



**PACIFIC RIM SCHOOL DISTRICT
EDUCATION COMMITTEE MEETING AGENDA**

Tuesday, November 4, 2025, 3:30 p.m.

Administration Office Board Office, Port Alberni

Pages

1.	<u>Call to Order/Land Acknowledgment</u>	
	We acknowledge that we work and learn on the ḥaḥuuli of the Ćišaaʔath (Tseshaht) and Hupačasath (Hupacasath) First Nations. We also acknowledge that we have schools also located on the ḥaḥuuli of the Huu-ay-aht (Huu-ay-aht), and ʔaʔuukʷiʔath (Tla-o-qui-aht), First Nations and the Yuuʔuʔiʔath (Yuu-cluth-aht) Government.	
2.	<u>Introductions</u>	
3.	<u>Approval of Agenda</u>	
	THAT the Board of Education approve the November 4, 2025 Education Committee agenda as presented.	
4.	<u>Petitions/Delegations/Presentations</u>	
5.	<u>Unfinished Business</u>	
6.	<u>Emergent Issues</u>	
7.	<u>Staff Reports</u>	
7.1	Email Signature & Land Acknowledgements (10 minutes) Michelle Colyn, Manager of Indigenous Language & Culture	3
7.2	Career Preparation (15 minutes) James Messenger, Assistant Superintendent / Greg Freethy, District Lead – Career Education Programs	7
7.3	Inclusive Education Update (30 minutes) Michell Bennett, Director of Instruction - Inclusive Education	9
7.4	Anti-Racism Response / Guide Michell Bennett, Director of Instruction - Inclusive Education	22
7.5	Learning & Innovation Update (15 minutes) James Messenger, Assistant Superintendent	25
7.6	FireSmart BC launches Wildfire Safety Curriculum for schools (BCSTA Weekly) (5 minutes) James Messenger, Assistant Superintendent	30
7.7	New legislation for increased child care by school districts (15 minutes) Peter Klaver, Superintendent	31
8.	<u>Correspondence - For Information</u>	

9. **Next Meeting**

The next Education Committee Meeting of the Board of Education will be held on February 3, 2026 at 3:30pm, at the Administration Office Board Room.

10. **Adjournment**

The meeting was adjourned at TIME.



PACIFIC RIM SCHOOL DISTRICT EDUCATION COMMITTEE INFORMATION SHEET

Date: November 4, 2025
To: Education Committee
From: Michelle Colyn, Manager of Indigenous Language & Culture
Subject: Updated Staff Signatures / Updated Land Acknowledgement (based on input from Nations)
Nations)

Background

In efforts to create a Land Acknowledgement Display as well as a student representation display at the Board Office, consultation with local Nations čišaaʔath and huupačasʔath, as well as all other nuučaañuł Nations have been happening since early September 2025. These displays are intended to acknowledge the territories our Board Office and schools are on as well as acknowledge that we have students from all nuučaañuł Nations in our schools. Feedback we received includes these considerations:

- Growing concern from local Nations about Pacific Rim SD70's blanket-style statement of acknowledging all nuučaañuł Nations – there's a fear of giving the impression that all Nations have territory in Port Alberni.
- čišaaʔath & huupačasʔath support the updated land acknowledgement and student representation display if the local Nations whose territory the board office and Alberni Valley schools are on is more prominently recognized in writing or displayed (i.e. clearly stating whose territory the office and Valley schools are on). Rationale is:
 - čišaaʔath noted that they are often having to correct people who acknowledge all or many of the nuučaañuł Nations when land acknowledgements are happening in the schools, offices, or at events in Port Alberni. Often there is wrong terminology of territory, and it creates confusion amongst the public especially considering other Nations (huušiiʔath, Uchucklesaht and yuukuʔiʔath Government) have administration offices in Port Alberni
- General desire from the Nations to see Pacific Rim SD70 staff acknowledge whose territory they are working in, ensuring accuracy to the region they are in. *"There is no such thing as "Nuu-chah-nulth Territory" – Wahmeesh (Ken Watts), Elected Chief Councillor of Tseshaht First Nation*

Discussion

Current Email Signature & Land Acknowledgement:

Pacific Rim School District is situated on the ḥaḥuuli of the čišaaḡath, huupačasḡath, ḡaḡuukʷiḡath, huuḡiiḡath First Nations and yuuluḡiḡath Government, and acknowledges that we work alongside all nuučaaḡuḡ Nations as well as the Métis Nation of British Columbia to serve the children and youth of the Alberni-Clayoquot region. The district strives to increase awareness, understanding and integration of nuučaaḡuḡ culture, history, and language in all Pacific Rim School District schools. It is part of our ongoing commitment to Truth and Reconciliation.



Updated Versions:

Board Office & Port Alberni Schools Staff Signature & Land Acknowledgement:

Pacific Rim School District and Alberni Valley Schools are situated on the ḥaḥuuli of the čišaaḡath and huupačasḡath.

The School District also operates schools on the ḥaḥuuli of ḡaḡuukʷiḡath, huuḡiiḡath and yuuluḡiḡath Government and acknowledges that we work alongside all nuučaaḡuḡ Nations as well as the Métis Nation of British Columbia to serve the children and youth of the Alberni-Clayoquot region. The district strives to increase awareness, understanding and integration of nuučaaḡuḡ culture, history, and language in all Pacific Rim School District schools. It is part of our ongoing commitment to Truth and Reconciliation.



