



**SD70 PACIFIC RIM BOARD OF EDUCATION
PUBLIC BOARD MEETING AGENDA**

Tuesday, November 28, 2023, 5:00 p.m.

John Howitt 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), ʔaʔuukʷiʔaʔ (Tla-o-qui-aht), Cišaaʔaʔ (Tseshaht) and the Yuuʔuʔiʔaʔ (Yuu-cluth-aht) Nations.
- 2. Approval of Agenda**
THAT the Board of Education adopt the November 28, 2023 Public Meeting agenda as presented.
- 3. Conflict of Interest Declaration**
- 4. Adoption of Minutes** 4
THAT the October 24, 2023 Regular (Public) Meeting Minutes be approved as presented.
- 5. Announcements of the Chair**
- 6. Good News from the Schools**
 - 6.1 School Update (10 minutes)** 10
Steve Brown, Principal
- 7. Trustee Statements**
- 8. Petitions/ Delegations/ Presentations**
 - 8.1 Port Alberni Backpack Program Society (10 minutes)** 12
Linda Taylor, President, Port Alberni Backpack Program Society
- 9. Staff Reports**
 - 9.1 Annual Elections (20 minutes)**
 - 9.1.a Annual Election for Chair** 24
Tim Davie, Superintendent
 - 9.1.b Annual Election for Vice-Chair**
Board Chair
 - 9.1.c Committee Appointments**
Board Chair
 - 9.2 Retirements / Resignations (3 minutes)** 40
Peter Klaver, Assistant Superintendent

THAT the Board of Education accept the resignation/retirement of Holly Duggan, effective November 17, 2023; Sheri Stanley, effective November 10, 2023; Sandra Dailey effective March 31, 2024; Regan Pley effective December 1, 2023 and Heidi Vanbeselaere effective immediately.

- 9.3 BAA Course Approval - ADSS Indigenous Leadership Course (3 minutes)** 45
James Messenger, Director of Instruction - Learning & Innovation

THAT the Board of Education approve the BAA Course - ADSS Indigenous Leadership Course as presented.

- 9.4 2023/24 Budget Timeline/Calendar (5 minutes)** 55
Carla Neville, Controller

THAT the Board of Education approve the 2023/24 Budget Timeline/Calendar as presented.

- 9.5 Food Programs (5 minutes)** 60
Carla Neville, Controller

- 9.6 Semi-Annual Operational Plan update (5 minutes)** 66
Tim Davie, Superintendent

10. Unfinished Business/ New Business

11. Policy Development

11.1 Policies to go out for Public Consultation

- 11.1.a School Trustee Code of Conduct Policy 74
Paula Mason, Manager of Corporate Services

THAT the Board of Education direct staff through the Superintendent to seek feedback on the School Trustee Code of Conduct Policy & Administrative Procedure by means of a 30 day Public Consultation period, from November 29 - December 29, 2023.

11.2 Policies for Adoption

- 11.2.a Trustee Remuneration Policy 82
THAT the Board of Education adopt the Trustee Remuneration Policy as presented.

- 11.2.b Board Procedure Policy 83
THAT the Board of Education adopt the Board Procedure Policy as presented.

- 11.2.c Adoption of Community Schools Policy 84
Peter Klaver, Assistant Superintendent

THAT the Board of Education adopt the Community School Policy as presented .

- 11.2.d Adoption of Student Grade Placement Policy 86
James Messenger, Director of Instruction - Learning & Innovation

THAT the Board of Education approve the Student Grade Placement Policy as presented.

11.2.e	Adoption of Alternate Delivery Sensitive Material Policy James Messenger, Director of Instruction - Learning & Innovation	89
	THAT the Board of Education approve the Alternate Delivery Sensitive Material Policy as presented.	
11.2.f	Adoption of Public Disclosure Policy Peter Klaver, Assistant Superintendent	91
	THAT the Board of Education approve the Public Disclosure Policy as presented.	
12.	Notice of Motion	
13.	Correspondence - Action Required	
14.	Correspondence - For Information	
14.1	2023-11-14 City of Port Alberni Council Summary	94
14.2	2023-11-21 Late Policy Feedback Submission	102
15.	External Board Committees	
15.1	2023-11-01 Heritage Commission Meeting minutes	104
15.2	2023-11-15 TOP Meeting Minutes (draft)	113
15.3	Alberni-Clayoquot Health Network Recruitment 2023	119
15.4	2023-10-24 ACRD Agricultural Development Committee Meeting	123
16.	Internal District Committees	
16.1	October 17, 2023 Finance, Operations & Assets Committee Meeting Minutes	130
16.2	November 7, 2023 Education Committee Meeting Minutes	132
16.3	November 14, 2023 Policy Committee Meeting Minutes	136
17.	Audience Question Period	
18.	Next Meeting The next regular meeting of the Board of Education will be held on December 19, 2023 at 5:15pm at Maquinna Elementary School, Port Alberni.	
19.	Adjournment The Chairperson adjourned the meeting at TIME.	



**SD70 PACIFIC RIM BOARD OF EDUCATION
PUBLIC BOARD MEETING MINUTES
October 24, 2023, 5:00 p.m.
Ucluelet Elementary School**

Pam Craig - Board Chair
Janis Joseph – Vice Chair
Cynthia Orr - Trustee
Cherilyn Bray - Trustee
Larry Ransom – Trustee (via Teams)
Christine Washington - Trustee
Helen Zanette - Trustee
Tim Davie - Superintendent
Barbara Ross - Secretary Treasurer
Jaime Hansen - Director of Instruction - Indigenous Education
Paula Mason - Manager of Corporate Services
Carla Neville - Controller
Robyn Ross - Ucluelet Elementary School Acting Principal
Carly Green - Ucluelet Elementary School Vice Principal
Drew Ryan - Ucluelet Secondary School Principal
Kaamath (Levi Martin) – honoured guest and elder
Deb Masso - Language and Digital Archivist Intern, Tla-o-qui-aht First Nation

Audience Members:

Jeff Anderson
Marc Garand
Kristi Udell
Kathleen Congdon
Cindi Levine

1. Call to Order

2. Approval of Agenda

Item 8.1 Petitions/Delegations/Presentations was heard before item 4.0 Conflict of Interest Declaration

Add 11.1.b Trustee Remuneration

Add 15.6 Teacher/Trustee Liaison Committee Meeting minutes

Add 15.7 Provincial Council motions

Add 16.8 Heritage Commission Meeting Minutes

Introductions were made around the table.

Moved by: Trustee Washington

Seconded by: Trustee Bray

That the Agenda for October 24, 2023, be approved as amended.

Carried

3. Petitions/ Delegations/ Presentations

3.1 Values & Meaning of Nuu-chah-nulth words presentation (20 minutes)

Kaamath (Levi Martin) presented on how important it is to recognize that providing the *nuučaáníuł* translation of our Core Values comes with profound responsibility. They are not simply a translation of words, rather they are gifted to us to use, and come with the expectation that the meaning of them be used in our daily lives, and in how we conduct ourselves in our school communities. These words represent a depth of soul, a representation of the Human Spirit. If we live by these teachings, it will allow us to stand with dignity and respect.

yuuch̓aap̓iʔaał - Integrity: Be careful about everything you say, walk slowly because the ground we walk on is made up of the dust of our ancestors.

ʔiisaakmis - Respect: This starts from within. When we've completed our journey, we should be sure that we've done everything with dignity, respect, humility, and love. We must remember that we return to Mother Earth when we're done.

qʷacumʔis - Responsibility: We need to be the best that we can be without being better than anyone/everything else. We are no more important than the ants at our feet.

miiłhiiniš - Equity: We are all the same. Even people in high positions in Indigenous communities are not revered, rather they are viewed as servants for the people, and need to be worthy of such a position.

ʔuwiq̓ł - Compassion: Be kind, listen to people when they speak, hear what they say and keep it in mind when you interact with them.

łaaquq̓łiʔiik - Honesty: Always speak the truth and stick to what you have said, even when it has become challenging to stick to your word.

Kaamath (Levi Martin), Deb Masso and Jessica left the meeting at . Drew Ryan arrived.

4. Conflict of Interest Declaration

There were no conflicts of interest declared.

5. **Adoption of Minutes**

5.1 **September 26, 2023 Public Board Meeting Minutes**

Moved by: Trustee Joseph

Seconded by: Trustee Bray

THAT the Board of Education approve the September 26, 2023 Public Meeting Minutes as amended.

Carried

6. **Announcements of the Chair**

7. **Good News from the Schools**

7.1 **School update (10 minutes)**

Principal Ross and Vice-Principal Green presented an update on their school including their school plan, and how they are developing a leadership that promotes courage and systemic change.

8. **Trustee Statements**

Board Chair Craig provided an update of her interactions with Ministers and MLAs at the Legislative Parliament buildings on Advocacy Day.

9. **Staff Reports**

9.1 **Election for position of Chair and/or Vice-Chair (5 minutes)**

Superintendent Davie provided an opportunity for the Board to make a motion to hold an election for the position of Chair and/or Vice-Chair at the Annual Public Board Meeting on November 28, 2023.

Moved by: Trustee Bray

Seconded by: Trustee Orr

THAT the Board of Education direct staff, through the Superintendent, to hold election for the position of Chair and/or Vice Chair at the Annual Public Board Meeting on November 28, 2023.

Carried

9.2 **Preliminary Enrolment Update (5 minutes)**

Secretary Treasurer Ross provided an overview of her report.

9.3 **Financial Update (10 minutes)**

Secretary Treasurer Ross provided an overview of her report, and answered questions from the Board regarding the addition work in her report.

9.4 Email Signature template (5 minutes)

Superintendent Davie presented a template of an email signature that if approved will become mandatory for all school district employees and Trustees.

Moved by: Trustee Bray

Seconded by: Trustee Washington

THAT the Board of Education approve the mandatory use of the email signature templates as presented, for use by all employees and representatives of Pacific Rim School District.

Carried

10. Unfinished Business/ New Business

11. Policy Development

11.1 Policies to go out for Public Consultation

11.1.a P110 Board Procedure Policy

Moved by: Trustee Bray

Seconded by: Trustee Joseph

THAT the Board of Education approve P110 Board Procedure Policy to go to a 30-day public consultation period, as presented.

Carried

11.1.b Trustee Remuneration

Moved by: Trustee Washington

Seconded by: Trustee Zanette

THAT the Board of Education approve the Trustee Remuneration Policy to go to a 30-day public consultation period, as presented.

Carried

11.2 Policies for Adoption

11.2.a Policy 113 Policy Development

Moved by: Trustee Washington

Seconded by: Trustee Bray

THAT the Board of Education adopt Policy 113 Policy Development as presented.

Carried

12. Notice of Motion

13. Correspondence- Action Required

13.1 2023-10-10 After School Badminton

Moved by: Trustee Zanette

Seconded by: Trustee Orr

THAT the Board of Education direct staff through the Superintendent, to write a letter of reply suggesting other funding avenues.

Carried

14. Correspondence- For Information

15. Internal District Committees

15.1 June 6, 2023 Education Committee Meeting Minutes

15.2 June 13, 2023 Policy Committee Meeting Minutes

15.3 June 13, 2023 Finance & Operations Committee Meeting Minutes

15.4 October 3, 2023 Education Committee Meeting Minutes

15.5 October 10, 2023 Policy Committee Meeting Minutes

15.6 Teacher/Trustee Liaison Committee Meeting minutes

Moved by: Trustee Bray

Seconded by: Trustee Washington

THAT the Board of Education receive the meeting minutes listed in Items 15.1 - 15.6.

Carried

15.7 Provincial Council motions

16. External Committees

16.1 2023-08-15 Agricultural Development Committee Meeting Minutes

- 16.2 2023-09-18 ACRD Emergency Network Debrief Notes**
- 16.3 2023-09-20 ACHN ToP Meeting Minutes**
- 16.4 2023-09-20 Solid Waste Management Plan Advisory Committee Meeting Minutes**
- 16.5 2023-10-04 Solid Waste Management Plan Advisory Committee Meeting Minutes**
- 16.6 2023-10-11 City of Port Alberni - October 10, 2023 Council Summary**
- 16.7 2023-10-19 ACHN ToP Meeting Minutes**
- 16.8 2023-10-04 Heritage Commission Report**

There were no questions from Trustees for minutes attached from items 16.1 - 16.8. Trustee Zanette provided a fulsome overview of all committee meeting minutes for points she felt relevant to highlight.

