example of work done on riparian restoration, fish habitat. DFO and Mosaic were also in attendance.
 - Discussed potential to have Mosaic attend future ADC meeting as a delegation to discuss water practices. Committee agrees that they would like to request Mosaic attend.
- Meat Processing Fundamentals Course – Feb 20-March 28
 - North Island College is offering the Meat Processing Fundamental Course again, received Canada Workforce Response Grant for a second time. Leanne Moore (Leanne.moore@nic.bc.ca) is contact to speak to about funding for students.
 - College has developed a Level II course, eligible for participants who have completed the Level I. Unsure if the Canada Workforce Grant will apply to the Level II.
- Islands Agriculture Show – Feb 2-3
 - Committee Members/AV Residents can contribute items for gift basket/door prize. Reach out to A. Needham if interested.
- Food Security Emergency Planning & Preparedness grant application update
 - Two stream grant has been applied for. Province is really focusing on both food security and emergency preparedness. Phase A was focused on the Alberni Valley, with more traditional

agriculture/livestock emergency plans, muster points, needs for fencing/pens infrastructure in the Alberni Valley. Phase B is focused on food security on the West Coast, which differs greatly from AV, there is no ALR land. If approved, funding will be used to approach WC communities to define what food security looks like to them and what steps can be supported to help secure their food supplies in case of emergency.

- Coastal Agricultural Roundtable Update
 - Meeting set for April 3, 2024. West Coast based working group, focuses on agriculture, marine, and First Nations food initiatives.
- Farm to School BC update
 - Working with A. Lewis on this program to have more consistent/reliable school garden programs. Figuring out what infrastructure exists and what is needed to have these come back into production. Hoping to present something during a Pro-Day in April.
 - H. Shobe – biggest issues in the past were maintenance, who is responsible for upkeep, and Union issues with who can work on the school property.
- Planning/OCP update
 - ACRD BOD meeting tomorrow, there is a report going to the board to request direction on Official Community Plan (OCP) updates. Each Electoral Area (EA) has its own OCP, these are the broad vision and the overview for each EA to focus on their individual needs and identity. We are a large district, quite a few differences between EAs. Agriculture and food security have a part of each OCP and depending on direction from the board tomorrow there may be more engagement coming for the ADC.
 - T. Shannon – Posed a question regarding the adoption timeline for the updated zoning bylaw.
 - F. Boyko – Town hall meetings have shown that EAs want individual zoning bylaws. The ACRD Planning Dept advised the BOD that would be a prohibitively expensive endeavor and we could instead make amendments to Section 3 of the bylaws to apply to individual EA's needs. Update tomorrow at the BOD meeting. Current timeline is OCP review timeline will be set the next 2-3 months.

b. City of Port Alberni – P. Deakin

City is interested in agriculture, one of the goals that council has in 2023-2027 Corporate Strategic Plan is to source and secure more sources of food. On Thursday, January 25, representatives from the BC Government are coming to Port Alberni to lead an exercise with ACRD, City of Port Alberni, Chamber of Commerce, and Community Futures about our region and economic resiliency. Focus of the group will be Business Continuity Planning. Wondering if there's been a summary of lessons learned from the agriculture community through the wildfire/road closure.

- A. Needham – there were both producer and supply chain issues, many could not get animals to slaughter. Animals stress when being transported, alternate route was not a viable/humane option.
- A. Lewis - Many letters of support have been written, can forward to the City from the Food Security Society.
- L. Aylard - issues with tractor tubes, and other mechanical parts necessary to farm work not coming in, detour route was not an option for many producers, eggs broke, fruit and veg bruised, milk truck wouldn't come for a while.
- H. Shobe – found that impacts were very similar to during the pandemic, will forward a letter written to the province by ACRD back then.
- c. School District # 70 – H. Zanette
Learning on the Land Program Update – organized by Dave Maher. Looking to have program starting in September 2024.
Funding announcements coming out during SD70 Board meeting tonight, January 23, at 5pm.
Notice in paper, SD70 considering selling property on Anderson Avenue, seeking input for land use until Jan 31.
New approved board authorized course, ADSS Indigenous Leadership Course.
School Food System Working Group - food program review at last Board Meeting. Working on getting a list of volunteers involved in this program. Long range facility plan, 10 year review, will be posted on website for input.
- d. Alberni Farmers' Institute – L. Aylard
Lisa is staying on as President for 1 year to train new members to take over.
Reviewing bylaws to ensure compliance and are up to date. Looking to get new logo out in the community, possibly on reusable grocery bags. Concerns about Emergency Management Legislation released in November. Local governments have until the end of the month to give feedback. Hoping to host some social events, will be sending out invitations shortly.
- e. Alberni Valley Food Security Society – A. Lewis
Initial launch of Community Food Offerings Brochure at the Nourish Fair. This is a snapshot of which local organizations are offering food services to the community at a subsidized or free scale. This will be reviewed annually and available online.
Next month is the Seedy Saturday event, in the Cedar Room at Echo Center, 4255 Wallace St. from 10am-2pm. There are 19 vendors, 28 tables booked.
New this year will be three talks with subjects on urban garden design, water conservation, and a bean protein research project undertaken in the Alberni Valley.
Lots of planning happening right now, working on the gleaning project to expand the months of operation, going later in the fall when there is more being produced. Impact report complete for the gleaning program, impressed to see what the program has done so far in the community. Will forward the report to the Committee.
- f. Nuuchal-nulth Tribal Council – No representative in attendance, verbal update provided by H. Shobe
Systems Change Project – There is going to be a Traditional Foods Gathering in Port Alberni at the Maht Maht gym March 21/22. Was initially seeded with

grant funding through the Systems Change Project. Speakers lined up, very exciting event for Nuu-chah-nulth nations.

g. 4-H – P. Radcliffe

Organization suffered during the pandemic, weren't able to attend in person, many set-backs. Last year there were no clubs or members in the Alberni Valley. This year, 8+ adults have stepped up to participate, they have experience with 4H and are willing to take on the leadership roles needed. 20+ members in the process of registration at this time. Confirmed projects, Clover Buds (age 6-8), horse, rabbit, beef, poultry, cavy, and dog, and possibly foods projects. Can register through the website or reach out to Patty or Charlene Holden directly. No Facebook for this chapter at this time.

h. Primary Agricultural Producers

T. Shannon – hosted farm-to-table dinner last year, looked to support local agriculture, with information on the producers for attendees. Feedback was good, so are planning to do another July 27, 2024. Going to send menu plan out shortly to the committee and producers to see what can be supplied/purchased locally. If this event is popular, there is potential to host a Friday night as well, or a “small bites” event. Will have something out for the menu by the next ADC meeting.