Ucluelet Elementary School & Ucluelet Secondary School Staff Signature: (yuułuwíłʔath provided this signature they approved – the yuułuwíłʔath specific portion):

ǻeekoo waamin yuułuwíłʔath, ʔanin hiyʔath, hiłhǻaa mamuuk ʔahkuu nismʻaakǻi. - We give thanks to the yuułuwíłʔath - Ucluelet First Nation, on who's traditional territory we live, work and play.

Pacific Rim School District and Alberni Valley schools are situated on the ǻaǻuuti of the ǻišaaʔath and huupaǻasʔath. The School District also operates schools on the ǻaǻuuti of the ǻaʔuukwíʔath, and huufiiʔath and acknowledges that we work alongside all nuučaańuł Nations as well as the Métis Nation of British Columbia to serve the children and youth of the Alberni-Clayoquot region.



Wickaninnish Community School Staff Signature:

Wickaninnish Community School is situated on the ǻaǻuuti of the ǻaʔuukwíʔath.

Pacific Rim School District and Alberni Valley schools are situated on the ǻaǻuuti of the ǻišaaʔath and huupaǻasʔath. The School District also operates schools on the ǻaǻuuti of the yuułuwíłʔath Government and huufiiʔath and acknowledges that we work alongside all nuučaańuł Nations as well as the Métis Nation of British Columbia to serve the children and youth of the Alberni-Clayoquot region.



Bamfield Community School Staff Signature:

Bamfield Community School is situated on the ɥaɥuuti of the huuʔiiʔath.

Pacific Rim School District and Alberni Valley schools are situated on the ɥaɥuuti of the ʔiʂaaʔath and huupaʔasʔath. The School District also operates schools on the ɥaɥuuti of the yuuluʔiʔath Government and ʂaʔuukʷiʔath and acknowledges that we work alongside all nuuʕaaʔuʔ Nations as well as the Métis Nation of British Columbia to serve the children and youth of the Alberni-Clayoquot region.



Next Steps

- Notify Pacific Rim SD70 staff of any changes, provide new templates
- Update Pacific Rim SD70 website and other platforms where a land acknowledgement may be

References:

- Correspondence and consultation with contacts from all nuuʕaaʔuʔ Nations.
 - More attempts to correspond with contacts from Ditidaht, Ahousaht and Mowachaht/Muchalaht is needed.
 - Nation contacts reached out to include Chief and Council members, Education Department staff, Lands & Natural Resource staff, Communications staff



PACIFIC RIM SCHOOL DISTRICT EDUCATION COMMITTEE MEETING INFORMATION SHEET

Date: November 4, 2025
To: Education Committee
From: District Lead Career Education Programs - Greg Freethy
Subject: Career Education Programs Update for 2025-26

Introduction:

Thank you for the opportunity to share an update about Career Education Programs in our District for the 2025-26 school year. This information sheet will share some highlights and challenges with existing Career Education initiatives, including Dual Credit Programming, outreach and collaboration initiatives, as well as some new opportunities that we are currently working towards.

Pacific Rim School District 70 - Career Education Goals include the following:

- Increasing the number of graduating students who exit our District feeling prepared to enter the next stage of their life.
- Engaging in further consultation and collaboration with post-secondary and community partners to maintain and create learning opportunities, which will assist students with future graduation options and pathways.
- Developing and supporting equitable Career Education programs and opportunities to best meet the educational needs and demands for all students which includes the region's commitment to Truth and Reconciliation.

Pacific Rim Career Education - Current Initiatives & Improvements include the following:

- Post Secondary Information Event on October 29th at ADSS for students from all three SD70 high schools.
- Update on Grants: The Early Childhood Education Dual Credit Project and Dual Credit Partnership Development Grant (Totalling \$76,000) end in the 2025 Calendar Year. There is an exciting new grant opportunity for a "Dual Credit Pathway to Teacher Education for First Nation students." (Application Due in January 2026).
- New Ministry of Education Draft Guide for Dual Credit Policy (Embargoed Copy)
Link to Dual Credit Policy—Question and Answer Document:
<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/dual-credit/dual-credit-faq.pdf>

- Career Education Program Updates:
 1. Certificate Programs
 2. Youth Train in Trades Program
 3. Youth Work in Trades Program
 4. Academic Dual Credit Courses
 5. Emergency Medical Responder Course
 6. Work Experience Courses

- Continuing with more outreach, connections and opportunities for West Coast students including support and training for Career Course teachers with resources, including the myBlueprint software program, regular check-ins and class visits at USS, working to continue the Camosun Culinary E-pprentice Program and the Tourism Discovery Day Event in April. We are also seeking and providing more opportunities with the Youth Work in Trades Program.

- Collaboration with the Ministry of Education through monthly Community of Practice meetings, continued professional development with our Mid Island Partnership, Vancouver Island Career Education working group, Career Education Society (of BC), as well as networking in community with North Island College, the Alberni Valley Learning Council, Community Futures, Work BC, INEO Employment Services, NETP, Skilled Trades BC, Long Beach Chamber of Commerce and many other business and organizations. We have also been invited to attend an Indigenous Employment Equity Stakeholder Gathering on November 7th.