17. Audience Question Period

ADTU President Ryan Dvorak asked if there could be discussion with partner groups regarding the mandatory email signature template. Superintendent Davie noted that the matter had been brought forth by the Board of Education, and he would be happy to speak with partner groups about it.

18. Next Meeting

19. Adjournment

The Chairperson adjourned the meeting at 6:35pm.

Board Chair

Secretary Treasurer



PACIFIC RIM SCHOOL DISTRICT 70 PUBLIC BOARD MEETING INFORMATION SHEET

Date: November 28th, 2023
To: Board of Education
From: Steven Brown, Principal
Subject: Howitt School Update

Background/Information

Howitt Good News from the School for the November 28th Pacific Rim School District Board meeting.

- We will provide good news from Howitt involving our focus on fun activities at Howitt where the goal is to build relationships between students, and between students and staff. We are starting with our two Grade 6 & 7 classes. We believe as a staff that if students are having fun at school it will result in happier students, more connectedness with staff and peers, and a positive view of their school. That this “happiness” has a direct impact on students view of school, attendance, student achievement, connections to peers, and staff.
- What is Fun important?

“Play is fundamentally important for learning 21st Century Skills such as problem solving, collaboration, and creativity.” *American Academy of Pediatrics*

Most notably, when activities are perceived as fun the brain responds with a release of the neurotransmitter dopamine.

Why does dopamine matter? It’s the chemical most commonly associated with pleasure and reward. When we experience something enjoyable, our brains reward us with good feelings as if to say, “Hey, that felt good. Remember to do that again.” Not only does dopamine make us feel good, it helps with attention, motivation, and memory.

That’s an important message: dopamine levels are associated with memory, attention, and motivation! Aren’t those the big three (along with getting kids to behave better) that teachers are always striving to improve in their students? If students are disengaged and bored, there will be lower levels of dopamine. If they are engaged and having fun, dopamine levels increase. *Dr. Bryan Harris (American Educator)*

- Will also provide an update of our school plan focusing on our Fall 2023 student achievement data in support of the Pacific Rim School District strategic plan.
- Will also provide an update on all things happening at Howitt (i.e. Before and Afterschool care program, and our Monday Morning Meetings)





SD70 Pacific Rim

Request to Petition the Board of Education

All people requesting approval to appear before the Board of Education (Board) are required to complete this form and submit it to **Paula Mason, Manager of Corporate Services** pmason@sd70.bc.ca no less than **14 days prior** to the Public Board Meeting date. Applicants should include the topic of discussion and outline the action they wish the Board to undertake. **The request will be approved/denied by the Board, whereupon you will be contacted with their decision and instructions regarding submission of your material.**

In such case as the request is approved, please note that all correspondence/documentation submitted to School District 70 - Pacific Rim in response to this notice will form part of the public record and will be published in a meeting agenda. Presentations are limited to **10 minutes**, except by prior arrangement or by resolution of the Board. Please arrive 10 minutes early and be prepared for the Board meeting.

When addressing the Board, all comments are to be directed to the Chairperson. The District Office will advise you of which Board meeting you will be scheduled for if you cannot be accommodated on your requested date.

Please note: After hearing your presentation, the Board will ask questions for clarification and will refer the Petition to the Unfinished Business/New Business section of the agenda.

Requested Board Meeting Date: Nov. 28, 2023

Organization Name: Port Alberni Backpack Program Society

Name of person(s) to make presentation: Linda Taylor - President

Topic: The Backpack Program and its impact on our

Purpose of Presentation: ☐ Information Only ☐ Request Letter of Support ☐ Other Action (provide details below)
Elementary students and their families in SD 70 Pacific Rim.

Other Action:

Our program is looking for funding support to help support our 110+ families on weekends in our school district

Contact person (if different from above): Linda Taylor

Telephone Number and Email: [REDACTED]

Will you be providing supporting documentation?

If yes, what are you providing?

☐ Yes

☒ No

☐ Handout(s)

☐ PowerPoint Presentation

Note: Any presentations requiring a computer and projector/screen must be provided prior to your appearance date. The District cannot accommodate personal laptops. The personal information you provide on this form is collected under s. 26(c) of the FOIPPA and will be used for the purpose of processing your application to appear before the Board of Education. Questions about the collection of your personal information may be referred to the Executive Assistant at 250-720-2770.

BACKPACK PROGRAM

Port Alberni



SHOPPING

Backpack volunteers shop every week to supplement donations. Olive is one of our master shoppers.



FOOD PREPARATION

Some food items need to be packed; rice, oatmeal and other items that come in large quantities. Families are provided simple delicious recipes to support their meal preparation.



SHELTER SOCIETY

Weekly donations of food come from The Shelter Society.



PACKED GROCERY BAGS

Seasonal food is always appreciated. Here is a picture of Christmas themed bags that include gingerbread houses and mandarin oranges.



RAGE'S FARM

Cathy and Shirley accept wonderful donations of cucumbers every week during the growing season.



UNITED CHURCH LOCATION

Backpack families choosing clothing and other items. Our families are thrilled to receive items their children can use and enjoy.



TSUMA-AS ELEMENTARY SCHOOL

Jean is our Backpack volunteer committed to supporting children attending Tsuma-as.



ECOLE ALBERNI ELEMENTARY SCHOOL

Backpack Volunteer

Irene Hanson, Nuu-chah-nulth Education Worker



FUNTASTIC SPORTS

Backpack's goal is for monetary donations to go directly towards food for our Backpack families.



KNIGHTS OF COLUMBUS

Winter Coat Donations Presented
by Fred MacKinnon to the
Backpack Program

110: BOARD PROCEDURE (P)

Approved: 01 09 11

Amended: 21 03 02

POLICY

The Board of Education will establish procedures and practices for the efficient, consistent operation of the District.

Adopted as a resolution, the Regulations to this Policy establish the operating procedures for all meetings of the Board, establish the Committee structure of the Board, and outline duties and responsibilities of the Chair and presiding officers of the Board, ensuring that such procedures are consistent with the School Act.

REGULATIONS

A. TYPES OF MEETINGS

1.0 REGULAR MEETINGS (PUBLIC MEETINGS)

- 1.1 A regular meeting will normally be held on the second Tuesday of the months September to June inclusive. Regular meetings may be rescheduled by the Chair provided the Board meets at least once every three months. Meetings on the first Tuesday in July and the last Tuesday in August shall be held as necessary at the discretion of the Chair.
- 1.2 All regular meetings of the Board shall be open to the public and no person shall be excluded except for improper conduct. If in the opinion of the Board, the public interest so requires, the Board may order a meeting or part thereof to be closed to the public.
- 1.3 The Chair or presiding officer shall be the sole judge as to what constitutes improper conduct and may expel or exclude from a Board meeting any person considered guilty of improper conduct.
- 1.4 The order of business at all regular meetings, unless varied by motion shall be as follows:
 - Call to Order
 - Questions of Agenda/Approval of Agenda
 - Conflict of Interest Declaration
 1. Adoption of Minutes

2. Announcements of the Chair
 3. Good News from the Schools
 4. Trustee Statements
 5. Petitions
 6. Staff Reports
 7. Board & Committee Reports
 8. Executive Committee
 9. Unfinished Business/New Business
 10. Policy Development
 11. Correspondence – Action Required
 12. Correspondence – For Information
 13. Internal District Committees
 14. External or Community Committees
 15. Audience Question Period of the Public Agenda
- Adjournment

- 1.5 The Minutes for the Regular meetings shall be posted on the district web site.

2.0 IN CAMERA MEETINGS

- 2.1 The Board may convene In-Camera meetings without the public present to discuss and resolve issues of a confidential nature.
- 2.2 Trustees and staff shall not disclose to the public the decisions or discussions of an In-Camera meeting.
- 2.3 Minutes of an In-Camera meeting shall be circulated to Trustees and District Administration.
- 2.4 The minutes of the meeting shall be adopted at the subsequent In-Camera meeting.
- 2.5 The agenda of the meeting shall be similar to that of a Regular Board meeting as appropriate.
- 2.6 The confidential topics to be discussed and resolved by the Board at In-Camera meetings generally relate to matters of land, labour (personnel), litigation, and student discipline. The following are typical topics:
 - 2.6.1 Acquisition/disposal of properties during the negotiation period.
 - 2.6.2 Personnel matters (salary, benefits, discipline, Board approved leaves of absence, evaluations) of employees.

- 2.6.3 Negotiation, application and administration of teacher and support staff employee collective agreements. Where a collective agreement is ratified, the highlights of the agreement including salary and benefit details will be announced at the next public meeting and trustees will have an opportunity to comment on the agreement.
- 2.6.4 Salaries of specific Management, Excluded and Administrative Officer employees. The parameters for these salary adjustments will be discussed and adopted at a public meeting, usually as part of the annual budget process. When the specific salary adjustments are determined In-Camera, the information will be announced at the next public meeting and trustees will have an opportunity to comment on the adjustments.
- 2.6.5 Accident claims and matters pertaining to the safety, security or protection of school property where liability claims may arise.
- 2.6.6 Matters pertaining to individual pupils including conduct, discipline, suspension or expulsion of pupils, truancy, and indigent pupils.
- 2.6.7 Correspondence where individual staff or students are named.

3.0 SPECIAL MEETINGS

- 3.1 A special meeting of the Board may be called by the Chair or, upon written request of a majority of the trustees, shall be called by the Secretary-Treasurer.
- 3.2 Written notice of a special meeting and an agenda shall be sent electronically to each trustee at least 48 hours in advance of the meeting.

B. MEETING PROCEDURES

1.0 RULES OF ORDER

- 1.1 The Rules and Practices of the Roberts Rules of Order shall, so far as applicable and unless otherwise indicated in the Policy, govern in all meetings of the Board. Where both these rules and Roberts Rules of Order are silent, the Standing Orders of the British Columbia Legislature shall be followed. In all cases, the School Act and Regulations will not be violated.
- 1.2 The Board may adopt a procedural rule for one or more meetings by resolution of a majority of two-thirds of the trustees present at the meeting. A rule other than the requirement for notice of meetings may be suspended by unanimous consent of the trustees present.

- 1.3 The rules may be amended by resolution, at a meeting of which notice of intention to propose the amendment has been given at the previous meeting.
- 1.4 The presiding officer's ruling on a point of order shall be based on Rules of Order as stated in paragraph B.1.1.
- 1.5 An appeal of a ruling of the presiding officer shall be decided without debate by a majority vote of trustees present. When an appeal is successful it does not necessarily set a precedent.
- 1.6 All questions shall be decided by a vote on motion.

2.0 MOTIONS

- 2.1 Motions shall be phrased in a clear and concise manner to express an opinion or achieve a result. A preamble does not form part of the resolution when passed.
- 2.2 The presiding officer may divide a motion containing more than one subject if it is believed this would produce a fairer or clearer result and the same shall be voted on in the form in which it is divided.
- 2.3 No motion other than to postpone consideration of a question, or a procedural motion, shall be repeated during the calendar year except by the reconsideration process.
- 2.4 All motions are debatable except the following:
 - 2.4.1 Motion for adjournment of debate or for adjournment of a meeting unless such a motion contains a time for recommencement of debate or for a new
 - 2.4.2 Motion to fix time for adjournment of a meeting;
 - 2.4.3 Motion to proceed to the next business;
 - 2.4.4 Motion to go into or out of In-Camera, or Committee of the Whole format.
 - 2.4.5 Motion to table or to take from the table.
- 2.5 All motions shall be subject to amendment except the following:
 - 2.5.1 Motion that the question be now put;
 - 2.5.2 Motion for adjournment of debate or adjournment of a meeting;

- 2.5.3 Motion to table unless such a motion contains a date for further consideration of the matter tabled;
- 2.5.4 Motion to proceed to next business.
- 2.5.5 An amendment to a motion does not require notice. Only one amendment to an amendment shall be allowed and the same shall be dealt with before the amendment is declined. Amendments must be strictly relevant to the main motion and not alter in a material way or be contrary to the principle embodied in the main motion.
- 2.5.6 A question may be considered only if notice of a request for reconsideration has been given at the previous meeting and if reconsideration is approved by a two-thirds majority.