MOVED: F. Boyko

SECONDED: H. Zanette

THAT the verbal reports a-h be received.

CARRIED

8. QUESTION PERIOD

Questions/Comments from the public. The Administrative Assistant advised there were no questions or comments respecting an agenda topic from public:

- Participating in the Zoom webinar
- Submissions received by email at responses@acrd.bc.ca.

9. ADJOURN

THAT the meeting be adjourned at 10:56am

CARRIED

Certified Correct:

Heather Shobe,
Chairperson

Kristin Kerr-Donohue
Administrative Assistant



Heritage Commission Meeting
February 7, 2024
Minutes

Location:
AV Museum

Attendees:

| | |
|------------------------|------------------|
| ACRD | Penny Cote |
| City Council | Charles Mealey |
| Community at Large | Colin Schult |
| Community Arts Council | Claudia Romaniuk |
| Historical Society | Gareth Flostrand |
| Industrial Heritage | Richard Spencer |
| Maritime Heritage | Don Jones |
| McLean Mill | Elliot Drew |
| School District 70 | Pam Craig |
| Staff | Willa Thorpe |

Regrets:

Chamber of Commerce
Hupačasath First Nation
čišaaʔath (Tseshaht) First Nation




Called to order: 7:04pm

1. Moved by Elliot that the agenda of the February 7, 2024 meeting be approved as amended.
2. Moved by Pam, seconded by Colin, that the minutes of the January 3, 2024 meeting be approved as circulated.
3. Old Business
 - a. Relocation of the Two Spot Locomotive
 - i. At the Committee of the Whole meeting on January 15, Council considered staff's recommendation to include \$125,000 as part of the 2024 – 2028 Financial Plan discussion for the purpose of relocating the Two Spot locomotive to the Train Station.
 - ii. At the regular meeting on January 22, Council passed a motion to *Include up to \$125,000 as part of the 2024 – 2028 Financial Plan for the purpose of relocating the Two Spot locomotive to the Train Station with costing to be determined in conjunction with the completion of the Parks, Recreation and Culture Master Plan.*
 - b. Heritage Week 2024
 - i. No plans for Commission member organizations to participate in Heritage Week events; Elliot will reach out to members in April regarding future dates
4. Correspondence
 - a. BC Arts Council – 2024 grant
 - i. \$65,000 operating grant has been received



Heritage Commission Meeting
February 7, 2024
Minutes

- b. Commission Reappointment – ACRD
 - i. Director Cote has been reappointed as the representative and Director Sparrow reappointed as the alternate
 - c. City of Port Alberni – Train Station RFP
 - i. Twin City Brewing is the successful proponent from the Train Station Request for Proposal process as the lessee at the Train Station
5. New Business – none
6. Reports
- a. Industrial Heritage Society



Western Vancouver Island Industrial Heritage Society

February 7th, 2024 Report to the Heritage Commission

1. WVIHS Members are back at work after a short break over the Christmas season. Restoration work to the 1957 Hayes continues at the Industrial Heritage Centre. At the APR Roundhouse, crews continue work on cleaning the grounds and building and setting up displays. Crews have also been working on the #102 Comox Logging Crew Speeder.
2. A Washroom renovation at the IHC has begun. The entire room has been painted, and some toilet repairs are soon to come.
3. Mark your calendars! Our Annual General Meeting will be held on February 21st, 2024 at 7:00pm at the Steelworkers Union Hall (4904 Montrose St). Our guest speaker this year will be Al Boyko speaking on the topic of Logging in the Alberni Valley, with photos from Don Watt's Collection.
4. WVIHS Members have been hard at work budgeting for our three areas of Operations, Activities at McLean Mill, Operation and Maintenance at the APR Roundhouse and Operation and Maintenance at the Industrial Heritage Centre. Budgeting continues through our AGM.
5. The WVIHS is looking for new Directors who have an interest in assisting in board duties, project planning, budgeting, office duties, or any other areas of support. If you know of someone interested in running for director of the WVIHS, please contact Vice-President Richard Spencer at ihsportalberni@gmail.com, or attend our AGM.
6. Memberships renewals are open for 2024. Anyone wanting to renew a membership or become a new member of the WVIHS can do so by attending our AGM, visiting the Industrial Heritage Center during open hours or going online to www.ihsportalberni.ca/membership.



Heritage Commission Meeting
February 7, 2024
Minutes

b. Maritime Heritage Society



Port Alberni Maritime Heritage Society
February 7, 2024 Report to the Heritage Commission

Open Hours

Currently, we do not have scheduled open hours for the public until March 15, 2024. Groups can make bookings to view the Gallery and/or the Lighthouse by contacting our Facilities Coordinator, Chris Johnson. Social media posts continue to be posted during this closed period.

Art Sale Exhibit and Fund Raiser

We are reaching out to artists to produce maritimed themed pieces of art which will be chosen by a committee of our Directors to be displayed and for sale in the Hutcheson Gallery in May of 2024. A poster has been created and sent to Melissa Martin at The Grove who is going to promote this event to the Alberni Valley art community. Artists have until the end of April to submit a photo of their work to our Facility Coordinator.

Gift Shop Consignment

We are now including, on a consignment basis, local art and craft items in our Gallery Gift Shop. Local artist Guy Langlois has three paintings hanging in the Gallery. Please contact our Facilities Coordinator, Chris Johnson, if you are interested in viewing his paintings.

Space Rentals Available

On January 29 a small wedding party booked the Lighthouse for their wedding ceremony. Both the Lighthouse and the Gallery are available for special event rentals on a very affordable basis. We welcome bookings for weddings, birthday parties and other family events. Please check our Facebook page or contact our Facility Coordinator for rates and availability.

Lighthouse Upgrades

We are currently fundraising towards our goal of \$80,000 to undertake exterior upgrades to our iconic waterfront lighthouse structure and have received grants totaling \$19,000 for the project. Many thanks are extended to the Alberni Valley Community Foundation, the Alberni District Cooperative Association Community Investment Fund, Coulson Aircrane Inc., the Port Alberni Port Authority and Catayst Paper for their support. We are also expecting a \$10,000 donation from the Alberni Valley Community Forest which was approved by City Council in January.