- We currently have many Island Health initiatives with different working groups:
 1. Vancouver Island Regional Collaborative with School Districts – Monthly meetings with Heather McEachen – Consultant, Workforce Planning for Island Health
 2. Attended the Port Alberni Healthcare Summit with WCGH Staff and Community Members. This group meets to discuss recruitment and retention of healthcare workers in the Alberni Valley.
 3. Regular meetings with Alison Sundstrom - WCGH Recruitment and Retention Coordinator to plan events and educational opportunities for SD70 students.

Discussion Time:

- *Questions and Answers*



**PACIFIC RIM SCHOOL DISTRICT
EDUCATION COMMITTEE MEETING
INFORMATION SHEET**

Date: Nov 4-2025
To: Board of Education – Public Board Meeting Oct 28
From: Michell Bennett
Subject: Update: Workplans for Inclusive Education

Information: Inclusive Ed Workplans 2025-2026

Work plans focus areas for the 2025-2026 were determined in July leadership meetings. Planning, timelines, and success indicators were created in August. Please see below the current work completed for each Inclusive Ed work plan.

CEDARS

Timeline	Action	Consultation (if any)	Success Indicators
September	Executive Committee – presentation regarding ADTU and CUPE survey. Requested feedback from both unions. Make any necessary tweaks to survey	Sept 17, 2025 (2nd viewing of survey) first viewing on June 18, 2025	All surveys ready for send out, test run of each to ensure branching is correct. Surveys built – ADSS staff, parents of CEDARS, Student
October	ADSS Staff meeting presentation staff meeting– requesting participation in the survey. Feedback received from ADTU & CUPE	This was not completed – ADSS Admin consulted – determined to move ahead. Decided to send out Oct 1-2025	50% participation in survey (not sure what is reasonable)

	<p>Survey to ADSS staff with two-week return window</p> <p>Send out Parent survey mid-October (after Thanksgiving) – Delayed to November to allow for consultation with SEAC</p> <p>Send out student survey to classroom teacher mid-October to be completed. Offer digital and paper-based options</p> <p>Put on Agenda IDEA Committee Oct 6</p> <p>Put on Agenda for SEAC mtg fall Oct 20</p>	<p>Week of Oct 27-31</p> <p>SEAC consultation Oct 20th</p> <p>Postponing this until Parent Survey is sent out - November</p> <p>Reviewed at IDEA Committee</p>	<p>SEAC members recommended sending out Parent surveys to last year's parents of grade 12/13 students who completed Evergreen Certificate from program.</p>
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Next steps:

Collect staff survey results, send out parent surveys, arrange in person meetings with students and CEDARS teachers, possibly arrange parent in person meeting – small group focused. Collate results by end of December.

CYIC

Timeline	Action	Consultation (if any)	Success Indicators
September	<p>Mtg with USMA and MCFD – Sept 12</p> <p>Request for MCFD and USMA to provide feedback regarding transition planning for CYIC</p> <p>Set subsequent meeting around Early Years program. Ask Katherin to provide details about what Early Years team is looking to connect on and what kind of information is needed from MCFD and USMA</p>	<p>Consult with both agencies regarding ways to collaborate and communicate any expectation around helpful practices to further support CYIC</p> <p>MCFD and USMA to consult with their teams</p> <p>Director Charbonneau</p>	<p>Meeting – agreed increase contact, bimonthly, sharing of data and information, share info from SD to share with MCFD and USMA staff</p> <p>Look into transition planning, can we assist, how could that look – wait for feedback.</p> <p>Awaiting information to share with USMA and MCFD</p>
October	<p>SECONDARY FOCUS:</p> <p>Create list of information items for CYIC binders for each school with foundational actions plans, best practices, record keeping,</p>	<p>Consult with ADSS, USS and EALC - identify staff & or positions that can be delegated outreach work</p>	<p>Receive feedback, MCFD and USMA feedback, guardian feedback</p> <p>Binder have been started, but not yet</p>

	<p>Build binders for CYIC School Site Team</p> <p>Pull data and create info graphics based on what USMA and MCFD have share over last three years.</p> <p>*Not Yet completed</p> <p>At all school sites, identify CYIC care team within existing staffing and within existing processes to ensure appointed students are welcomed, supported and experience success in their school program.</p> <p>*Not yet completed</p> <p>Consult and collaborate on establishing routine contact process from classroom teacher to Social Worker/Case Manager and Caregiver. Consultation around frequency of contact.</p>	<p>IT Tech Department</p>	<p>completed and given to schools</p> <p>Data gathered, not yet reviewed</p> <p>Develop draft tool staff can use to track outreach</p> <p>Create a draft plan to share with Admin in Nov Admin meeting</p>
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Next Steps:

Schedule alignment and meetings have proven to be difficult this month for myself and Principal Maher. November will be focused on completing Oct actions items and consulting with PVP at Admin meeting.