3.0 DEBATE

- 3.1 Debate shall be strictly relevant to the question before the meeting and the presiding officer shall warn speakers who violate this rule.
- 3.2 No trustee shall speak until recognized by the Chair.
- 3.3 No person shall speak more than once to a question except the mover of a motion, who shall have the right to make a reply when all other trustees who wish to speak have spoken. No trustee shall speak for a period in excess of five minutes at one time. The Chair may caution a trustee who persists in tedious and repetitious debate and may direct the trustee to discontinue.
- 3.4 A matter of privilege (a matter dealing with the rights or interests of the Board as a whole or of a trustee personally) may be raised at any time and shall be dealt with forthwith before resumption of business.
- 3.5 No trustee shall interrupt another trustee who has the floor except to raise a point of order or a point of privilege.

4.0 VOTING

- 4.1 All trustees present at the time of voting must vote, providing the trustees follow the conflict-of-interest rules described in the School Act. A trustee present at the meeting, but who is absent from the meeting at the time of the vote is considered absent and the quorum thus adjusted.

- 4.2 Voting shall be by show of hands except when a trustee who is eligible to vote does not raise a hand, the trustee will be deemed to have voted in the affirmative. The result of the vote is recorded and either carried or defeated.
- 4.3 Where a trustee requests the recording of names, both affirmative and negative votes shall be recorded.
- 4.4 The Chair shall vote at the same time as the other members of the Board and, in the case of equality of votes for and against a motion, the question is resolved in the negative and the Chair shall so declare.
- 4.5 All questions shall be decided by a majority of votes of the trustees present and voting save as otherwise provided by this policy or the School Act.

5.0 COMMITTEE OF THE WHOLE

- 5.1 By resolution, the Board may move into Committee-of-the-Whole format at any time during the Regular or In-Camera meeting.
- 5.2 By definition, the entire Board is resolved into a committee under a chair that may be a trustee other than the regular Chair. Its purpose is to facilitate discussion by ameliorating the rules applicable in a formal session.
- 5.3 Committees of the Whole are standing committees, listed in Appendix I and described in relevant policies.

6.0 QUORUM

- 6.1 The quorum for a meeting shall be a majority of trustees holding office at that time.
- 6.2 A trustee who is unable to attend a meeting in person may participate by electronic means (telephone). A trustee participating by electronic means may fully participate in the meeting, be counted in the quorum, and vote.
- 6.3 At the appointed time for commencement of a meeting the presiding officer shall ascertain that a quorum is present before proceeding to the business of the meeting. If a quorum has not been made within one-half hour after the appointed time, the meeting shall stand adjourned until the next regular meeting date or until another meeting shall have been called in accordance with this policy.
- 6.4 After a meeting has commenced, if notice is drawn to a lack of quorum, the presiding officer shall ascertain whether there is a lack of quorum and, if so found, adjourn the meeting to a time certain or to the next regular meeting date.

7.0 AGENDA AND NOTICE

- 7.1 The agenda and notice of meetings shall be prepared by the Secretary-Treasurer in consultation with the Superintendent of Schools.
- 7.2 Written notice of each meeting, together with the proposed agenda, must be sent at least 48 hours in advance to each trustee.
- 7.3 At least 48 hours in advance of a Regular Meeting, the agenda will be sent electronically and/or posted on the website to the Principals' & Vice-Principals' Association, Alberni District Teachers' Union, Canadian Union of Public Employees, District Advisory Council and the Media.
- 7.4 Prior to the meeting, the Secretary-Treasurer may propose to add items to the agenda and upon adoption of the agenda by the Board, these additional items are formally included in the agenda.
- 7.5 A change to the order of business as outlined on the agenda may be proposed by any trustee and shall require unanimous consent, without debate.

8.0 MINUTES

- 8.1 The Secretary-Treasurer shall ensure that the minutes of meetings are legibly recorded. Such minutes shall be concise and detail the proceedings of the Board, but not the contents of speeches.
- 8.2 The minutes shall show trustees present, trustees present by electronic means, and trustees absent.
- 8.3 The minutes are to be certified as correct by the Secretary-Treasurer or other designated employee under paragraph B.8.7 below, and signed by the Chair or other trustee presiding at the next meeting at which the minutes are adopted.
- 8.4 Except for minutes of a meeting from which persons other than trustees or officers of the Board, or both, were excluded, the minutes shall be open for inspection at all reasonable times by any person, who may make copies and extracts on payment of a fee set by the Board.
- 8.5 The Secretary-Treasurer shall ensure that a record containing a general statement as to the nature of the matters discussed and the general nature of the decisions reached at an In-Camera meeting where persons other than trustees or officers of the Board or both were excluded, and the record shall be open for inspection at all

reasonable times by any person, who may make copies and extracts on payment of a fee set by the Board.

The Secretary-Treasurer or another employee designated by the Board under paragraph B.8.7 must be present at the time that a decision of the Board is rendered and must record any decision.

- 8.6 If the Secretary-Treasurer is unable to attend a meeting or if the meeting concerns the work performance or employment of the Secretary-Treasurer, the Board may designate another employee of the Board to attend the meeting in place of the Secretary-Treasurer at the meeting.
- 8.7 Meetings of the Board may be electronically recorded to provide an accurate record of the meeting. The Regular (Public) Meetings may be recorded when practical, and In-Camera meetings may be recorded upon a resolution of the Board. The recordings will be destroyed after the minutes have been adopted.

9.0 PETITIONS/DELEGATIONS

- 9.1 Petitions may be received at both Public and In-Camera meetings. In-Camera petitions are appropriate where the topic includes personnel matters, employee or student names.
- 9.2 Petitions must be submitted in writing by noon Wednesday preceding the meeting and to include the name(s) of the presenters, the general nature and viewpoint of the petition, and the specific action requested. Copies of the written Petition will be circulated to the Board with the agenda on Friday afternoon.
- 9.3 On approval of the Board Chair, emergent Petitions arising after noon on Wednesday preceding the Board meeting may be presented at the Board meeting. The Petition must be submitted in writing to the Board when making the presentation.
- 9.4 The Board Chair may limit the number of Petitions to be presented at any single meeting.
- 9.5 Petitions are directed to the Board of Education as a corporate body, not individual trustees.
- 9.6 Petitions are not accepted from individuals or entities soliciting business from the Board.
- 9.7 Petitions shall be limited to ten minutes unless the Chair, prior to the commencement of the Petition, approves an extended time frame.

- 9.8 The Board will hear the Petition, ask questions for clarification and refer the Petition to the Unfinished Business/New Business section of the agenda.
- 9.9 The Board may also receive a Delegation at a Public or In-Camera meeting. A delegation differs from a Petition in that there is no specific request to the Board. The guidelines for a Delegation shall generally follow those of a Petition described above.

10.0 ADJOURNMENT

- 10.1 Board meetings will normally stand adjourned after 4 hours. Where the meeting continues past 4 hours a trustee may move that the meeting be adjourned, and with the motion being adopted by a simple majority, the meeting will be adjourned.

C. INAUGURAL MEETING

1.0 CALLING THE INAUGURAL MEETING

- 1.1 After the general local election of trustees, the Secretary-Treasurer shall convene an inaugural meeting of the Board ~~at 7:00 p.m.~~ on the second Tuesday of the month following the general local election.

D. CHAIR/VICE-CHAIR

1.0 GENERAL

- 1.1 A Chair shall, and a Vice-Chair may be elected pursuant to paragraphs D.2.0 and D.3.0 below.
- 1.2 Where at the inaugural meeting following the general election, the Board determines not to elect a Vice-Chair, the Chair shall appoint trustees to serve as Vice-Chair on an equal-time, rotating basis.
- 1.3 The Chair shall preside at all public meetings of the Board but may vacate the chair in order to enter debate or propose or second a motion.
- 1.4 The Vice-Chair shall preside at In-Camera meetings, and in the absence of the Chair or when the Chair temporarily vacates the chair during the meeting.
- 1.5 In the event that neither the Chair nor the Vice-Chair is able or willing to take the chair, the presiding officer shall be such person as the Board may elect for that meeting.

- 1.6 The presiding officer shall rule on all points of order and shall state the reasons and the authority for ruling when making a ruling.
- 1.7 The presiding officer's ruling shall be subject to appeal to the Board. An appeal may only be requested immediately after a ruling and before resumption of business.
- 1.8 The presiding officer shall vote at the same time as other members of the Board.

2.0 ELECTION AT THE INAUGURAL MEETING

- 2.1 At the inaugural meeting the Board shall elect a Chair and may elect a Vice-Chair from among its members.
- 2.2 The interim Chair of the Inaugural meeting shall be the Superintendent of Schools until such time as the Board Chair has been elected.
- 2.3 The interim Chair shall announce results of trustee elections and confirm that new trustees have completed the declaration as required by the School Act, following which the Board Chair shall be elected.
- 2.4 The interim Chair shall call for nominations for Board Chair and conduct a vote by ballot in which that trustee receiving a clear majority shall be elected Board Chair. If no person receives a clear majority, further ballots shall be taken until the same is achieved or, if a tie shall occur, the election shall be decided by drawing of lots.
- 2.5 The election of a Vice-Chair as determined by the Board shall be conducted in the same manner as the election of a Chair.

3.0 ELECTION AT OTHER TIMES

- 3.1 The Board, at the inaugural meeting, shall elect a Chair and may elect a Vice-Chair from among its members.
- 3.2 The Board, by two-thirds majority vote, may serve notice of motion that an election for Chair or Vice-Chair be held at the next Regular meeting of the Board and an election shall then be held.
- 3.3 The elections as described in paragraph D.3.1 and D.3.2 shall be conducted by the interim Chair as described in paragraphs D.2.2 and D.2.4 and D.2.5 above.

E. COMMITTEES

1.0 ESTABLISHMENT OF COMMITTEES

- 1.1 Each year, prior to appointing trustees to committees, the Board shall review the organization of the committees as described and make appropriate changes by a resolution of the Board.

2.0 COMMITTEE STRUCTURE

- 2.1 The committees are established as necessary by the Board and listed in Appendix A.

3.0 APPOINTMENT TO COMMITTEES

- 3.1 The Chair of the Board shall:
 - 3.1.1 convene a caucus meeting of trustees to receive trustee input on committee assignment;
 - 3.1.2 name committee members and committee chairs;
 - 3.1.3 present a list of committee membership to the Board at the first regular meeting of the calendar year, or as soon thereafter as possible.

4.0 DUTIES OF THE COMMITTEE CHAIR

- 4.1 The committee chairs shall:
 - 4.1.1 ensure that a meeting agenda is prepared and circulated to all trustees at least twenty-four hours prior to each meeting;
 - 4.1.2 chair the meeting of the committee and determine the procedures to be followed by the committee;
 - 4.1.3 ensure that any trustee not on the committee may attend any committee meeting, take part in the discussion or debate, but not vote on any issue;
 - 4.1.4 ensure that the conclusions of the committee are presented as recommendations to the next Board meeting;
 - 4.1.5 provide each committee member opportunity to report the business of the committee to the meetings of the Board.

5.0 COMMITTEE REPORTS TO THE BOARD

- 5.1 The chair of the standing committees will ensure that a formal written report is provided at each Regular Board meeting following the respective committee meeting.

5.2 The Chair of the Employee Liaison Committees and the Internal District Committees will ensure that written reports are provided to the Board as appropriate.

5.3 Trustee members of other committees will report to the Board at its next scheduled meeting.

F. RESOLUTIONS, POLICY STATEMENTS, BY-LAWS

All matters shall be dealt with by resolution, policy statement or by-law.

1.0 RESOLUTIONS

1.1 A resolution shall have only one reading.

2.0 POLICY STATEMENT

2.1 Policy and Regulations Development shall be affected pursuant to Policy 113.

3.0 BY-LAWS

3.1 A by-law shall have three readings.

3.2 The following matters shall be resolved by by-law:

3.2.1 where required by the School Act; and

3.2.2 amendments to by-laws.