Historical Society Joint Meeting

Scheduled for April 17, 2024 is a joint meeting between the Alberni District Historical Society and the Port Alberni Maritime Heritage Society which will be held at 7:00 pm. in our Gallery.

Contact Information

| | |
|-----------|--------------------------------|
| Telephone | 250-723-6164 |
| Website | portalbernimaritimeheritage.ca |
| Facebook | maritimediscoverycentre |
| Email | portalbernimhs@gmail.com |

Submitted by Don Jones, PAMHS Alternate to the Heritage Commission



Heritage Commission Meeting
February 7, 2024
Minutes

- c. Historical Society
 - i. A big thank you to all our very dedicated volunteers for putting in 242.25 volunteer hours in January.
 - ii. 2024 Historical Society membership is now due. \$10 per calendar year. You can pay by cash, cheque or e-transfer.
 - iii. A few of our volunteers are working on paper donations given to the Archives. They have been sorting and cleaning these precious documents. If the document is on old paper (50 yrs or more) it will likely not be acid-free. Paper & ink will fade or become brittle over time. These older documents will be typed (word for word, including spelling & grammar mistakes) on acid-free paper to be kept with the original. These are just a few of the “jobs” done by our volunteers.
 - iv. If you have any or know of anyone who has paper treasures and would like to donate them to the Archives, please contact the Archives, Tuesday – Thursday, 11 am – 3 pm.
- d. Regional District
 - i. The ACRD is reviewing the 2024 - 2029 budget to be finalized March 28th, 2024.
 - ii. Director Cote has been attending many Provincial forums on housing, water and other priorities.
 - iii. Director Cote is requesting the ACRD to form a water committee to review long term water for the valley and west coast.
 - iv. Vancouver Island Regional Library budget include unaffordable increases.
 - v. Sproat Lake Community Association is holding their AGM on Monday February 26 proposing changes to the constitution to better reflect their actual mandate.
 - vi. AVICC Association of Vancouver Island and Coastal Communities AGM convention is April 14 - 16, 2024. This is the 75th anniversary. We have 3 students attending. We are having Connie Watts design a commemorative pin to mark the 75th.



Heritage Commission Meeting
February 7, 2024
Minutes

- e. Community Arts Council
 - i. Gallery Art Exhibits
 - 1. January 30 to February 16 – A Life's Work. The works of E.J. Miller-Towle; a look at her career as a commercial artist and illustrator.
 - 2. February 22 to March 22 – Cairis Wall and Lorne McNab – Mixed Media. Meet and Greet Saturday February 24, 1-3 pm
 - ii. Gallery Attendance – for December 930 people
 - iii. Workshops
 - 1. 2 day beginner – Paverol Workshop with Cheryl Frehlich – March 16 and March 23
 - 2. Beginner Coloured workshop with Jim Sears, Saturday, February 24th.
 - iv. Fundraisers
 - 1. Greater Victoria Police Chorus – Sunday April 14, 230 , ADSS Auditorium. Tickets \$30.
 - 2. Book Sale – Mother's Day weekend. Athletic Hall
We need books. Drop off at the Quay
 - v. Changes to the Arts Council
 - 1. The city gave us a lease which we have agreed to.
 - 2. Arts Administrator - We have been advertising for a new administrator for a couple of weeks.
 - 3. We will be advertising for a second gallery assistant. We are looking for someone with a blend of creativity, technical skills, and a passion for the arts.
 - 4. We will have a new president of the Arts Council, Angela Scaley
 - 5. We will have 2 new board members, but 2 board members have left.



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f. Chamber of Commerce



2533 Port Alberni Highway
Port Alberni, BC V9Y 8P2
T: 250-724-6535
office@albernichamber.ca

February 6, 2024

Chamber & Visitor Centre Report to Heritage Commission
Submitted by Jolleen Dick, Chief Executive Officer

Chamber of Commerce

It's Chamber Week next week from Feb 12 – 16, 2024 and we'd like to take the opportunity to reintroduce what the Chamber does.

The Alberni Valley Chamber of Commerce is the "voice of business" for the entire region. Our vision is to make the Alberni Valley a vibrant and prosperous business-friendly community.

Registered under the Federal Board of Trade Act, the Chamber is a non-profit, membership-driven organization governed by a volunteer board of directors. We are focused on continually improving the business climate in the community. We provide leadership, advocacy, services, and information to businesses and community organizations enabling economic growth and prosperity.

We do this through sharing information via our channels and hosting Chamber events such as our Chamber Breakfasts and Luncheons. We are part of a larger network through the BC Chamber of Commerce and Canadian Chamber of Commerce, both allowing us to advocate to senior levels of government to improve policies for our business climate.

We maintain fee-for-service agreements with the City of Port Alberni and Destination BC to operate the Port Alberni Visitor Information Centre. We also have a fee-for-service agreement for the operation of McLean Mill National Historic Site.

We look forward to welcoming new members in business and not-for-profit into our growing network.

Visitor Centre

2023 Year in Review

The Port Alberni Visitor Centre had a fluctuation in visitation rates in 2023, compared to the previous year. The month-to-month visitation rates varied significantly due to several factors such as the road closure on Highway 4. The Visitor Centre extended its services beyond regular business hours, offering public washrooms and information and some statistics may not have been captured fully.

In 2023, the Port Alberni Visitor Centre was operational for 2,079 hours, engaging with 8,412 visitors. This represents a 31% increase in operational hours from 2022. The extension of hours was particularly notable during the wildfire incident on Highway 4 and included opening on Saturdays during the fall and winter months to provide additional work experience opportunities for Canada Summer Jobs students.

We experienced a significant increase in call volume, up 152% from the previous year, again, largely due to inquiries related to the Cameron Bluff's Wildfire, road closures, and detour information. Additionally, fluctuations in visitation rates were influenced by BC Ferries delays, affecting the flow of visitors to Vancouver Island.

Respectfully conducting our business on the unceded traditional territory of the Hupačasath and Tseshahat [cišaaʔatɪ] First Nations.