UDL

Timeline	Action	Consultation (if any)	Success Indicators
September	<p>Solidify budget and plans for Leyton Schnellert visits - budgets are set and shared across Inclusion, Learning & Innovation and Indigenous Education</p> <p>Meet virtually with Leyton – Sept 23 - completed</p> <p>Make plans for teacher attendance - completed</p>	<p>James M, Jaime H, DRT</p> <p>PVP</p>	<p>Leading indicator – Participation and engagement in professional learning series. Feedback collected.</p> <p>Observable increase in the use of UDL strategies as reported by school leaders.</p> <p>Improved literacy results as measured by FSA, Grad Assessments, District Assessments, Indicators for Success, Learning Update Performance Indicators and Graduation Rate.</p> <p>Reduction of achievement gap between designated students and all students.</p>
October	<p>Plan for Elementary visit:</p> <ul style="list-style-type: none"> • What kinds of resources can we provide prior to school visit - • How many teachers are we releasing, what site are we choosing? 		<p>Planning for visit was collaborative across DRTs in Inclusive Ed/Learning & Innovation/Indigenous Ed</p> <p>WCS: released 4 teachers, Admin arranged for 11 additional teachers to</p>

	<p>Oct 15/16</p> <p>Oct 15 – West Coast Elementary School - WCS</p> <p>Oct 16 – Valley Elementary School -MES</p>		<p>attend, offered special one-on-one session for BCS for an hour, at end of day</p> <p>MES – released 7 teachers and Admin sent an additional 3 teachers</p>
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Next Steps:

Debrief the October sessions, what went well, where do we need to make changes, what do we need to consider for secondary focus. We will also begin communicating with Principals about planning for Feb visit (3 days) and reaching out to Leyton to share feedback.

This event went extremely well, and required time, commitment and collaboration between our DRTS, District Vice Principals, host schools and Admin. Great team effort.

Mental Health & Wellness Project

STAFF WELLNESS

Timeline	Action	Consultation (if any)	Success Indicators
September	<p>Mental Health & Well Being project with BC Children’s Hospital Coaching</p> <p>Planning with BCCH for Oct Admin Presentation</p> <p>Review BCCH Data PPT with LSLT</p> <p>Staff Wellness Survey – focused on fitness/activity</p>	<p>Stakeholders and Partners (IEC, Education Committee, ADTU and CUPE, USMA, MCFD)</p>	<p>District small consultation team built.</p> <p>Survey data to be analyzed.</p> <p>3-5 key priorities set including staff & student mental health</p> <p>Survey due back Sept 16/25, results share with Wellness Committee.</p>
October	<p>SUPPORTIVE SCHOOL CULTURE & CLIMATE: STAFF WELLNESS</p> <p>Wellness Committee Use the wellness survey data to plan activities for the year</p> <p>Staff Wellness Initiatives</p>	<p>ADTU and CUPE, LSLT,</p>	<p>Determine a plan for the year.</p> <p>Committee members have clear actions and activities for the year. Set calendar of events</p>

	<ul style="list-style-type: none"> • Lunch N Learns (BO & in community) • Wellness Walks 		<p>Email a Calendar of Events/activities and lead for each activity</p> <p>Anecdotal feedback (street data)</p> <p>Participation rates</p>
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STUDENT WELLNESS

Timeline	Action	Consultation (if any)	Success Indicators
<p>STUDENT WELLNESS</p> <p>October</p>			<p>PVP provide feedback around areas for attention - received emails form School Admin about their curiosities.</p> <p>Identify key actions through direct feedback and create an action plan for second half of the year. Collaborate with Indigenous Ed Dept. Collaboration is taking place</p>
<p>October</p>			<p>Developed topics for webinars, information packages, link to resources on website to share information</p>

			Develop Survey for parents, share with Schools, DPAC, Set a schedule of connecting/sharing starting January
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Next Steps:

Develop surveys and opportunities to gather feedback from parents regarding topics they would like the school district to offer learning opportunities/webinars for parents. Get survey sent out and gather feedback

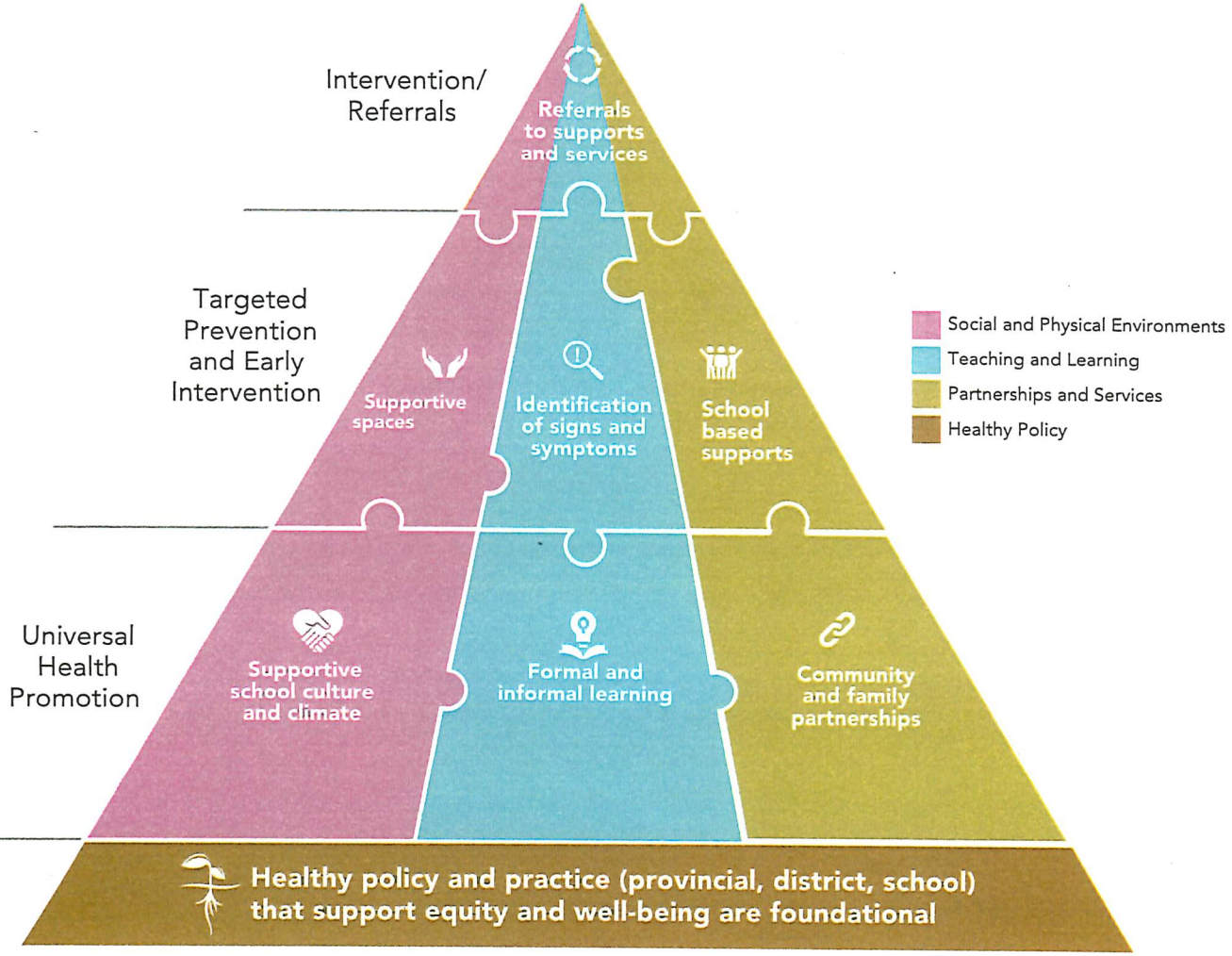
Attachments:

UDL images

Mental Health Project RTI



Mental Health and Well-being in School Communities



Leyton Schnellert School Visit – Oct 15/16



Anti Racism/Racism Response Update



PLC

- Binders have been shared with Admin – Oct 3-2025
- Consultation with SEAC & IDEA Committees Oct
- Review scheduled for Admin meeting Nov 13-25

See Attachment*



Professional Development

- Continuing to Investigate and determine professional development for teachers
- Collaboration with unions to offer learning for staff – small steps here.

RACISM RESPONSE CHECKLIST

This checklist supports staff in responding to racism with consistency and care—helping retain or regain safety, support those harmed, and address harm constructively.

STEPS	THE HARMED	THE HARMER
IMMEDIATELY (STEPS 1 and 2)	<ul style="list-style-type: none"> <input type="checkbox"/> Intervene immediately <input type="checkbox"/> Call in –Privately address harm <input type="checkbox"/> Name/acknowledge behavior <input type="checkbox"/> Remove from harm <input type="checkbox"/> Provide safe/supportive space <input type="checkbox"/> Connect with a trusted adult <input type="checkbox"/> Ensure safe communication <input type="checkbox"/> Identify/respond to needs <input type="checkbox"/> Consult counsellor/support <input type="checkbox"/> Check in with a trusted adult <input type="checkbox"/> Phone parents/caregivers 	<ul style="list-style-type: none"> <input type="checkbox"/> Intervene immediately <input type="checkbox"/> Call out-Publicly address behavior <input type="checkbox"/> Name/ acknowledge behavior <input type="checkbox"/> State behavior is unacceptable <input type="checkbox"/> Remove from the situation <input type="checkbox"/> Provide safe/supportive space <input type="checkbox"/> Connect with a trusted adult <input type="checkbox"/> Listen/remain neutral <input type="checkbox"/> Consult counsellor/support <input type="checkbox"/> Note: they may have been harmed <input type="checkbox"/> Phone parents/caregivers
STOP AND REFLECT: How can the voice of the harmed person(s) be centred?		
DURING (STEPS 3 and 4)	<ul style="list-style-type: none"> <input type="checkbox"/> Remain calm <input type="checkbox"/> Keep an open mind <input type="checkbox"/> Allow to communicate emotions <input type="checkbox"/> Listen to understand/believe <input type="checkbox"/> Honor/listen actively <input type="checkbox"/> Consider support needs <input type="checkbox"/> Inquire about online activity <input type="checkbox"/> Document/take accurate notes <input type="checkbox"/> Preserve privacy <input type="checkbox"/> Review information <input type="checkbox"/> Consult administration 	<ul style="list-style-type: none"> <input type="checkbox"/> Remain Calm <input type="checkbox"/> Keep an open mind <input type="checkbox"/> Listen to understand—remain neutral <input type="checkbox"/> Honor/listen actively <input type="checkbox"/> Consider support needs <input type="checkbox"/> Inquire about online activity <input type="checkbox"/> Document/take accurate notes <input type="checkbox"/> Preserve privacy <input type="checkbox"/> Review information <input type="checkbox"/> Share impact for the harmed <input type="checkbox"/> Consider accountability <input type="checkbox"/> Consult administration
STOP AND REFLECT: What needs to be unpacked?		