3.3 The following procedure shall be followed when presenting a by-law:

3.3.1 Written notice of intention to propose a by-law shall be given at the meeting prior to first reading;

3.3.2 every by-law shall be dealt with in the following stages:

- i) First reading - no debate or amendment;
- ii) Second reading - discussion of the principle of the by-law;
- iii) Committee - if the question for second reading passes, the by-law shall automatically be referred to the committee-of-the-whole for
- iv) detailed consideration unless a motion is passed for referral to a standing committee for detailed consideration;

- v) Third reading - consideration of amendments made in committee.

3.3.3 When a by-law has been amended in committee, it shall be reprinted as amended and shall not be further proceeded with until the amended version has been distributed except by vote of a two-thirds majority.

3.3.4 Every by-law shall receive three readings on different days. A by-law may be advanced two or more stages in one day by trustees present at the meeting giving unanimous consent to give all three readings at a single meeting.

3.3.5 The Secretary-Treasurer shall certify on a copy of each by-law the readings and the times thereof and the context of any amendment passed in committee.

3.3.6 The trustee who introduced a by-law may withdraw the same at any stage with unanimous consent.

3.4 By-Laws are considered adopted when the following resolution is adopted:

"Be resolved as having been read a first, second and third time as provided for in the by-laws that the Board Chair and the Secretary-Treasurer be authorized to execute this By-law on behalf of the Board and that the corporate seal of the board be affixed thereon."

G. PRESS RELEASES AND PUBLICITY

- 1.1 Press releases and publicity concerning incidents which may occur in the conduct of the schools and which may result in publicity shall be issued from the School Board Office.
- 1.2 Principals shall advise the Superintendent of Schools immediately by telephone of details of such incidents and shall submit a full written report immediately thereafter.
- 1.3 All matters that have a significant legal or political implication shall be brought to the attention of Board members as soon as practicable.
- 1.4 The Board Chair or designate shall be the spokesperson on behalf of the Board.

H. CORRESPONDENCE

- 1.1 Correspondence to an individual Trustee in a sealed envelope marked "Private and Confidential" is forwarded unopened to the Trustee.

- 1.2 Correspondence to an individual Trustee and not marked "Private and Confidential" is opened by the Secretary-Treasurer or designate. The Secretary-Treasurer or designate will forward it to the Trustee, and may provide a staff response, or place it on the next Board agenda.
- 1.3 Correspondence to The Board of Education is opened by the Secretary-Treasurer or designate. The Secretary-Treasurer or designate will either place the correspondence on the next Board agenda, or copy the correspondence to each Trustee with the response prepared by staff, or copy the correspondence to each Trustee.
- 1.4 General mail, advertisements and business solicitations which are directed to the Board, but do not require specific action as determined by the Secretary-Treasurer or designate, are routed to the appropriate staff member or discarded.

COMMITTEE STRUCTURE

1. STANDING COMMITTEES

1.1 Committees of the Whole (P:130)

- 1.1 Education Committee
- 1.2 Policy Committee
- 1.3 Finance & Operations Committee

1.2 Executive Committee

Policy 200 Executive Committee outlines the mandate, membership and operating procedures of this committee.

2. LIAISON COMMITTEES

- 2.1 BCPSEA Representative Council
- 2.2 BCSTA Provincial Council/VISTA
- 2.3 HR (ADTU, CUPE, MGMT)

3. DISTRICT COMMITTEES

- 3.1 Aboriginal Education Advisory Committee
- 3.2 Teacher Pro D
- 3.3 SSEAC
- 3.4 DPAC
- 3.5 Occupational Health & Safety (In Camera)

4. EXTERNAL/COMMUNITY COMMITTEES

- 4.1 Port Alberni Advisory Planning Commission
- 4.2 Port Alberni Museum and Heritage Commission
- 4.3 Port Alberni Advisory Traffic Committee
- 4.4 Alberni Valley Chamber of Commerce
- 4.5 Port Alberni Twinning Society (Abashiri)
- 4.6 Agriculture Development Committee of the ACRD

- 4.7 City of Port Alberni
- 4.8 Clayoquot Biosphere Trust
- 4.9 District of Ucluelet & Tofino

5. AD HOC COMMITTEES

- 5.1 The Board or the Board Chair may at any time appoint Ad Hoc Committees and set their terms of reference and duration.
- 5.2 Trustees may not represent the Board on any committees until the Board's involvement has been formally ratified.

From: Holly Duggan <HDuggan@sd70.bc.ca>
Sent: Friday, November 3, 2023 9:39 AM
To: Greg Roe <groe@sd70.bc.ca>
Cc: Holly Duggan [REDACTED]
Subject: Retirement

Good morning Greg,

I have decided to retire. Hopefully two weeks notice is okay. My last day employed with the district would be November 17,2023

Have enjoyed working for the district, especially working in the cafeteria.

I

Thankyou

Holly

From: Sheri Stanley <SStanley@sd70.bc.ca>
Sent: Monday, November 6, 2023 10:20 AM
To: Trisha Wilson <twilson@sd70.bc.ca>
Subject: Completion Date

Good morning Trisha,

Friday, November 10, will be my last day as custodian.

Thank you very much for the opportunity to work in this position. I just feel it's not the right fit for me.

Sincerely,

Sheri Stanley

From: Sandra Dailey <sdailey@sd70.bc.ca>

Subject: Retirement

Date: November 10, 2023 at 12:55:52 PM PST

To: Peter Klaver <pklaver@sd70.bc.ca>, Trisha Wilson <twilson@sd70.bc.ca>

Hello Peter and Trisha,

I am retiring at the end of this coming March. My last day of work will be March 31st, 2024.

My administration, Nick Seredick, Lisa Tremblay, and Dave Maher are all aware of my retirement date.

Thank you and please let me know if I need to do anything else.

Best of luck and take care,

Sandra Dailey

Teacher

Eighth Avenue Learning Center (CHOICES)

sdailey@sd70.bc.ca

I acknowledge that I work and learn on the ha-houlthees of the Hupačasath and Tseshaht Nations.

Heidi Vanbeselaere
PO Box 752
Ucluelet BC, V0R 3A0

November 13, 2023

SD 70 Pacific Rim
4690 Roger Street
Port Alberni, BC V9Y 3Z4

Dear Ms. Trisha Wilson,

Please accept this letter as formal notification that I am resigning from my position as On Call Education Assistant.

Thank you for the opportunity to work in this position.

I wish you all continued success with the rest of the school year.

Sincerely,

Heidi Vanbeselaere

November 17th, 2023

Dear Trisha Wilson,

Please accept this as my letter of resignation from the position of on-call Casual Education Assistant effective December 1st, 2023.

I want to express my thanks to both you and the School District 70 Pacific Rim team for the support I have received, especially during my practicum experience at Wood Elementary School while studying at North Island College. During my time with School District 70 I was fortunate to be mentored by several inspiring teachers and support staff and met so many awesome students. I will carry this experience forward with me.

Sincerely,

Regan Pley



PACIFIC RIM SCHOOL DISTRICT 70 BOARD OF EDUCATION ACTION SHEET

Date: November 28, 2023
To: Board of Education
From: James Messenger
Subject: BAA Course Proposal – ADSS – čaamaḥ iḥin : Indigenous Leadership 10 - 12

Background

Board/Authority Authorized (BAA) courses provide an opportunity for educators to explore content beyond the boundaries of Ministry curriculum. BAA courses help educators respond to the local needs of schools and their communities, and to provide choice and flexibility for students. BAA courses may overlap with Big Ideas and Curricular Competencies of Ministry courses.

[This document outlines](#) BAA course criteria, the development and approval processes, and provides resources to help educators develop BAAs for the B.C. Graduation Program.

It is important to note that the process for creating and approving a BAA course counting towards the Indigenous Graduation Requirement is a different process. This course proposal from Alberni District Secondary School is not to count towards the Indigenous Graduation Requirement.

Discussion

- The Director of Instruction – Learning and Innovation presents the course proposal that has been brought forward from the Education Committee by request of Alberni District Secondary School for čaamaḥ iḥin : Indigenous Leadership 10 - 12.
- The proposal is brought forward through the collaborative efforts of staff, students and community members noted in the framework template.
- The attached framework demonstrates considerable collaboration and consultation in developing this course request.

Recommendation

Following review, the School Board approve this course request for submission to the Ministry.



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Pacific Rim	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District 70
Developed by: Erika Ingram, Jackie Chambers, and Moira Barney with consultation from Ian Caplette, Lisa Tremblay, Shelley Frank, Melissa Gus, Damon Rampanen, Erika Tuomi, Erin Dixon ¹ , Cynthia Wesley ² , and ILC students ³	Date Developed: February 12th, 2023 - October 23rd, 2023
School Name: Alberni District Secondary School	Principal's Name: Rob Souther
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: čaamaḽi?in : Indigenous Leadership 10 - 12	Grade Level of Course: 10, 11, 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Recommendation by a teacher or community member.

Special Training, Facilities or Equipment Required:

Training, equipment, and facilities supplied by or supported by communities and schools

¹ Director of Knowledge and Indigenous Leadership for Reconciliation Canada

² Honourary Witness with the Truth and Reconciliation Commission and Chair on Truth and Reconciliation Lakehead University

³ ADSS Indigenous Leadership Club - Students 8 - 12 at ADSS gather on a bi-monthly basis to support cultural events in our school

Course Synopsis:

This course has been designed to help students learn about leadership through an Indigenous (*First Nations, Inuit and Metis*) lens and to support leadership as an emerging element inclusive of Indigenous values, knowledge, and ways of being. Emphasis is placed on student voice as well as invitation to local nuučaañuł (nuu-chah-nulth) communities to envision and carry out Indigenous Leadership initiatives within our school and community at large. This course is open to all students (*Indigenous and non-Indigenous*).

Goals and Rationale:

Rationale:

čaamaḗi?in : Indigenous Leadership 10 - 12 is designed to provide space in the learner's school day to explore Indigenous worldviews and perspectives as they relate to Leadership, honouring the extensive land-based, experiential, and cultural learnings taking place in communities. At the heart of this curriculum is the development of leadership skills for youth to prepare, protect and provide for themselves and their greater communities. A core value of this course is to support leadership as an emerging element inclusive of Indigenous values, knowledge, and ways of being. An emphasis is placed on student voice/leadership as well as interaction with local nuučaañuł communities, to envision and carry out Indigenous leadership initiatives within our school and community at large.

Community engagement, support, reciprocity, and participation are central to this place-based, student-centred course. Competencies and content will be explored through cultural field trips, local nuučaañuł and Indigenous guest speakers/elders as well as connection to NTC (nuuchahnulth Tribal Council) nuučaañuł Education Workers (nEWs), land-based learning activities, service-learning, cultural practices, workshops, event planning, and student circles/meetings. The teacher of this course will act as a facilitator whereby students will have an opportunity to share their knowledge and teach each other. Indigenous guests from the community as well as nuučaañuł Education Workers will be invited to be present in class in order to share and support Indigenous knowledge and cultural protocols. An important outcome of this course is for students to identify and reflect upon their abilities as future leaders. This is a mixed grade level course for students from grades 10 through 12. Students who take additional levels of this course will be expected to advance their skills and curricular competencies, and further develop their leadership skills. This curriculum allows students to earn culturally relevant credits that support traditional teaching methods not common within the current provincial curriculum.

The emphasis on leadership has a strong connection to the competencies – both core and curricular. Within various land-based and experiential settings students further develop *personally* by exploring their identity and improving communication and thinking skills; and *socially* through their connection to others and through the problem-solving and collaboration required within groups.

Goals:

- Develop an understanding of leadership as it relates to self, others, and groups - explore what it means to be a leader within one's personal life, as well as within their local and global community in order to develop a sense of belonging and spiritual understanding, and to ultimately pursue ambitions in life that enhance cultural understanding and community connections.
- Develop awareness of Indigenous Leadership possibilities, be exposed to opportunities where students can reflect on employing an Indigenous lens in their roles as leaders, connect to Indigenous culture (both local nuučaañuł culture, and beyond) and reflect on values unique to Indigenous ways of being.

- Develop the knowledge and social skills required to connect with elders and community mentors and other students
- Develop the leadership skills to initiate, organize and carry out student-led events that support Indigenous culture in our school.

Indigenous Worldviews and Perspectives:

This course was developed in alignment with Indigenous worldviews and perspectives toward leadership and learning.