Heritage Commission Meeting
February 7, 2024
Minutes



2533 Port Alberni Highway
Port Alberni, BC V9Y 8P2
T: 250-724-6535
office@albernichamber.ca

The Ambassador Program and our volunteers in 2023 weren't operational, due to the closure of McMillan Provincial Park because of the wildfire, which also impacted our collected statistics as they are included when the program is operational.

In December 2023, 4VI (Tourism Vancouver Island) was engaged to support Visitor Services and assist in planning for the 2024 season. This collaboration aims to refresh the tools, processes, and information used in the Visitor Centre and to provide support and training for new hires in the upcoming spring and summer.

2024 Year Ahead

We are well-positioned to continue welcoming visitors from all over the world and provide information services as the gateway to the Pacific Rim. With the introduction of the MRDT (Alberni Valley Tourism) and Bamfield Road upgrades, we anticipate seeing an increase in visitation.

We look forward to attracting more visitors to the Alberni Valley than in any year since 2020. With continuous improvements to our product knowledge database, retail operations and offerings at the McLean Mill National Historic Site, we are optimistic about a strong year ahead with fewer environmental challenges.

We plan to revamp our training programs and extend the benefits to the broader community, supported by an application for funding through BC's REDIP program.

Enhancing the accessibility of the Visitor Centre is a key objective, with plans to install automatic door openers for the main entrance and accessible washrooms and are seeking grant funding to assist with these upgrades.

We're excited about what the year 2024 will bring and look forward to supporting the community.

Statistics Summary for the Port Alberni Visitor Centre

| | 2023 | 2022 |
|-----------------------|----------|--------|
| Total Hours Open | 2,079.00 | 1586.5 |
| Total Parties | 4400 | 4365 |
| Total Visitors | 8412 | 7083 |
| Total Phone Calls | 666 | 264 |
| Total Mails/Fax/Email | 4 | 10 |
| Total Social Media | 0 | 0 |
| Total Buses | 6 | 1 |

Source: <https://www.networkstats.tourismbc.com/>



Heritage Commission Meeting
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g. McLean Mill

- i. Since returning to work after the Holidays, January has been a month of inventory, bookkeeping and planning. A deep look into last year and a review of our interactions with visitors have given us some new directions to ensure we continue to grow and in a consistent and financially sound manner.
- ii. While larger tour groups are still viable and booking, smaller and individual tours are no longer the preferred way for visitors to experience the site and this is having a large impact on our bottom line. Last year only 63 visitors paid to have a guided tour outside of large organized tours. Most visitors are wanting to explore the site on their own terms and timelines. To ensure that we are providing a great experience that truly highlights the heritage and significance of the Mill, we are planning to create a more open, self-guided model using signage and staff to supervise open buildings and provide short presentations at the mill and steam donkey. This way guest can move around the site and learn in the way that best suits them. As this experience will be set up and available during all open hours, we are looking to return to an admission model for high season (May-long weekend till end of Sept):
Adults - \$10
Senior – Student - \$5
Children under 8 – Free
- iii. We are also trying to plan Sunday Steam Days with the IHS and are in talks with the Arts Council to provide a Tea on the Terrace type event during July and Aug. These events along with other community groups, private bookings and weddings are filling our calendar quickly.
- iv. We are also working hard to clean out some of our hidden corners and take stock of some of our additional sundry items to create much needed storage space in the McLean Hall as we are hoping to return a standing exhibit of some sort to this space for the upcoming season.
- v. On site the work on our septic system upgrade has begun and crews will be on site until possibly mid-March to complete the first phase of the long-awaited project. We are so grateful to all City staff who have allowed us to collaborate in the planning of this project that will serve the needs of our guests for many years to come. However, because of the nature of this project we are not able to plan events till this project is done, as the work must be allowed to progress as quickly as possible to fit in the timeline, so we have made the decision to cancel our Heritage week activities for this year.

h. School District

- i. The next Pacific Rim Board of Education Regular Public Meeting is Tuesday February 27, 2024 at Wood School at 5pm. The next public meeting is March 12, 2024 at Eighth Avenue Learning Centre (Last Day for classes is March 15 for Spring Break – Students return to class April 2nd after Easter Weekend). Fri Feb 16, Non-instructional Day, no classes and Feb 19 in 'Family Day' no classes.



Heritage Commission Meeting

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- ii. The Alberni Valley Wrestling Club Annual Invitational was held Feb 2 & 3 at ADSS. Over 450 wrestlers participated. Teams came from all over Vancouver Island and the Lower Mainland. This prestigious event is not a School District event as it is fully organized by the AV Wrestling Club, however, 99.9% of the organizers, coaches and officials are District personnel and many Pacific Rim students are participants.
 - iii. Pacific Rim School District focus on Literacy Week Jan 22 through Jan 26, with guest readers for many classes presented by Trustees, Superintendent, and senior staff. 25th Year of Family Literacy Day Celebration Feb 3 and Youth Fun Night Feb 2 at Glenwood Centre sponsored by Alberni Valley Child and Youth Network was a huge success. Many families took advantage of great activities for the whole family.
 - iv. The School District website has public information bulletins highlighted for Kindergarten Registration for children born in 2019 and new or revised Policies post for public consultation.
-
- i. Community at Large – no report
 - j. City Council



Heritage Commission Meeting
February 7, 2024
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CITY COUNCIL MEETING SUMMARY

An information report summarizing the Regular meeting of Council held January 22, 2024.
This is not the official minutes. For more information, please contact the Corporate Services department at 250.723.2146 or email: corp_serv@portalberni.ca.

■ **CORRESPONDENCE**

Shadow Minister for Mental Health and Suicide Prevention

Council directed staff to display the 988 Suicide Crisis Helpline poster in all City facilities.

Council also received their correspondence summary which included letters from:

- Vancouver Island Regional Library | 2024 Budget Increase
- Ministry of Public Safety and Solicitor General | Follow up letter Re: 2023 UBCM Convention Meeting
- Alberni Valley Museum and Heritage Commission Minutes | December 6, 2023
- Union of BC Municipalities Local Government RCMP Committee Appointments

Council nominated Councillor Patola [Solda as alternate] to be considered by UBCM for the Local Government RCMP Contract Management Committee.

■ **PROCLAMATIONS**

Kinsmen Club of Port Alberni

Council proclaimed February 16 – 23, 2024 as 'Kinsmen and Kinette Week' in Port Alberni and authorized flying the Kin Canada flag at City Hall in recognition.