RACISM RESPONSE CHECKLIST

STEPS	THE HARMED	THE HARMER
AFTER (STEPS 5 AND 6)	<input type="checkbox"/> Communicate with caregivers <input type="checkbox"/> Check in often <input type="checkbox"/> Confirm a consequence was given <input type="checkbox"/> Allow to voice emotions <input type="checkbox"/> Provide counselling support <input type="checkbox"/> Offer access to healing practices <input type="checkbox"/> Continue documenting actions <input type="checkbox"/> Collaborate on a safety plan <input type="checkbox"/> Inform staff to support safety <input type="checkbox"/> Reflect on the event <input type="checkbox"/> Reflect on the response	<input type="checkbox"/> Consider severity of the action <input type="checkbox"/> Insist on an appropriate response <input type="checkbox"/> Determine appropriate consequences <input type="checkbox"/> Communicate consequences <input type="checkbox"/> Communicate with parents/share supports <input type="checkbox"/> Provide counselling support <input type="checkbox"/> Check in often <input type="checkbox"/> Provide targeted education <input type="checkbox"/> Continue documenting actions taken <input type="checkbox"/> Collaborate on a safety plan <input type="checkbox"/> Reflect on the event <input type="checkbox"/> Reflect on the response

STOP AND REFLECT:
 What restorative practices can be implemented to heal and rebuild trust among all members?

Student Name: _____

Grade: _____

Are they designated? Yes No

Completed by: _____

Date: _____

Signature: _____



PACIFIC RIM SCHOOL DISTRICT EDUCATION COMMITTEE MEETING INFORMATION SHEET

Date: November 4, 2025
To: Education Committee
From: James Messenger, Assistant Superintendent
Subject: Learning and Innovation Update

Background:

The Learning and Innovation Team continues to lead district-wide professional learning and instructional improvement initiatives aligned with the 2025–2026 Operational Plan. The team’s focus areas include Literacy and Numeracy Learning, Collaborative Assessment Practices, Early Career Teacher Support, and Secondary Professional Learning Communities—each directly connected to district goals under Student Achievement and Indigenous Learner Success.

The fall has seen significant progress despite staffing adjustments. Lenora Milliken was reassigned from the Early Years Curriculum Resource Teacher role to her new position as Indigenous Literacy and Numeracy District Resource Teacher, which resulted in a vacancy that will not be filled this year. Stephanie Spring has assumed responsibilities as District Vice Principal – Learning and Innovation – Literacy. Together with the District Resource Teachers (DRTs), the team has provided comprehensive outreach to every school in the district, including virtual support to Bamfield.

With the exception of Bamfield, our District Resource Teachers have visited every school in the district and made themselves available to all teaching staff upon request. Direct support for Bamfield has been provided virtually, and we are excited to have a Bamfield teacher joining the upcoming collaborative marking session on October 30. Bamfield teachers also had the opportunity to engage in a one-on-one virtual professional development session with Leyton Schnellert, focused on literacy planning and instructional strategies for multi-age classrooms. This outreach demonstrates the team’s commitment to ensuring equitable access to support and professional learning for all educators, regardless of location.

This work aligns with the district’s *Enhancing Student Learning Report (ESLR)* and continuous improvement cycle, emphasizing data-informed, collaborative, and evidence-based practices to improve outcomes for all learners.

Discussion:

COLLABORATIVE MARKING

Purpose: To improve assessment consistency, support data-informed instruction, and strengthen teacher confidence in evaluating student work.

Progress:

- District-wide collaborative sessions for Grades 2/3 and 4/5 in October engaged nearly all schools.
- Teachers analyzed district assessments, compared student work to exemplars, and identified next steps for instruction.
- A mid-year “What We Heard” summary will be shared with administrators in January.

Impact Measures: Observation and teacher feedback indicates increased confidence and consistency in assessment practices.

EARLY CAREER TEACHER SUPPORT

Purpose: To enhance retention, confidence, and instructional capacity of teachers in their first five years.

Progress:

- Four virtual sessions for Early Career and New-to-Grade teachers across the district, introducing the *20 Days of Teaching and Learning* resource. Fourteen teachers attended, each teacher received a printed copy personally delivered by the Learning and Innovation Team, which included follow-up conversations about practical classroom application.
- Hosted a short virtual workshop to help teachers prepare for parent–teacher conferences. Eight teachers attended, and the session focused on strategies for communicating student learning, sharing classroom evidence, and setting meaningful goals with families.
- Planning is underway for in-person gatherings: West Coast Early Career Teachers will meet on November 6, with Valley teachers meeting on November 5 for a shared morning of collaboration and professional learning.
- In addition to these more formal gatherings, District Resource Teachers have personally connected with every early career teacher during school visits — whether through a brief introduction, co-planning, co-teaching, or demonstration teaching. These informal touchpoints have helped build trust and strengthen relationships across the district.

Impact Measures: Participation and engagement have been strong, with more communication and invitations to co-plan and co-teach from early career teachers than ever before. Teachers increasingly view the Learning and Innovation Team as a supportive partner and are actively seeking opportunities for collaboration.

LITERACY LEARNING SERIES

Purpose: To build a coherent, evidence-based approach to literacy instruction and intervention.