Key connections:

- Indigenous Leadership includes the involvement and teachings from the broader community and extends beyond the school setting.
- This course content is governed by the land's seasonal changes, and patterns, which historically and traditionally have informed Indigenous communities of the coast.
- Oral teachings are keystone in knowledge acquisition whereby traditional knowledge keepers will model and share
- Learning is experiential and happens through *doing* – assessment is also reflective of this experiential learning whereby students are able to demonstrate skills often and communicate learning in a variety of ways. There is less emphasis on written and text-based instruction, resources, and assessments, which are typically colonial in nature.
- The course is shaped by student and community input and feedback.
- Leadership acquisition is holistic, reflexive, reflective, experiential, and relational.
- Learning is community-centred and extends to identifying and supporting ways to support inter-nation resurgence and collaboration.
- Knowledge is sacred and shared in ways that do not always fit within the school system. As a result, content areas must become fluid and flexible to meet local standards and protocols around knowledge acquisition and sharing.

Declaration of Indigenous Worldviews and Perspectives:

The First People's Principles of Learning are inherent in the aspects included in čaamaḥi?in : Indigenous Leadership & Culture 10 - 12.

Indigenous Leadership is inseparable from connectedness and relationships; specifically:

- Community involvement (process and protocols)
- The power of story
- Experiential learning
- Flexibility
- Leadership
- A positive learner-centred approach
- Community engagement
- The role of the teacher (facilitator)
- Local focus

This course directly targets goals within TRC's calls to action, UNDRIP, our district's Indigenous Enhancement Agreement, and the interests and needs of our communities and youth.

BIG IDEAS

ḡiisaak: Personal and collective respect for the community is expressed through cultural practice, land-based knowledge, and intergenerational connection and sharing.

ḡuuḡaḡuk: Stewardship is about taking care of past, present and future generations as well as the resources provided by the land.

hačatakḡin čawaak: Leaders recognize that there are interconnected, interdependent, and reciprocal relationships, and therefore all actions require care and awareness.

“Nothing about us, without us”
Reconciliation as a form of leadership requires collaboration with Indigenous partners.

Indigenous Ways of Knowing is used as an approach to Leadership development and expression.

Learning Standards

Curricular Competencies	Content
<p>Students are expected to DO the following:</p> <p>Examine:</p> <ul style="list-style-type: none"> • Examine various Indigenous Worldviews and Perspectives <ul style="list-style-type: none"> ○ See https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/aboriginal-education/principles_of_learning.pdf ○ Take into consideration personal, community, and public contexts as well as apply identified values to school events • Identify effective leadership skills as it relates to Indigenous Ways of Knowing <ul style="list-style-type: none"> ○ This may include ancestral leadership, place-based leadership, decolonizing leadership, feminist leadership, environmental leadership and is included within the contexts of self, community, and public <p>Interact:</p> <ul style="list-style-type: none"> • Develop communication skills to collaborate and connect with others 	<p>Students are expected to EXPLORE the following:</p> <ul style="list-style-type: none"> • Indigenous Worldview and Ways of Knowing <ul style="list-style-type: none"> ○ hačatakḡin čawaak ○ Connectedness and Relationship ○ Awareness of history ○ Local focus ○ Engagement with the land ○ Emphasis on identity ○ Community involvement: process and protocols ○ The power of story ○ Traditional teaching ○ Language and culture ○ Experiential learning • Indigenous leadership theory <ul style="list-style-type: none"> ○ Ancestral leadership, place-based leadership, intergenerational reciprocity

- Including community members, elders, and other youth
- Ex. Protocols surrounding inviting guests to events
- Communication Skills including
 - Tone
 - Listening skills
 - Cultural introductions
 - Written communications
 - Body language and posture

- **Develop personal leadership style**

- Understanding more about oneself in terms of leadership abilities and skills
- How does self-awareness and knowledge of skills, talents, and challenges contribute to your leadership style and personal growth?
- Can you recognize your strengths and acknowledge areas to improve?
 - Include conflict management style, introversion/extroversion scale, communication style, and ways to build up oneself and stand tall/strong
- Activity - Challenge journal: 7 ways to improve leadership
- Understanding micro-aggressions

- **Develop and practice positive leadership life skills to support themselves and others**

- Mentally, physically, and culturally
- With family, peers, and community members
- Walking in two worlds and finding balance, exploring how we can use Indigenous Ways of Knowing and cultural practices to manage challenging moments in our lives in

Experience:

- **Effective communication skills**

- Include active listening, deep listening, public speaking, and engaging with the community
- ḥaahuuupa time (Sitting and listening to family)
- How can we advocate for ourselves and if we feel called to, for our community?

- **Effective collaboration skills**

- Exploring local examples including NTC, nuučaañuḥ businesses, Indigenous governance, and success stories of Indigenous Leadership eg. Government rulings, law, medical shifts, environmental stewardship, Indigenous tourism, etc
- Activity - Identify a leader from your community. Sit with them and discuss their leadership journey. How do they draw on ancestral knowledge for guidance? How does place affect their leadership style? How do they ensure they give back to the ancestors, the land, and future generations?

- **Qualities that make an effective leader**

- What are the characteristics of an effective leader?
- Eg. Students invite various leaders from their communities to share their perspectives
- Include **metacognitive**/reflective learning
- Taking the time to slow down and show up for each other eg. start each meeting with a circle
- Check-ins, grounding work
- Activity - Studying various Indigenous leaders and how they inform leadership practice
- Activity - Case studies of leadership in our community such as ḥaʔuukʷiʔaṭḥ (tla-o-qui-aht) Tribal Parks Guardians

- **Explore conflict resolution styles**

- Include restorative justice and sharing circles
- Awareness of one's own personal leadership strengths and how to leverage these strengths

- **The importance of self-esteem and positive self-image**

<ul style="list-style-type: none"> ○ Include delegating tasks/responsibilities as well as the traits to function as an effective group member ○ Reality of stereotypes, biases and beliefs - They can be learned at home, via the media, and from friends ● Apply decision-making skills that are mindful of cultural practices <ul style="list-style-type: none"> ○ Include following and implementing protocols at school events ● Demonstrate Team Building Skills <ul style="list-style-type: none"> ○ Actively inspire a group ○ Support others eg. checking in, playing to strengths ○ Facilitation skills (circle and other processes) ○ Delegate/share tasks and responsibilities with others ● Solve problems and adapt to challenges presented <ul style="list-style-type: none"> ○ Conflict resolution skills, restorative practices ● Practice culture as a grounding measure for leadership of oneself and in community <ul style="list-style-type: none"> ○ Depending on student skills, interests, and backgrounds, students can explore drumming, singing, dancing, beading, smudging, making bannock, firekeeping, storytelling, gift exchange and/or other practices during class time to develop a sense of self and sense of leadership within contexts of oneself, community, and the public ○ Cultural practices will be supported by either an invited guest, elder, and/or NEWs ○ Activity: Land Based Experiential Learning such as visiting the Broken Group, Botany, Fishing, Hiking, Firekeeping, sitspots in nature <p>Initiate:</p> <ul style="list-style-type: none"> ● Reflect upon and share learning experiences <ul style="list-style-type: none"> ○ Acknowledge leadership grows over time, learners can recursively connect with experiences and/or learnings from the past to acknowledge how learning evolves and changes over time ○ Sample Activity: Sharing Circles, portfolios ● Acknowledge the work and contributions of others <ul style="list-style-type: none"> ○ Celebrate and practise joy in accomplishments of our learning community ○ Eg. Make Bannock, Drum, and Sing following distribution of report cards 	<ul style="list-style-type: none"> ○ Students may or may not engage with cultural leadership in the community to explore personal strength ● Site-specific cultural norms and teachings <ul style="list-style-type: none"> ○ Taught specifically through invited guest speakers, elders, and NEWs ● What it means to live in community <ul style="list-style-type: none"> ○ Culturally and communally ○ Include inclusive practices, cultural influences to consider, and the value of volunteerism for self and community ● Talking circle and facilitation skills ● Local land-based stewardship, rewilding ● The Truth and Reconciliation Commission and the Calls to Action/UNDRIP ● The last person to speak is the leader: everyone speaks first. The person who wants to be “Chief” will never be chief; leadership requires humility. No interruptions - listen. No corrections. They thank others and finally contribute their thoughts to the question or issue.
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<ul style="list-style-type: none"> • Participate in and/or develop community events and provide service to the community, including <ul style="list-style-type: none"> o Welcome BBQ o Orange Shirt Day o Walk for Wenjack o Feed the People o MMIWG o Grade 7 Transitions • Support the implementation of appropriate cultural protocols for various events within our school <ul style="list-style-type: none"> o Eg. beginning an event with a land acknowledgement, the importance of the opening and closing ceremonies and a committed action 	
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Big Ideas – Elaborations

?iisaak: Personal and collective respect for the community includes its people, traditional knowledge, the natural world, the metaphysical world and other peoples and communities.

?uu?ałuk: Taking care of resources provided by the land includes the metaphysical and natural world.

hačatak?in čawaak: Everything is One. Recognize relationships including between the people, the land and the wider world(s) in a physical, spiritual and social sense.

“Nothing about us, without us” means that nuučaañuł education workers and other stakeholders are regularly and consistently involved.

Leadership can include formal and informal positions of Leadership and revolving leadership opportunities.

Curricular Competencies – Elaborations

Elaborations are integrated directly into the document.

Content – Elaborations

Elaborations are integrated directly into the document.

Recommended Instructional Components:

- Land-based Learning
- Experiential Learning
- Oral teachings and modelling by knowledge keepers and guest speakers
- Oral presentations (to peers, community, and board of education)
- Time with elders
- Peer/Partner Teaching
- Brainstorming, idea generating, ideating
- Indirect Instruction, Interactive Instruction
- Modelling
- Collaborative Work
- Self-Evaluation, peer feedback, presentation
- Individual learning portfolios

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- Oral presentations (to peers, community, and board of education)
- Individual learning portfolios
- Narrative assessment to reflect on hands-on and experiential learning experiences (can be done by teacher representative, student, peer, and/or community member)
- Peer and self-assessment

Learning Resources:

- Sacred knowledge, oral stories, and experiences shared by community members
- **Student-led learning**
- Resource Books, internet, articles, videos
- ‘The Strength of the Quu-as Way’ – Ricardo Manmohan
- ‘The Big Book of Team Building Games’ - John Newstrom, and Edward Scannell

Online Resources:

<https://www.banffcentre.ca/programs/introductory-wise-practices-indigenous-leadership-online/20230328>

<https://www.ilinationhood.ca/>

<https://www.westcoastexpeditions.com/about-us/our-team-story.html>

<https://oneca.com/wp-content/uploads/2019/11/Indigenous-Leadership.pdf>

<https://www.sfu.ca/dashboard/faculty-staff/news/2022/10/dara-kelly-indigenous-wellbeing-means-caring-about-places-that-sustain-us.html>

https://www.banffcentre.ca/sites/default/files/Lougheed%20Leadership/Research/Indigenous/12_Conclusion.pdf

[Individual and collective leadership for deliberate transformations: Insights from Indigenous leadership - Irmelin Gram-Hanssen, 2021 \(sagepub.com\)](#)

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/indigenous-education/awp_moving_forward.pdf

[The determinants of planetary health: an Indigenous consensus perspective - The Lancet Planetary Health](#)

[comments_osr_partner_world_virtual_indigenous_circle_on_os_and_decolonization_of_knowledge_report.pdf \(unesco.org\)](#)

[Elders' teachings on indigenous leadership : leadership is a gift - UBC Library Open Collections](#)

[Home - Youth - Wise Practices](#)

<https://tribalparks.com/>

Additional Information:

- This course directly targets goals within TRC's calls to action, UNDRIP, our district's Indigenous Enhancement Agreement, the interests and needs of our communities and youth.



**PACIFIC RIM SCHOOL DISTRICT 70
PUBLIC BOARD MEETING
ACTION SHEET**

Date: November 28, 2023
To: Board of Education
From: Carla Neville, Controller
Subject: Budget Calendar Approval

Background:

The implementation of a budget calendar is necessary for the Board to ensure effective financial planning, transparent resource allocation, and timely decision-making. The 2023-24 Amended Budget Calendar and the 2024-25 Budget Calendar have been reviewed by the Finance and Operations Committee at the November 21, 2023 meeting and forwarded to the Public Board Meeting for approval.