Heritage BC

Council proclaimed the week of February 19 – 25, 2024 as 'Heritage Week' in Port Alberni.

■ **REPORT FROM IN-CAMERA**

Appointments

Council released for public consumption, the appointment of Jack Roland to the Advisory Planning Commission for a two-year term commencing January 1, 2024 to December 31, 2025 and John McNabb to the Board of Variance for a three-year term commencing January 1, 2024 to December 31, 2026.

■ **NEW BUSINESS**

Connect the Quays Pathway

Council approved \$1,253,411 in funding from the Growing Communities Fund in the 2024-2028 Financial Plan to complete the third and final phase of the Connect the Quays Pathway along Dry Creek and Roger Creek.

Western Vancouver Island Heritage Society

Council directed the following with regards to WVIHS:

- That staff enter into negotiations for the purpose of establishing a formal agreement with the Western Vancouver Island Industrial Heritage Society regarding activities at the Roundhouse and McLean Mill for Council consideration.
- Include up to \$125,000 as part of the 2024 – 2028 Financial Plan for the purpose of relocating the Two Spot locomotive to the Train Station with costing to be determined in conjunction with the completion of the Parks, Recreation and Culture Master Plan.
- Defer action on any rail crossings, associated track, or provision grants for the operation of the Alberni Pacific Railway, until the results of the grant application to the Island Coastal Economic Trust are available to the public.
- Staff to obtain a quote from the Municipal Insurance Association of BC to add the Western Vancouver Island Heritage Society as an Associate Member to the City's current insurance policy.
- Staff to confirm with the Western Vancouver Island Industrial Heritage Society any outstanding items from the third-party contractor's safety plan requirements and for the WVIHS to provide the City with a quote for infrastructure replacement at the Old Time Logging Show for Council consideration during the 2024 – 2028 Financial Plan review.
- Staff to obtain a quote from Municipal Insurance Association of BC for insurance coverage for the Old Time Logging Show, and for the City to explore entering into a formal agreement with Mosaic for the purpose of accessing Mosaic's land for the Old Time Logging Show.
- That the Western Vancouver Island Industrial Heritage Society prepare a community focused train operational plan for the first



Heritage Commission Meeting February 7, 2024 Minutes

season featuring a speeder use and community events.

- Staff to contact Technical Safety BC to clarify what is required to operate on the short track route as proposed by the Alberni Pacific Railway.

2024 Association of Vancouver Island and Coastal Communities AGM & Convention Resolution Submissions

Council directed staff to submit the following resolutions for consideration at the 2024 Association of Vancouver Island and Coastal Communities [AVICC] AGM & Convention:

- That AVICC & UBCM urgently request the Province of British Columbia to provide modern and reliable communications, such as Starlink, to responding agencies that are handling motor vehicle incidents on the province's behalf to ensure seamless communication and enhance the safety and effectiveness of responders;
And further, that the Province of British Columbia collaborate with telecommunication providers to improve overall communications infrastructure in areas where motor vehicle incidents occur frequently including expanding coverage, improving network reliability, and exploring innovative solutions to address communication challenges in remote and underserved areas.
- That AVICC & UBCM urgently appeal to the Province of British Columbia to take immediate steps to adequately staff and operate pre-hospital care services autonomously, assuming full responsibility for pre-hospital care, alleviating the burden on local governments and ensuring the provision of efficient and effective emergency medical services OR alternatively, that the Province of British Columbia take immediate steps to provide adequate funding to local governments to cover the cost of Fire Department First Responder programs to help alleviate the financial strain on local governments and ensure the continued provision of essential pre-hospital care services.
- That AVICC & UBCM urgently appeal to the Province of British Columbia to develop an equitable Police Services funding program for all BC municipalities and regional districts that takes into account the financial capacity and population size of each jurisdiction, as well as the additional demands placed on police services due to systemic social issues outside of a municipality's mandate.
- That AVICC & UBCM appeal to the Province of British Columbia to provide long-term sustainable funding for public libraries in BC; And further, that the Province ensures that BC libraries receive regular increases to Provincial Government funding in subsequent years.
- That that AVICC & UBCM appeal to the Province of British Columbia to increase funding for rural colleges in British Columbia to support their operations, programs, and services;
And further, that the Province develop a standard of college funding more closely reflecting the real costs of providing required training and education to the population of rural British Columbia.

RCMP Contract and Administrative Services

Council directed funding within the 2024-2028 Financial Plan related to RCMP contract and administrative services as follows:

- Fund 32 RCMP officers from general taxation and 2 from surplus to fund 34 RCMP Officers in total as per the contract commitment and as based on actual utilization;
- Allocate funds from Surplus to fund Community Policing services in 2024, and that Council consider moving to taxation for the years 2025 forward.

Community Action Team

Council endorsed the establishment of a City administrative committee for the Port Alberni Community Action Team, a community-led initiative in response to the overdose crisis, and further recommended that the City obtain insurance coverage for appropriate members and volunteers.

Vancouver Island Regional Library

Council to engage in further discussions prior to renewal of the lease between the City of Port Alberni and the Vancouver Island Regional Library.

Traffic Advisory Committee

Council approved the Terms of Reference for the Traffic Advisory Committee.

Development Variance Permit | 4821 Heath Road

Council authorized the issuance of Development Variance Permit No. 120 to permit granting the following variances to the Zoning Bylaw at 4821 Heath Road:

- Vary Section 5.10.2 RR2 Site Development Regulations to increase the Maximum Coverage from 33% to 38% for a variance of 5%.
- Vary Section 6.12.1 Projections to increase the maximum projection of an Open Porch into a required front yard from 1.85 m (6.1 ft) to 4.18 m (13.7 ft) for a variance of 2.33 m (7.6 ft).



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5170 Argyle Street | Remedial Action

Council imposed a remedial action order for the property located at 5170 Argyle Street.

UBCM Housing Summit

Council authorized virtual attendance for interested Council members at the UBCM Housing Summit taking place February 13 & 14, 2024. The Summit will focus on the continuing crisis in housing affordability and attainability, and consider the effects of recent provincial housing legislation changes.

■ QUESTION PERIOD

Kim Botman

Asked clarifying questions related to AVICC resolution submissions and the remedial action process.

■ COUNCIL MEETINGS

The City of Port Alberni is now offering hybrid Council and Committee of the Whole meetings.