Progress:

- Hosted “How-Tos of Reading Intervention” learning burst, focusing on classroom-based literacy support (10 Participants).
- Kindergarten teachers completed training on early literacy screeners aligned with K–12 Literacy Supports and Learning Progressions.
- Upcoming sessions include Supporting Students with Literacy, a workshop for Education Assistants, Youth Care Workers, and Indigenous Support Workers (Nov 10); Meeting Diverse Literacy Needs in Middle Grades Classrooms (Nov. 13); Reading Comprehension Strategies: Predicting (Nov 20).
- Future series planned with Jen Kelly (Jan & May) and Carole Fullerton (Jan–Apr) for both elementary and secondary staff.
- Lenora Milliken and Shelley Frank, Indigenous Language and Culture Worker, collaborated with several teachers to develop and practice land acknowledgements with their classes. They also worked with school-based Instructional Support Teams at TES and HES to plan school-wide themes connecting Nuu-chah-nulth language and culture across K–7 classrooms. This work will launch at HES on November 10 (Pro Day) and at TES in January 2026.

Impact Measures: While still in the early stages, the series has seen strong participation and engagement. Teachers have expressed appreciation for the opportunity to collaborate, share ideas, and engage in meaningful conversations about promising practices.

NUMERACY LEARNING SERIES

Purpose: To enhance teachers’ confidence and effectiveness in teaching foundational numeracy and problem-solving.

Progress:

- Sessions on numeracy games, foundational learning progressions, and classroom modelling have been delivered.
- Numeracy strategy sessions held with Grade 3/4 teachers at Tsuma-as.
- Upcoming series with Carole Fullerton in January and February will deepen classroom-based numeracy instruction.

Impact Measures: At this stage, most sessions have been informal and offered in response to teacher requests. Participation and engagement have been strong, and teachers have expressed appreciation for the outreach and accessibility of the District Resource Team.

PRIMARY LITERACY INITIATIVE

Purpose: To strengthen early literacy instruction through evidence-based practice, collaborative professional learning, and the creation of a Primary Literacy Framework that supports all learners, with particular attention to Indigenous student success.

Progress:

- All Kindergarten teachers participated in professional learning focused on the implementation of an early literacy screening tool as part of the provincial *K–12 Literacy Supports Initiative*.

- Teachers explored the English Language Arts Learning Progressions, reviewed how to administer and score the screeners, and discussed how the data can inform classroom instruction.
- Feedback from teachers has been positive — they found the screening tools easy to implement, felt supported in the process, and expressed interest in learning how to use screening results to guide instruction.
- We hosted “*The How-Tos of Reading Intervention*” learning burst, where Jayne Chase shared her classroom experiences and practical strategies for literacy intervention. Participants appreciated the opportunity to ask questions, share what they are trying in their own schools, and learn collaboratively.
- Upcoming sessions include “*Supporting Students with Literacy*” (November 10), a workshop for Education Assistants, Youth Care Workers, and Indigenous Support Workers, and “*Reading Comprehension Strategies: Predicting*” (November 20).
- District Resource Teachers Sandra McAulay and Lenora Milliken have been working closely with early career teachers to strengthen literacy practices, providing coaching and modelling that connects classroom instruction with district-wide goals.
- Consultation with DPAC and the Indigenous Education Council (IEC) is underway to develop strategies that promote family engagement in early literacy and support literacy at home.

Next Steps:

- Continue to gather teacher feedback and refine implementation of early literacy screening tools.
- Develop and circulate a draft Primary Literacy Framework in early 2026 for consultation with schools, Nations, and parent groups.
- Continue the *Literacy Learning Series* with Jen Kelly (Foundational Literacy Skills – January and May 2026).

Impact Measures: Still in the early stages of implementation, but participation and engagement have been strong. Teachers have expressed appreciation for the opportunity to collaborate, share ideas, and explore new approaches to literacy instruction. Feedback indicates growing confidence and a shared commitment to improving literacy outcomes for all students.

SECONDARY PROFESSIONAL LEARNING COMMUNITY (PLC)

Purpose: To embed competency-based instruction and collaboration among secondary educators.

Progress:

- Facilitated an introductory session in September with EALC teachers focused on using the *Spaces EDU Growthbook* tool to support competency-based assessment and reflection.
- The initial session was very positive, generating strong participation and interest from educators across schools.
- Building on that success, additional sessions are planned to connect teachers from ADSS, USS, BCS, and EALC for shared inquiry, planning, and resource development.
- The “*Sharing Promising Practices in Secondary*” event, rescheduled for November 14, will provide an opportunity for teachers to highlight classroom innovations and deepen professional collaboration.

Impact Measures: While still in the early stages, the initial session with EALC staff was very positive, with strong participation and interest from secondary educators. Many expressed enthusiasm for future collaboration and for exploring competency-based practices through upcoming PLC sessions.