Recommended Motion:

THAT the Board of Education approve the 2023-24 Amended Budget Calendar and the 2024-25 Budget Calendar as presented.

Attachments:

2023-24 Amended Budget Calendar
2024-25 Budget Calendar



SD 70 PACIFIC RIM

2023-2024 AMENDED BUDGET CALENDAR

September 2023

September 29 1701 Enrollment Count

September 29 Departmental Meetings to discuss significant changes to staffing, educational program levels, or changes to service levels per Department budget Manager recommendations.

October 2023

November 2023

November 21 Finance and Operations Meeting

- Amended 2023/2024 Budget Calendar presented.
- 2024/25 Budget Calendar presented.

December 2023

December 15 Funding Announcement

December 19

Public Board Meeting

- Funding Announcement



SD 70 PACIFIC RIM 2023-2024 AMENDED BUDGET CALENDAR

January 2024

- January 9-15 Continue Departmental Budget meetings.
- January 16 Finance and Operations Committee Meeting
- Draft Final Budget for review and discussion
- January 19 – Final adjustments to the Amended Annual Budget
February 19

February 2024

- February 20 Finance & Operations Committee Meeting
- Draft Final Budget for review and discussion
- February 27 Public Board Meeting
- Approval of the Amended Annual Budget
- February 28 Submission of the Approved 2023-24 Amended Annual Budget



SD 70 PACIFIC RIM 2024-2025 BUDGET CALENDAR

January 2024

January 16 Departmental budget meetings continued

February 2024

February Enrollment Counts estimated by schools, reviewed by Senior Leadership Team and submitted to the Ministry by the District.

March 2024

March 15 Preliminary Funding Announcement Received

April 2024

April 2 In-Camera Board Meeting

- Preliminary Funding Announcement

April 16 Finance & Operations Committee

- Preliminary Funding Announcement
- Draft Preliminary Budget for review and discussion

April 23 Public Board Meeting

- Preliminary Funding Announcement



SD 70 PACIFIC RIM 2024-2025 BUDGET CALENDAR

May 2024

- | | |
|--------|---|
| May 21 | Finance and Operations Committee meeting <ul style="list-style-type: none">• Draft Preliminary Budget for review and discussion |
| May 28 | Public Board Meeting <ul style="list-style-type: none">• Approval of the Annual Budget |
| May 29 | Submission of Approved 2023-24 Annual Budget |

June 2024

July 2024

August 2024

September 2024

- | | |
|--------------|----------------------|
| September 27 | 1701 Enrolment Count |
|--------------|----------------------|

October 2024

- | | |
|---------|--|
| October | Calendar for 2024-25 Amended Annual Budget to be developed and communicated. |
|---------|--|

November 2024

December 2024



PACIFIC RIM SCHOOL DISTRICT 70 PUBLIC BOARD MEETING INFORMATION SHEET

Date: November 28, 2023
To: Board of Education
From: Carla Neville, Controller
Subject: District Meals Program

Background:

Feeding kids in school is vital not only for their physical health but also for their social-emotional well-being, as access to nutritious meals fosters a supportive environment, enhances concentration, and contributes to overall academic and social success of our students in the district. The District, School Staff and Community School Societies do a great job of ensuring that students have access to food during the school day. Each community or school in the district has a slightly different way of delivering food to the students.

Discussion:

In our district, we face a unique geographical challenge with 4 communities that are not in close proximity to each other. The three Community School Societies were established and play a pivotal role in the distribution of our School Meals Program. The Alberni Valley Community School Society, The Wickaninnish Community School Society, and the Bamfield Community School Society. Each of the Societies receive funds from the District which are distributed yearly from the Community Links funding. The decentralized approach to distributing school meals allows us to cater to the specific needs of each community, ensuring a tailored and effective implementation of the program.

Currently the Ucluelet Schools are being supplied with sandwiches from the COOP and supplementing snacks to go along with it. This is both costly and difficult for staff at the school as it is adding to their workload. The need for a school meals program at Ucluelet Secondary and Ucluelet Elementary School is a priority. To ensure the continuity of the lunch program, we have initiated a request for proposal in Ucluelet. This step allows us to explore diverse options that align with the unique requirements of the West Coast. We are committed to finding a solution that is sustainable and will offer specific support for the lunch program in the long term.

All of the schools in the district provide breakfast and snack programs to complement the overall well-being of students by ensuring they are properly nourished not only at lunch but also at the beginning of the day and throughout the day. This is to ensure students have sustained energy, focus, and nutritional support for optimal learning and growth. The attached schedules provide a summary of the funding and delivery of each of the programs.

All of the schools in the district provide daily snacks that are designed to offer a wholesome variety to and are made available to all students. This includes fruit, vegetables, cheese, yogurt, and granola bars. The snacks are distributed by volunteers or school staff.

Attachments:

Breakfast Programs

Lunch Programs

Snack Programs

Schedule of Community Links funding provided





PACIFIC RIM SCHOOL DISTRICT 70 SUMMARY OF SCHOOL BREAKFAST PROGRAM

School	Food Provided by	Disbursed by
ADSS	Alberni Valley Breakfast Club	Breakfast Club Volunteers
Alberni Elementary	Breakfast clubs of Canada	Volunteers
Bamfield Community School	Huu-ay-aht First Nation and the Bamfield Community School	BCSA Volunteer
Eighth Avenue Learning Center	Pacific Rim School District, Breakfast Club, Loaves and Fishes, Salvation Army, and the Fruit and Veggie Program	School Staff
EJ Dunn Elementary	Read & Feed program, Breakfast for Learning Program, Community Support, Supplemented by the school	Education Assistants, Nuuchahnulth Education Workers and Volunteers
John Howitt Elementary	The Read and Feed Program	Parent Advisory Council volunteers
Maquinna Elementary	The Read and Feed Program	School Staff
Tsuma-as Elementary	The Read and Feed Program	Volunteers and Education Assistant Supervisor
Ucluelet Elementary	Grants from various sources and district funding	School staff and volunteers
Ucluelet Secondary	Grants from various sources, Fruit and Veggie Program, Tofino-Ucluelet Culinary Guild, community donations.	Education Assistants and Administrators
Wickaninnish Elementary	Wickaninnish Community School Society	Chef Ron and older students
Wood Elementary	The Read and Feed Program	Education Assistants



PACIFIC RIM SCHOOL DISTRICT 70 SUMMARY OF SCHOOL LUNCH PROGRAM

School	Distributed by	Disbursed by	# of Students
ADSS	School	Vulnerable students are given a meal from the Cafeteria when it is needed.	45
Alberni Elementary	Alberni Valley Community School Society	Alberni Valley Community School Society	50
Bamfield Community School	Bamfield Community School Society	Bamfield Community School Society	40
Eighth Avenue Learning Center		The school distributes the lunches. The school receives food from The Salvation Army, Circle Dairy, and the BC Fruit and Veggie program.	
EJ Dunn Elementary	Alberni Valley Community School Society	Alberni Valley Community School Society	60
John Howitt Elementary	Alberni Valley Community School Society	Alberni Valley Community School Society	14
Maquinna Elementary	Alberni Valley Community School Society	Alberni Valley Community School Society	48
Tsuma-as Elementary	Alberni Valley Community School Society	Alberni Valley Community School Society	15
Ucluelet Elementary	SD 70 school meals program	Prepared by school staff	30
Ucluelet Secondary	SD 70 school meals program	Prepared by school staff	20
Wickaninnish Elementary	Wickaninnish Community School Society	Wickaninnish Community School Society	79
Wood Elementary	Alberni Valley Community School	Alberni Valley Community School Society	45



PACIFIC RIM SCHOOL DISTRICT SUMMARY OF SCHOOL SNACK PROGRAM

School	Type of Snacks provided	Funded by	Distributed by
ADSS	Granola bars, Fruit, and Bagels	Breakfast Club and the Fruit and Veggie Program	Volunteers
Alberni Elementary	Fruit, Veggies, Cheese, Granola Bars	Fruit and veggie program, Salvation Army donations	Baskets through the main office.
Bamfield Community School	Fruit, Veggies, Yogurt and Bagels	Fruit & Veggie Program/Bamfield Community School Association	Bamfield Community School Association
Eighth Avenue Learning Center	Fruit, Granola Bars, Yogurt, Bagels, Coffee/Tea	School non-public funds, Salvation Army, Fruit and Veggie Program and Circle Dairy.	Staff
EJ Dunn Elementary	Fruit, Veggies, Yogurt and Granola Bars	Fruit & Veggie Program, Donations, School supplements when needed	Snack Bins in the class room and through the office.
John Howitt Elementary	Fruit, Veggies and Granola Bars,	Read and Feed program, Fruit and Veggie Program, Donations from Salvation Army	Classroom teachers/Office
Maquinna Elementary	Granola Bars, cheese	Read & Feed	Office/Classroom teachers
Tsuma-as Elementary	Cheese, Crackers, yogurt, granola bars	Fruit & Veggie Program/School purchases	Office
Ucluelet Elementary	Fruit, veggies, granola bars and cheese	Non-public school funds, Fruit & Veggie Program	Office
Ucluelet Secondary	Fruit, veggies, teas, granola bars, muffins	Non-public funds, Fruit & Veggie Program	Classroom Teachers and the office
Wickaninnish Elementary	Roasted Veggies	Wickaninnish Community School Society and Non-public funds	Chef's window with older students helping
Wood Elementary	Fruit, Veggies, Granola Bars, and Cheese	Fruit & Veggie Program and non-public funds	EA's and Teachers



PACIFIC RIM SCHOOL DISTRICT

COMMUNITY LINKS FUNDING USED TO SUPPORT MEALS PROGRAMS

		<u>2022/23</u>	<u>2023/24</u>	<u>2024/25</u>	<u>2025/26</u>
<u>Contracted Services</u>			0 %	2%	2%
- Alberni Valley Community School	Annual	\$71,000	\$71,000	\$72,420	\$73,868
- Bamfield Community School	Annual	\$46,000	\$46,000	\$46,920	\$47,858
- Wickaninnish Community School	Annual	\$46,000	\$46,000	\$46,920	\$47,858
<u>Breakfast Program</u>			15%	15%	15 %
- ADSS Breakfast Program	Annual	\$8,000	\$9,200	\$10,580	\$12,167
- FN Breakfast Program	Annual	\$3,000	\$3,450	\$3,968	\$4,563
- VAST Breakfast Program	Annual	\$1,000	\$1,150	\$1,323	\$1,521
<u>Snack Program</u>			15 %	15 %	15%
- Alberni Elementary School	Annual	\$750	\$863	\$992	\$1,141
- EJ Dunn Elementary School	Annual	\$750	\$863	\$992	\$1,141
- Tsum a-as Elementary School	Annual	\$750	\$863	\$992	\$1,141
- Ucluelet Elementary School	Annual	\$750	\$863	\$992	\$1,141
- Wickaninnish Elementary School	Annual	\$750	\$863	\$992	\$1,141
- Wood Elementary School	Annual	\$750	\$863	\$992	\$1,141
<u>Lunch Program</u>			15 %	15 %	15 %
- Alberni Valley Community School	Per Meal	4.00	4.60	5.29	6.08
- Bamfield Community School	Per Meal	7.50	8.63	9.92	11.41
- Wickaninnish PAC	Per Meal	6.00	6.90	7.94	9.13
- VAST - Lunch	Monthly	\$200	\$230	\$265	\$304
<u>Lunch Program Under Review</u>					
- Ucluelet Elementary School	Per Meal	\$10.00	\$11.50	\$13.23	\$15.21
- Ucluelet Secondary School	Per Meal	\$12.00	\$13.80	\$15.87	\$18.25



PACIFIC RIM SCHOOL DISTRICT 70 PUBLIC BOARD MEETING INFORMATION SHEET

Date: November 28, 2023
To: Board of Education
From: Tim Davie, Superintendent
Subject: Semi-Annual 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. This "living document" was presented to the Board on September 19, 2023 with the promise of bi-annual progress updates in November and April of each year.

Discussion

The attached document shows the Board Goals, resulting Action Plans and the updated Status of each task, up to and including the Fall 2023.