We encourage you to remain informed on City business and community topics through the following options:

- Attend in-person in City Hall, Council Chambers, located at 4850 Argyle Street
- Livestream @ www.portalberni.ca
- Join online or by phone using MS Teams

Regular Council meetings are held at 2:00 pm on the second and fourth Monday of each month. All meeting recordings are posted on the City website for viewing.

Complete Council agendas including all correspondence and reports are available at portalberni.ca. Generally, these are posted the Friday before each Regular Council meeting and are archived on the site.

The Council Summary is prepared following each regular Council meeting and posted on the City's website. You can also visit the City website and sign up to receive summaries delivered directly to your inbox.

For more information related to Council meetings, including how to participate, please visit www.portalberni.ca/council. You may also contact the Corporate Services department at 250.723.2146 or email corp_serv@portalberni.ca.

■ MEETINGS AT A GLANCE

Monday, January 29th

6:00 pm | Committee of the Whole
Council Chambers

Monday, February 5th

6:00 pm | Committee of the Whole
2024-2028 Financial Plan Overview
Council Chambers

Wednesday, February 7th

7:00 pm – Alberni Valley Heritage Commission
Alberni Valley Museum

Monday, February 12th

2:00 pm | Regular Council
Council Chambers

k. Museum

- Our new Education Curator starts on April 1
- The spring session of Film Fest is sold out
- The spring Leisure Guide will go live in March and will cover Museum programs and events from March – August

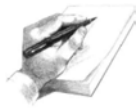
l. Hupačasath First Nation – no report

m. čišaaʔath (Tseshaht) First Nation – no report



Heritage Commission Meeting
February 7, 2024
Minutes

7. Next Meeting
 - a. March 6 → 7pm (AV Museum)
8. Moved by Penny to adjourn at 8:35pm.



**Summary Report / Minutes of the Advisory Planning Commission Meeting
held on December 21, 2023 at 12:00 p.m.
(Council Chambers, Port Alberni City Hall, 4850 Argyle Street)**

Commission Members Present

Stefanie Weber (Vice-Chair)
Sandy McRuer
Dan Holder
Christine Washington, (SD70 Liaison)
Harley Wylie (Alt. – Tseshaht (č̓íšaʔath̓) F.N)
Callan Noye
Derrin Fines (P.A.F.D. Liaison)
Councilor Dustin Dame (Council Liaison)

Regrets

Ed Francoeur (Chair)
Serena Mayer, (Hupačasath F.N)
Ken Watts (ECC, Tseshaht (č̓íšaʔath̓) F.N)
Joe McQuaid

Staff

Scott Smith, Director of Dev. Services/Deputy CAO
Cara Foden, Planning Technician
Haley Stevenson, Planner I

Guests

Applicant/s: None present

Alternates and Staff not in attendance

Larry Ransom (Alt.– S.D.70)
TBD (Alt.– RCMP)
Councilor Deb Haggard (Alt. Council Liaison)
Brian McLoughlin, Manager of Planning
S./Sgt. Mike Thompson, (R.C.M.P. Liaison)
Wayne Mihalicz (Parks Liaison)



1. Acknowledgements and Introductions

- The Vice-Chair acknowledged that this meeting is being held within the un-ceded, traditional territories of the Hupačasath Nation and the Tseshaht (č̓íšaʔath̓) First Nation.

2. Adoption of previous meeting minutes:

- Summary Report / Minutes from the APC Meetings held on October 19, 2023

(McRuer / Holder) CARRIED

3. DEVELOPMENT APPLICATION: Development Variance Permit

4821 Heath Rd. - Lot 2, Block 2, District Lot 11, Alberni District, Plan 618B (PID: 008-735-042)

APPLICANT: D. Sneddon

- The Planner 1 presented a summary of the application. A full report dated December 14, 2023 was included in the Agenda package for this meeting.
- Attendees discussed the proposed Variance as follows:
 - Site coverage was discussed and clarified with respect to what structures are/are not included in the site coverage calculation. It was also clarified that site coverage regulation is one factor that helps to determine the 'character' of a particular zone designation.

Motions:

1. *That the Advisory Planning Commission recommends to City Council that Council support the application.*

(Washington / Holder) CARRIED

4. DEVELOPMENT APPLICATION: Proposed OCP & Zoning Bylaw Amendments

2856 4th Avenue. - Lot 5, Block 57, District, Lot 1, Alberni District, Plan 197-B, (PID: 000-845-710)

APPLICANT: Lindsay Baker dba Le Fevre Group

- The Planner 1 presented a summary of the application. A full report dated December 14, 2023 was included in the Agenda package for this meeting.
- Attendees discussed the proposed amendments as follows:
 - APC members evaluated the proposed amendments with consideration to the adjacent site (2846 4th Ave.) being developed in the same manner and by the same developer. The Director of Development Services noted that the applicant had chosen to pursue the amendments for each site separately rather than in combination.
 - The APC members supported the application.

Motions:

1. *That the Advisory Planning Commission recommends to City Council that Council support the application.*

(Washington / Noye) CARRIED

5. Updates from the Director of Development Services

- Zoning Bylaw 5074 amendment applications:
 - Bylaw for Zoning amendment (Bylaw 5096) on Kingsway Ave. was given 1st reading by Council.
 - Application for Micro-Hotel on Johnston Rd. – a new Architect has been hired and a meeting with staff is scheduled to discuss next steps for the project.
 - New legislation from the Province has been passed that will require municipalities to incorporate new Zoning regulations by June 2024. The regulations will not permit Public Hearings where an application aligns with an Official Community Plan (OCP). The APC discussed the potential impact of these new regulations. Port Alberni public transit does not meet the 15-minute frequency set by the Province that could permit 6-Plex on nearby properties.
- DVP 117 – 4735/4715 Dunbar St. – approved by Council on December 11/23 with conditions.

6. **Other Business:** The Director of Development Services thanked C. Noye and S. Weber for their past service and their willingness to serve another term with the APC. E. Francoeur (Chair) was thanked for his past service on the APC although he was unable to attend this meeting.