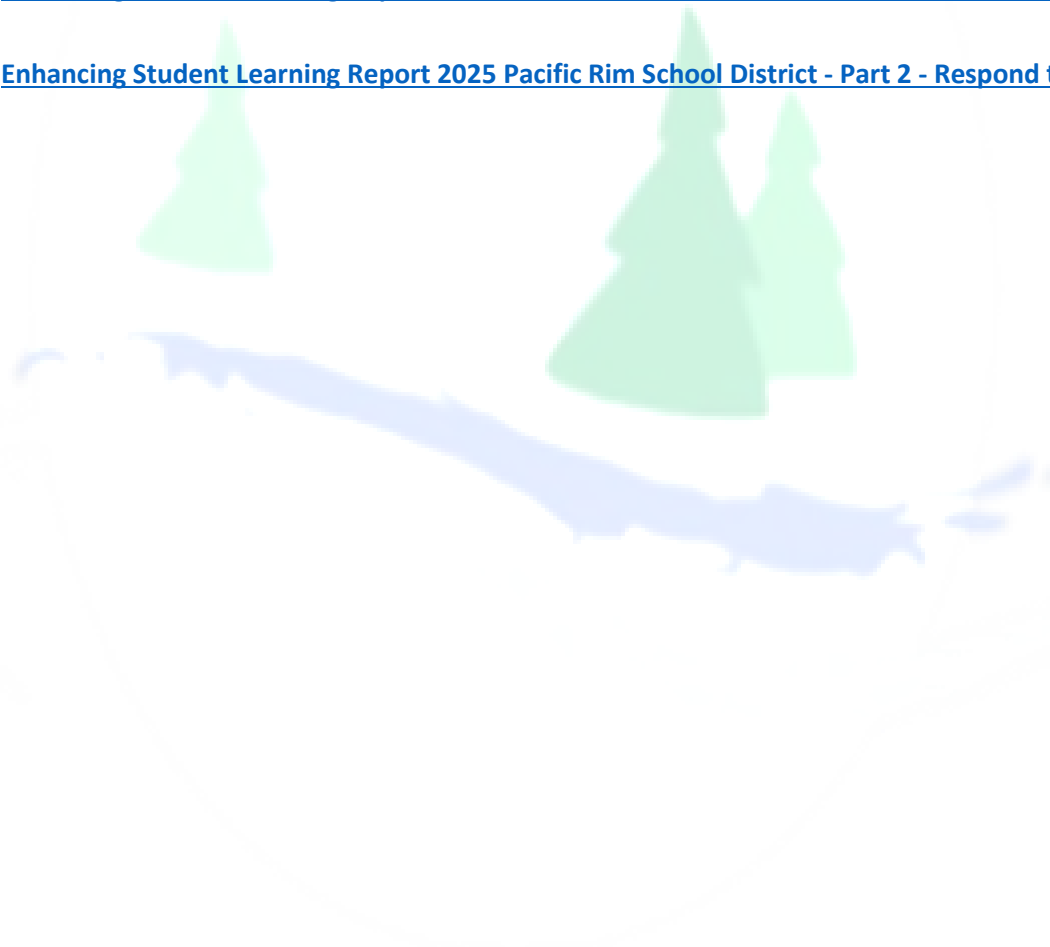
Summary:

The Learning and Innovation Team’s work directly supports the Operational Plan priorities of Student Achievement and Indigenous Learner Success. The coordinated professional learning and outreach efforts—rooted in collaboration, data, and teacher voice—are fostering system-wide growth in instructional practice and coherence in literacy and numeracy learning.

Appendices:

[Enhancing Student Learning Report 2025 Pacific Rim School District - Part 1 - Data and Evidence](#)

[Enhancing Student Learning Report 2025 Pacific Rim School District - Part 2 - Respond to Results](#)





PACIFIC RIM SCHOOL DISTRICT EDUCATION COMMITTEE MEETING INFORMATION SHEET

Date: November 4, 2025
To: Education Committee
From: James Messenger, Assistant Superintendent
Subject: FireSmart Curriculum

Background

The FireSmart Safety Curriculum <https://firesmartbc.ca/resource-types/education-materials/> is a classroom resource designed to help students understand wildfire prevention, personal safety, and environmental stewardship. The resource aligns with BC curriculum outcomes and provides educators with lesson plans, discussion prompts, and activities suited to a range of grade levels.

Promotion and Implementation in Pacific Rim School District

The FireSmart curriculum has been regularly promoted to educators across the district through multiple channels:

- School Administrator Meetings – highlighted as a resource for classroom and community safety education to share.
- Learning Services Bulletins:
 - October 13, 2024 – initial promotion to all staff.
 - October 30, 2025 – re-circulated to maintain visibility and encourage integration.
 - September 11, 2025 – featured as part of Fire Prevention Week, including direct links to FireSmart curricular resources and classroom activities.

Engagement and Use

Engagement with the FireSmart curriculum varies by school and classroom. As with most instructional resources, implementation is at the discretion of the classroom teacher, who determines how the materials best support student learning and curricular goals within their specific context.

Next Steps / Ongoing Support

Continue periodic inclusion in Learning Services communications, particularly during Fire Prevention Week each fall. Encourage schools to integrate FireSmart lessons into existing safety, science, and environmental education programming.



**PACIFIC RIM SCHOOL DISTRICT
IN-CAMERA BOARD MEETING
INFORMATION SHEET**

Date: November 4, 2025
To: Board of Education
From: Peter Klaver, Superintendent
Subject: Childcare on School Grounds

Background:

On October 7, 2025 the Provincial Government tabled Bill 19 which, if passed will permit School Districts to operate school age care (Before and After School Care) on non-instructional days, provide birth to five-year old care, and recover reasonable costs for providing the services. The changes give permission for School Districts to provide this service but does not require school districts to provide this service.

The Bill has been tabled and must still go through 3 readings and a parliamentary committee to review and provide feedback on the Bill before it can be given Royal Assent.

Discussion:

Most School Districts contract 3rd party providers to provide childcare services on school grounds. This legislation does not limit 3rd party providers.

At this point the legislation does not impact our School District. Further discussion will need to happen in the future regarding how School District facilities are utilized for the provision of childcare.