Pacific Rim School District 2023/24 - 2027/28 Operational Plan						
Strategic Plan Focus Area	Board Goals	Strategy Description	Action Plans	Owner or lead (Department or person)	Start and Due dates	Status (G, Y, R)
		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 - completed Yellow - in progress Red - needs attention
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	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 Metis Society.	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 among Indigenous peoples and all other segments of society. UNDRIP Article 15	Continue Indicators of Success meetings with Nations and Principals	J. Hansen	Sep-23	
			Review NEWs in schools.	P. Klaver J. Hansen	Sep-23	
			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	
			Schedule meetings	T. Davie J. Hansen	Aug-23	
	Ensure culturally relevant and welcoming environments for students and staff of Indigenous ancestry.	Explore appropriate cultural activities for students/staff	Meet with NTC and Nations	J. Hansen T. Davie	Nov-23	
			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	
	Build and enhance language and culture programs in all	Develop culturally appropriate curricula - Truth and Reconciliation Calls to Action	Create a land based learning scope and sequence	D. Maher	Oct-23	

Pacific Rim School District 2023/24 - 2027/28 Operational Plan						
Strategic Plan Focus Area	Board Goals	Strategy Description	Action Plans	Owner or lead (Department or person)	Start and Due dates	Status (G, Y, R)
		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 - completed Yellow - in progress Red - needs attention
	Land-based programs in all schools, including through the creation of land-based learning programs.		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	
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	
		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	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	
		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 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	

Pacific Rim School District 2023/24 - 2027/28 Operational Plan						
Strategic Plan Focus Area	Board Goals	Strategy Description	Action Plans	Owner or lead (Department or person)	Start and Due dates	Status (G, Y, R)
		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 - completed Yellow - in progress Red - needs attention
		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	
Student Achievement cont'd	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 Learning Navigator	K. Charbonneau T. Sam	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 information. 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.	1. Develop joint professional learning opportunities. 2. Create more connection and networking opportunities.	K. Charbonneau M. Bennett	1. October 2023 2. Spring 2024	
		Provide the best possible support services for learners.	Learning resources in residence program for equitable access and collaborative connections. Use data to guide instruction and intervention.	Learning Services Leadership Team	Fall 2023	
		Provide all possible resources to support mental health and well-being of students and staff.	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	
		Create a district food security plan	1. Identify existing programs 2. Determine funding sources 3. Develop a plan to maintain consistency and sustainability district	P. Klaver M. Bennett B. Ross	Fall 2023	

Pacific Rim School District 2023/24 - 2027/28 Operational Plan						
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Mental Health and Social-Emotional Well-Being		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	
	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 & MCFD around	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	
	Focus on internet safety and effective uses of technology for all students.	Promote student responsible, 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	
	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	
		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	
		Develop strategies for positions that present recruitment and retention challenges. Specifically West Coast.	Developing 'in house' training for Custodial and EA	P. Klaver T. Willson	2023/2024	

Pacific Rim School District 2023/24 - 2027/28 Operational Plan						
Strategic Plan Focus Area	Board Goals	Strategy Description	Action Plans	Owner or lead (Department or person)	Start and Due dates	Status (G, Y, R)
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Safe, Welcoming and Modern Learning Environments		Develop an Indigenous equity hiring process	Draft Application, Consult Board, Consult Partners	P. Klaver T. Davie J. Hansen	2023/2024	
		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	
		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	
		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	
		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	
Safe, Welcoming and Modern Learning Environments cont'd	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 C. Nahorney	Dec-23	
		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	

Pacific Rim School District 2023/24 - 2027/28 Operational Plan						
Strategic Plan Focus Area	Board Goals	Strategy Description	Action Plans	Owner or lead (Department or person)	Start and Due dates	Status (G, Y, R)
		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 - completed Yellow - in progress Red - needs attention
	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	
Safe, Welcoming and Modern Learning Environments	Support everyone situating "who we are, where we are, where we come from, our connections and our	Build community across our district	Continue Elders/Grandparents in Schools	J. Hansen B. Ross	Sep-23	
	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	2023/2024	
			Need consistent district wide language for documents	P. Mason H. Fletcher	2023/2024	
Environmental Stewardship & Global Citizenships	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 student leadership in climate action	Increase leadership opportunities for students to engage	Plan a Ready Set Learn that explores the concept environmental Stewardship and global citizenship.	K. Charbonneau	Jan-24	
	Promote awareness of national and international issues and opportunities	Build district-wide awareness through connection and interconnection	Establish spaces/opportunities where International Students can share/display information about their culture/country/heritage	M. Fryer	Spring 2024	

Pacific Rim School District 2023/24 - 2027/28 Operational Plan						
Strategic Plan Focus Area	Board Goals	Strategy Description	Action Plans	Owner or lead (Department or person)	Start and Due dates	Status (G, Y, R)
		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 - completed Yellow - in progress Red - needs attention
			Promote Overseas Study experiences for (Gr 10 -12)	M. Fryer	2023/2024	Yellow
			Secondary Student Voice Councils that work with Elementary Schools	T. Davie	Fall 2023	Red
			Explore international excursion opportunities for Indigenous students	J. Hansen / M. Fryer / P. Mason	2023/2024	Yellow
	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	Yellow
			Implement BC's K-12 Anti-Racism Action Plan	M. Bennett	Sep-23	Yellow



Approved: 99 03 23

Amended: 18 06 12

Amended: 22 10 11

Draft Revision: 23 10 10

POLICY 112: SCHOOL TRUSTEE CODE OF CONDUCT (P)

Trustees must uphold and abide by District Values, Mission, Vision, and Board decisions, and commit to a Trustee Code of Conduct which reflects the Board of Education's ("the Board") recognition and respect of the public's trust in the Board as elected representatives. The Board of Education believes individual trustees must adhere to the highest ethical standards in their dealings with fellow Trustees, school communities, rightsholders, and citizens.

The rights, powers, duties, and liabilities of the Board rest only with the legally constituted Board as a whole, and Trustees exercise their powers and responsibilities only when the Board is officially in session. It is expected that Trustees work in a spirit of harmony, respect, and co-operation, where all personal interactions and relationships acknowledge the dignity and affirm the worth of each person.

This Code of Conduct serves to ensure values that guide ethical behaviour and norms for Trustee relationships, promote awareness regarding Trustee roles and responsibilities, and encourages respect for divergent views so that Boards can focus on student achievement, equity, and well-being.

In carrying out the role of Trustee, members must:

- 1.0** Establish a District-wide culture which will foster student achievement, equity, and well-being and which will provide an atmosphere where all students can reach their full potential. Advocate for students by always making fair and inclusive decisions that are in their best interests, resulting in the improvement of student achievement throughout the District.
- 1.1** Provide effective and credible service through the devotion of appropriate time, thought and study to the duties, roles, and responsibilities of a Board member in order to ensure the District is well governed, well maintained, fiscally secure, and operating in the best interests of those they serve.
- 1.2** Conduct business in accordance with Robert's Rules of Order, Policies and Administrative Procedures of the District, and all applicable provincial and federal legislation and regulations in B.C., including but not limited to the *School Act*, *Criminal Code*, *Freedom of Information and Privacy Act*, *Human Rights Code*, and the *Worker's Compensation Act*.
- 1.3** Observe proper decorum and behavior as well as encourage full and open discussion in all matters with their fellow trustees.
- 1.4** Represent the best interests of the entire district. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staffs.



- 1.5** Speak only about what the Board has decided, and individuals may state the reason for their vote. However, trustee interaction with the public, media or other entities shall recognize the same limitation as the inability of any member of the Board, except for the chair, to speak for the Board.
- 1.6** Resist every temptation and outside pressure to use the Trustee position for personal advantage or the advantage of friends or any other individual or agency apart from the total interest of the District.
- 1.7** Keep in confidence any personal or confidential information obtained in their capacity as a Trustee and do not disclose the information except when required by law or authorized by the Board to do so.
- 1.8** Consider information received from all sources and base individual decisions upon all available facts while maintaining confidentiality of privileged information and remaining committed to responsible digital citizenship and to minimizing the risks associated with the use of electronic communications systems and access to social media.
- 1.9** Do everything possible to maintain the integrity, confidence, and dignity of the office of School Trustee.
- 1.10** Declare any Conflict of Interest as stated in the School Act, being sure not to use their role as Trustee for their own personal advantage or for the advantage of their friends, supporters, or business. If a Trustee becomes aware that they are in a position that creates a conflict of interest (direct, indirect; statutory or common law), they must declare the nature and extent of the conflict at a meeting of the Board of Education and abstain from deliberating or voting on the issue giving rise to the conflict.
- 1.11** Not withhold or conceal information that may have a material impact on the deliberations of the Board or Administration of the District.
- 1.12** Interact with the Superintendent or with staff recognizing the lack of authority vested in individuals except when explicitly authorized by the Board, attending to the governance role of the Board while avoiding involvement in District operations.
- 1.13** Work with fellow Board members in a spirit of harmony and cooperation and be respectful of differences of opinion, refraining from making discrediting comments about others, engaging in unwarranted criticism, or taking private action that could compromise the integrity or authority of the Board.
- 1.14** Promote respectful workplaces and relationships with others, placing emphasis on anti-racism, reconciliation, and relations with local First Nations, including respecting differing views, being prepared for Board meetings and Committee work, and representing the Board in all Board-related matters with proper decorum and respect for others. This commitment includes exercising appropriate decorum in individual and group behaviour, as well as fair and respectful treatment of students, parents, staff, members of the community and other Board members.



- 1.15** Endeavor to remain informed concerning Provincial and National developments in education.
- 1.16** Recognize that their responsibility is to ensure that decisions are made in the best interests of the District as a whole, representing and advocating for the best interests of learners in the community, including Indigenous communities and First Nations on whose traditional territories our schools operate.
- 1.17** Endeavour to, in addition to existing On-Boarding training, take advantage of educational conferences, workshops, and training sessions made available by local or provincial affiliations, thus enhancing their knowledge of Trustee roles and responsibilities, and becoming acquainted with current educational topics and trends.

The Board shall establish and maintain an Administrative Procedure outlining the processes for dealing with **Breaches and Sanctions, Public Accountability and Conflict Resolution**. This Administrative Procedure will also outline the steps required to restore relationships after the occurrence of a breach.

The Board shall review this Code of Conduct Policy and the related Administrative Procedure within six months of the Inaugural Board Meeting.

Resources:

Deputy Minister's Bulletin: School Trustees Code of Conduct – Provincial Criteria Guidelines in conjunction with BCSTA's Principles/Standards for Codes of Conduct
School District No. 44 (North Vancouver)



XXXX: SCHOOL TRUSTEE CODE OF CONDUCT (A/P)

In accordance with Policy 112: School Trustee Code of Conduct (“the Code”), each Trustee is obligated to maintain the highest ethical standards in their dealings with fellow Trustees, the school community, and all citizens of the District. The Board expects each Trustee to adhere to the Code of Conduct while carrying out their role as Trustee. The Board recognizes that Code of Conduct infractions vary in their intent and severity and has established this Administrative Procedure to outline the processes for dealing with Breaches and Sanctions, Public Accountability and Conflict Resolution. It also outlines the steps required to restore relationships after the occurrence of a breach.

1.0 BREACHES AND SANCTIONS, PUBLIC ACCOUNTABILITY

NOTIFICATION OF AN ALLEGED BREACH OF THE CODE OF CONDUCT

- 1.1** A Trustee, the Superintendent or, in the case of a breach of confidentiality the Secretary Treasurer, shall in confidence bring the alleged breach of the Code to the attention of the Board by notifying the Chair or, in the absence of the Chair, the Vice-Chair who in such instances shall undertake the responsibilities of the Board Chair.
- 1.2** Notification of the Board Chair shall be made in writing and within 7 days of the Trustee or Superintendent first becoming aware that the alleged breach has occurred.
- 1.3** The notification shall include:
 - a. the name of the Trustee who is alleged to have breached the Code,
 - b. the alleged breach or breaches of the Code,
 - c. information as to when the breach came to the individual’s attention,
 - d. the grounds for the belief of the individual that a breach of the Code has occurred,
 - e. the names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach, and
 - f. the signature of the individual alleging the breach of the Code.