7. **Adjournment** – The meeting adjourned at 12:50 pm. The next meeting is scheduled for 12:00 pm on **Thursday, January 18, 2024.**

(Chair)



**SD70 PACIFIC RIM BOARD OF EDUCATION
FINANCE, OPERATIONS AND ASSETS COMMITTEE MEETING MINUTES
January 16, 2024, 4:00 p.m.
Administration Office**

Pam Craig - Board Chair
Cherilyn Bray – Vice Chair
Cynthia Orr - Trustee (via Teams)
Janis Joseph - Trustee
Larry Ransom – Trustee (via Teams)
Chris Washington - Trustee
Helen Zanette - Trustee
Tim Davie – Superintendent
Barbara Ross – Secretary Treasurer
Peter Klaver - Assistant Superintendent
Carla Neville – Controller
Greg Roe – Director of Operations
Paula Mason - Manager of Corporate Services
Nadine White – CUPE President

1. **Call to Order and Land Acknowledgment**
2. **Introductions**
3. **Approval of Agenda**

Moved by: Trustee Craig

Seconded by: Trustee Zanette

THAT the Board of Education approve the Finance, Operations & Assets Committee Meeting agenda for January 16, 2024, as presented.

Carried

4. **Petitions**

4.1 Social Justice 12: Crosswalks Project (10 minutes)

Ms. Ostwald and students Kate E, Klara H, Athena L, Ava L, Seaira L, Kelcie S, and Tia W presented to the Committee regarding their Crosswalk initiative. One student commented how it's not just survivors that have been affected, that many generations of families have been affected and passing a crosswalk such as

this would serve as a daily reminder of our commitment to support those families.

5. **Unfinished Business**

6. **Emergent Issues**

7. **Staff Reports**

7.1 **Funding Update & Impact on Amended Budget Discussions (10 minutes)**

Secretary Treasurer Ross provided an overview of her report.

7.2 **Statement of Financial Information (SOFI) Report (10 minutes)**

Controller Neville provided an overview of her report. Trustee Zanette asked if the SOFI report shows what was actually spent, to which the answer was no, although the audited financial statements are included in the SOFI report. Detailed budgetary reports have already been presented to the Board.

7.3 **Financial Update (Second Quarter Report) (10 minutes) verbal**

Secretary Treasurer Ross noted that she is meeting with all departments to ensure needs are being met.

7.4 **Transportation Review/Update (10 minutes) verbal**

Director Roe provided an overview of current transportation services, noting challenges with bussing on the West Coast.

8. **Next Meeting**

9. **Adjournment**

The meeting was adjourned at 4:40pm.

Board Chair

Secretary Treasurer



**SD70 PACIFIC RIM BOARD OF EDUCATION
EDUCATION COMMITTEE OF THE WHOLEMINUTES
February 6, 2024
Administration Office**

Pam Craig - Board Chair
Cynthia Orr - Trustee
Janis Joseph - Trustee
Larry Ransom - Trustee
Helen Zanette - Trustee
Tim Davie - Superintendent
Peter Klaver - Assistant Superintendent
Barbara Ross - Secretary Treasurer
James Messenger - Director of Instruction - Learning and Innovation
Jaime Hansen - Director of Instruction - Indigenous Education
Michell Bennett - Director of Instruction - Inclusive Education
Dave Maher - District Principal
Nadine White - CUPE President
Sean Peterson - PVPA President
Hannah Fletcher - Executive Assistant - HR

1. Call to Order and Land Acknowledgment

We acknowledged that we work and learn on the ha-houlthee of the Hupačasath (Hupacasath), Huu-ay-aht (Huu-ay-aht), ʔaʔuukʷiʔath (Tla-o-qui-aht), Čiśaaʔath (Tseshaht) and the Yuuʔuʔiʔath (Yuu-cluth-aht) Nations.

2. Introductions

3. Approval of Agenda

Moved by: Trustee Craig

Seconded by: Trustee Zanette

THAT the agenda for the February 6, 2024 Education Committee meeting be approved as presented.

Carried

4. Petitions/Delegations/Presentations

5. Unfinished Business

6. Emergent Issues

7. Staff Reports

7.1 Local School Calendar (2 minutes)

Director Messenger presented the Local School Calendar for 2024/2025 School Year and responded to questions from Trustees.

7.2 FESL Update (10 minutes)

Director Messenger and Director Hansen presented the FESL update. Trustee Zanette requested Director Hansen to share more information with the Board after the next IEC meeting.

7.3 Different Opportunities for Earning Credit (10 minutes)

Director Messenger and District Principal Maher presented an update on the developing programs. District Principal Maher clarified the self-directed study programs are elective programs.

7.4 ICY Update (5 minutes)

Director Bennett presented the ICY update.

7.5 FIT Update (5 minutes)

Director Bennett presented the FIT update.

7.6 Preventure Update (5 minutes)

Director Bennett presented the Preventure update.

7.7 Parent Information Sessions - Trafficking and Exploitation, and ADHD (5 minutes)

Director Bennet shared the results of the Parent Information Sessions. Trustee Craig asked when the presentations will be available for viewing on the District website. Director Bennett confirmed the Trafficking and Exploitation presentation is being uploaded by the end of this week. Participants who registered for the ADHD training will have access for the next week to the presentation done by Dan Duncan.

7.8 Open Parachute Project (5 minutes)

Director Bennett presented an update on the Open Parachute Project.

7.9 Wellness (5 minutes)

Director Bennett presented an update on Wellness on behalf of Manager Curliss.

7.10 Accessibility (5 minutes)

Director Bennet presented the Accessibility update and responded to questions from Trustees.

7.11 Anti-Racism (5 minutes)

Director Bennet presented the Anti-racism update and recapped the training done at the January Principal's meeting.

Superintendent Davie left the room at 4:54 pm and returned at 4:59 pm.

8. Correspondence

9. Next Meeting

The next Education Committee meeting will be held on March 5, 2024 at the administration office.

10. Adjournment

The meeting was adjourned at 5:02 pm.

Board Chair

Secretary Treasurer



**SD70 PACIFIC RIM BOARD OF EDUCATION
POLICY COMMITTEE MEETING MINUTES
February 13, 2024, 7:00 p.m.
Administration Office**

Pam Craig - Board Chair
Cherilyn Bray – Vice Chair
Cynthia Orr - Trustee (via Teams)
Janis Joseph - Trustee
Larry Ransom – Trustee (via Teams)
Helen Zanette - Trustee
Tim Davie – Superintendent
Barbara Ross – Secretary Treasurer
Peter Klaver - Assistant Superintendent
Carla Neville - Controller
Ryan Dvorak – ADTU President

1. Acknowledgement

The Chair acknowledged that we work and learn on the ha-houlthee of the Hupačasath (Hupacasath), Huu-ay-aht (Huu-ay-aht), ʔaʔuukʷiʔath (Tla-o-qui-aht), Čišaaʔath (Tseshaht) and the Yuuʔuʔiʔath (Yuu-cluth-aht) Nations.

2. Introductions

3. Approval of Agenda

Moved by: Trustee Craig

Seconded by: Trustee Bray

THAT the February 13, 2024 Policy Committee Meeting agenda be approved as presented.

Carried

4. New or Revised Draft Policy

4.1 Trustee Bursary Policy

Trustee Craig spoke on behalf of the sub-Committee that worked on developing the policy thanking them for their work. It was decided that a short Admin Procedure be developed to specify that Trustees may decide how much they'd

like to contribute, how they are contributed, and that they can opt in/out of contributing annually. The Committee referred the policy to the Board for approval to be sent out for a 30-day public consultation period.

4.2 Housing Policy

Ms. Neville commented that line 3 should read "staff accommodation" versus "teacher accommodation". Policy language was revised to be gender neutral. President Dvorak, ADTU commented that he would hope the Board would prioritize any available housing for teachers over other employees, as the School Act specifically governs housing for teachers. The Committee referred the policy to the Board for approval to be sent out for a 30-day public consultation period.

Richard Samuel, NTC representative joined the meeting at 4:11pm.

4.3 Privacy Policy

Ms. Neville provided an overview of her report, clarifying that the policy applies to anyone employed by or acting on behalf of the school district. The Committee would like definitions "c" and "d" removed from the document. To clarify, this policy is a new one, as the policy language was previously combined together in an Admin Procedure. This Admin Procedure will be revised in the near future. The Committee referred the policy to the Board for approval to be sent out for a 30-day public consultation period.

5. New or Revised Draft Administrative Procedures

6. Policies to be sent to the Board for Approval to go out to Public Consultation.

7. Policy/Admin Procedure out for Public Consultation

7.1 XXX: Jordan's Principle Policy

7.2 XXX: Environmental Stewardship Policy

8. Forward to next Public Board Meeting for Adoption

9. Completed Business

9.1 School Trustee Code of Conduct Policy

9.2 Kindergarten Placement A/P

9.3 Jordan's Principle A/P

9.4 Board Procedure A/P

10. New Business

11. Future Policy/Administrative Procedures

Please add Policy 115: Appeal of a Decision by an Employee to the list of Future Policies to be reviewed.

11.1 5019: Technology Acceptable Use (A/P)

11.2 Field Trips (A/Ps 6100-6103)

11.3 Environmental Stewardship (A/P)

11.4 Policy 500: Student Admission and School of Choice

11.5 Student Admission and School of Choice (A/P)

11.6 Cell Phone Policy

11.7 Cell Phone (A/P)

11.8 Records Retention (A/P)

12. Next Meeting Date

13. Adjournment

The meeting was adjourned at 4:26pm.

Board Chair

Secretary Treasurer



**SD70 PACIFIC RIM BOARD OF EDUCATION
FINANCE, OPERATIONS AND ASSETS COMMITTEE MEETING MINUTES
February 20, 2024, 4:00 p.m.
Administration Office**

Pam Craig Board Chair
Cherilyn Bray Vice Chair
Janis Joseph Trustee
Larry Ransom Trustee (via Teams)
Christine Washington Trustee
Helen Zanette Trustee (via Teams)
Tim Davie Superintendent
Barbara Ross Assistant Secretary Treasurer
Greg Roe Director of Operations
Paula Mason Manager of Corporate Services
Carla Neville Manager Controller
Nadine White CUPE President
Ryan Dvorak ADTU President

Guests:

Melody Burton ADSS Breakfast Club Coordinator

-
1. **Call to Order and Land Acknowledgment**
 2. **Introductions**
 3. **Approval of Agenda**

Item 7.1 on the agenda was moved to Item 4.1

Moved by: Trustee Craig

Seconded by: Trustee Washington

THAT the Board of Education approve the Finance, Operations & Assets Committee Meeting agenda for February 20, 2024, as amended.

Carried

4. **Petitions/Delegations/Presentations**

4.1 ADSS Breakfast Club budget presentation (5 minutes)

Melody Burton, ADSS Breakfast Club Coordinator, presented to the Committee highlighting the many services she coordinates in our community, including

receiving donations from Loaves and Fishes in Nanaimo, McDonalds in Port Alberni and local RCMP, as well as her ongoing distribution of food items, hygiene products and graduation supplies to students. It was noted that the school district is federally mandated to provide hygiene products in all schools and that we will ensure this is something she will not have to fund going forward.

5. Unfinished Business

6. Emergent Issues

7. Staff Reports

7.1 Board Office Sign (5 minutes)

Director Roe asked the Committee to provide direction on which design they would like for the new Board Office sign on Roger Street. They chose Option 1 and will recommend to the Board of Education that they direct staff to proceed with that choice by way of a motion at the February 27, 2024 Public Board Meeting.

7.2 BCS FireSmart Grant (5 minutes)

Director Roe provided an overview of his report. There were no questions or comments.

7.3 USS Plaque Update (2 minutes)

Director Roe provided an overview of his report. There were no questions or comments.

7.4 Wickaninnish Ball Fields (10 minutes)

Director Roe provided an overview of his report. He noted that the District of Tofino (DoT) Council are very supportive of the project, with DoT taking the lead on the project. Superintendent Davie made note that the addition of a washroom building in the concept drawings would be included in Phase Two of the project. Trustee Bray asked if there would be a press release, with the answer being that DoT would take the lead on all public consultation and press releases, with the school district having a representative present. It was noted that the two districts will enter into an MOU together as discussed previously.

7.5 2023/24 Amended Annual Budget (10 minutes)

Secretary Treasurer Ross provided an overview of her report. Trustee Craig thanks her for the Finance Workshop she had provided the week prior. Ms. Ross checked with the partners to see if they had any questions or concerns, none were heard.

8. Next Meeting

The next Finance, Operations & Assets Committee meeting will be held on March 12, 2024 @ 4:00pm at the Administration Office.

9. Adjournment

The meeting was adjourned at 4:33pm.

Board Chair

Secretary Treasurer