INFORMAL PROCEDURE FOR AN ALLEGED BREACH OF THE CODE OF CONDUCT

- 1.4** The Chair, on their own initiative or at the request of the Trustee, Superintendent or Secretary Treasurer, may meet confidentially and informally with the Trustee who is alleged to have breached the Code, to discuss the breach.
- 1.5** The Chair shall bring the allegation of the breach to the attention of the Trustee and discuss sanctions to address the breach as an infraction and/or measures to correct the offending behavior.



1.6 The sanctions or measures to address the alleged breach as an infraction may include:

- a. a letter of apology,
- b. participation in a restorative justice process,
- c. participation in specific training, coaching, or counselling as directed by the board,
- d. being subject to a motion of censure passed by a majority of the voting trustees at a closed In-Camera Board meeting; or
- e. being removed from one, some, or all board committees or other appointments by a majority of voting trustees at an In-Camera board meeting. It is important to note that, except as expressly permitted by the School Act, a board's authority does not extend so far as to effectively remove a trustee from their elected office.

1.7 The agreement of the Trustee that the infraction of the Code occurred, and the sanctions or measures imposed shall be reported at a closed In-Camera Meeting of the Board and no further action in respect to the infraction shall be taken.

1.8 Refusal of the Trustee to agree that the infraction occurred or refusal of the Trustee to agree to the suggested sanctions or measures, may result in the allegation of a breach of the Code being elevated by the Chair or the Board to the Formal Code of Conduct Enforcement Procedures.

FORMAL PROCEDURE FOR AN ALLEGED BREACH OF THE CODE OF CONDUCT

1.9 In the absence of informal resolution of the alleged breach, and within 14 days of receiving the notification of the alleged breach, the Chair shall

- a. compile the information obtained in the originating notification of the alleged breach, as well as any actions the Chair may have taken to address the allegation,
- b. make a confidential report to the Board in a closed In-Camera Meeting. The Chair's report to the Board shall include the Chair's recommendation in respect to the merits of the Board conducting an investigation into the alleged breach of the Code.

1.10 The Board, by motion shall, within 14 days of receiving the report of the Chair, confirm or reject the recommendation of the Chair to formally investigate the alleged breach of the Code.

1.11 Where the Board determines that an investigation should be made into the alleged breach of the Code, within 28 days of receiving notification from the Chair of the alleged breach, the Board shall by any appropriate means, including engagement of an independent investigator by the Superintendent, make inquiries into the alleged breach. Based on the results of the investigation, the Board shall by motion decide whether the Trustee has breached the Code and impose sanctions appropriate to the severity of the breach.



- 1.12** The Trustee alleged to have breached the Code shall not vote in respect to a motion to undertake an investigation of the alleged breach, nor shall they be permitted to vote in respect to a motion to confirm the alleged breach or impose sanctions.

SANCTIONS FOR A BREACH OF THE CODE OF CONDUCT

- 1.13** Where the Board determines that a Trustee has breached the Code, the Board may censure the Trustee or, where the infraction includes the failure to maintain the necessary confidentiality of information, bar the Trustee from attending all or part of a Meeting of the Board or a Committee. In such a case, the Trustee shall not receive any materials that relate to that meeting that are not available to the public. These sanctions are not intended to limit any other response, action, or remedy that the Board may decide to take or pursue.

- 1.14** Upon the Board determining that a Trustee has breached the Code and sanctions are to be imposed, the Board shall:

- a. give the Trustee written notice of the determination and sanctions,
- b. provide the Trustee with 14 days to make written submissions to the Board regarding the determination and/or sanctions, and
- c. after considering the submissions, confirm or revoke a determination within 14 days of receiving the submissions.

If the determination is revoked, the sanctions are revoked. If the determination is confirmed, the Board shall confirm, vary, or revoke the sanctions.

- 1.15** Where a breach of the Code has occurred, sanction of a Trustee shall be undertaken by the Chair writing a letter of censure marked "Personal and Confidential" to the Trustee in question. This action shall be reported at the next Regular (public) Meeting of the Board.

- 1.16** For a second occurrence, a motion of censure shall be presented against the Trustee in question, at an Open Meeting of the Board, unless to do so would require a disclosure of confidential information other than a previous letter of censure.

- 1.17** For a third and subsequent occurrence, a motion to remove the Trustee in question from one, or more, or all Board appointments shall be presented at a Regular Meeting of the Board.

- 1.18** Where there has been a failure to maintain the confidentiality of information and a breach of Section 15 of the Code has occurred, in addition to the above sanctions, the Board may bar a Trustee from attending all or part of a Meeting of the Board or a Committee of the Board. When a sanction has been imposed that bars a Trustee from attendance at a Meeting of the Board it is considered to be an absence authorized by the Board.



2.0 RESOLUTION OF CONFLICT

Disputes occur regularly and are an expected part of human interaction. Disagreements among Trustees and with the Superintendent similarly occur from time to time. Left unattended, disputes may lead to conflict that interferes with Board governance and Board-Superintendent relations. The Board regards conflicts as normally occurring and as opportunities to increase understanding of differences, enhance working relationships and improve individual performance. Collaborative, inclusive, fair, and developmental conflict resolution processes are based on the following interpersonal relational norms:

- Appreciation for the contribution of others
- Openness to diverse views and new ideas
- Respectful and emotionally safe interpersonal relationships
- Open and honest contributions to discussions
- Positive group dynamics (tone, body language), and
- Focus on the group task

The Board has determined the following conflict resolution expectations. These expectations are intended to encourage learning, flexibility, and responsiveness, to avoid procedural rigidity, and to be restorative.

- a. **Understanding:** Disagreements present opportunities to seek additional information and create new understandings. Processes need to encourage inquiry, development of new and shared perceptions, and agreement.
- b. **Timelines:** Conflicts should be addressed as soon as possible and not left unattended to grow and impact unnecessarily on others and the work of the Board.
- c. **Fairness:** Processes need to be open and equitable extending opportunities for participation in problem identification and generation of solutions.
- d. **Focus:** Resolution processes and communications need to focus on issues and outcomes not people. The expectation is to build the team and enhance Board governance.
- e. **Respect:** Interactions must be characterized by care and regard for the individual, empowerment, and appropriate confidentiality.

CONFLICT RESOLUTION PROCEDURE

- 2.1 Attend to the conflict, disagreement, or dispute within 7 days of becoming aware of the issue.
- 2.2 Address the issue with the individual directly with a view to resolving the matter privately.
- 2.3 Where a resolution is not found privately and there continues to be merit in seeking resolution, bring the matter to the attention of the Chair or, where the Chair is absent or the conflict involves the Chair, the Vice-Chair, who shall:



- a. Within 14 days, take steps personally to inquire about the conflict with each individual involved,
- b. Seek to resolve the conflict in consultation with the individuals involved; and
- c. Treat the conflict and information surrounding the conflict confidentially.

2.4 Where the Chair is unable to resolve the conflict, there continues to be merit in seeking resolution. With the agreement of the involved individuals in respect to timing and external consultant, the Chair may engage an external consultant to resolve the conflict.

2.5 Where the consultant is unable to resolve the conflict within 28 days, there continues to be merit in seeking resolution. With the agreement of the individuals, the Chair may bring the conflict to the attention of the Board in a closed In-Camera Meeting.

The Board shall:

- a. Within 14 days, initiate steps to inquire about the conflict with each individual involved,
- b. Seek to resolve the conflict in consultation with the individuals involved; and
- c. Treat the conflict and information surrounding the conflict confidentially.

2.6 Where the Board is unable to resolve the conflict within 28 days and there continues to be merit in resolving the conflict the Board may, by motion of the Board made in a closed In-Camera Meeting impose a resolution to the conflict. The resolution shall be included in the public report of the Board on the closed In-Camera Meeting and the matter shall be closed.

Resources:

Deputy Minister's Bulletin: School Trustees Code of Conduct – Provincial Criteria Guidelines in conjunction with BCSTA's Principles/Standards for Codes of Conduct
School District No. 44 (North Vancouver)



XXX: Trustee Remuneration and Expenses (P)

First Revision 23 09 06

Purpose

The purpose of School Board Trustee remuneration is to acknowledge the significant responsibilities and commitment undertaken by individuals who serve as Trustees on the School Board. School Board Trustees play a vital role in shaping the education system, making important decisions, and representing the interests of the community, students, and parents. Remuneration serves as a means of recognizing their dedication, time, and effort expended in fulfilling their duties. Ultimately, fair, and appropriate remuneration contributes to the overall effectiveness and success of the school board, benefiting the students, schools, and communities they serve.



110: BOARD PROCEDURE (P)

Approved: 01 09 11

Amended: 21 03 02

Amended: 23 10 10

The Pacific Rim School District's Board of Education ("the Board") shall establish an Administrative Procedure defining the framework for the efficient, consistent, fair, orderly, and transparent operation of the District, ensuring that such procedures are consistent with those prescribed in the *School Act*.

Included will be Inaugural procedures, operating procedures for all meetings of the Board and Standing Committees, as well as the duties and responsibilities of the Board Chair and Trustees. Operating procedures for meetings of the Board will be formed based on *Robert's Rules of Order*.

The Board acknowledges that the existing meeting structure is based on colonial structures. The Board is committed to reducing barriers for our rights holders and underrepresented members of the community to meaningfully participate in and influence Board decisions.

Consistent with its objective to encourage the general public to contribute to the educational process, monthly Regular Board meetings will be open to the public. The Board further believes public interest can be enhanced by having members of the public participate at Board meetings. Towards this end, the Board believes its affairs must be conducted in public to the greatest extent possible.

The Board also believes it is necessary to protect both individual privacy and the Board's own position, and therefore expects to discuss in private, issues dealing with individual students, individual employees, land, labour, litigation, or negotiation.

In order to carry out its responsibilities effectively, the Board will hold periodic meetings of several types including Inaugural, Regular, Special, or In-Camera. The Board may also hold informal meetings from time to time for the purposes of general discussion, meeting with other individuals or groups, or for information gathering and sharing.

Resources:

Vancouver School Board Policy Handbook – Board Operations
School District No. 68 (Nanaimo-Ladysmith) 2.0 Governance and Management



PACIFIC RIM SCHOOL DISTRICT 70
BOARD OF EDUCATION
ACTION SHEET

Date: November 28, 2023
To: Board of Education
From: Assistant Superintendent, Peter Klaver
Subject: Community School Policy

Background:

The Community Schools Policy has been commented on by the ADTU during the 30-day consultation period. No other input was received.

Discussion:

Input from the ADTU includes:

"Lack of Specifics: The policy does not provide specific details on how the values, principles, and practices of community education will be implemented. It lacks concrete actions, strategies, or programs that will be put in place to support these principles.

Resource Allocation: Community education often requires additional resources, including funding, personnel, and infrastructure, to provide a range of services beyond traditional academics. The policy should outline how these resources will be allocated and sustained.

Accountability and Evaluation: The policy does not specify how the effectiveness of community education practices and partnerships will be measured and evaluated. Clear metrics and accountability mechanisms should be established to ensure that the intended outcomes are achieved.

Role of Stakeholders: The policy does not define the roles and responsibilities of various stakeholders, including school boards, educators, community organizations, parents, and students. Clarity in roles can help avoid misunderstandings and conflicts."

The concerns raised by the ADTU are more properly addressed in Administrative Procedures and through the Memorandum of Understanding with Community School Societies.

Suggested Motion: THAT the Board of Education adopt the Community School Policy as presented with no amendments.



630: COMMUNITY SCHOOLS (P)

Approved: 95 10 10

Amended: 15 09 29

Revised: 23 09 06

POLICY

The Board of Education endorses the values, principles, and practices of community education in support of improved outcomes for children, youth, families, and communities.

A community school is both a place and a set of partnerships between the school and other community resources. In these schools, an integrated focus on academics and family support, health and social services, and youth and community development leads to improved student learning, stronger families and healthier communities.



PACIFIC RIM SCHOOL DISTRICT 70 EDUCATION COMMITTEE ACTION SHEET

Date: November 14, 2023
To: Board of Education
From: James Messenger
Subject: Approval of Student Grade Placement Policy

Background

A draft of Student Grade Placement Policy was presented to the Policy Committee and presented for 30 day public consultation period. The policy has been commented on by the ADTU during that period. Not other input was received.

Feedback

- *Lack of Flexibility: The policy appears to prioritize placing students solely with their age-level peers. This approach is not considerate of individual student needs, readiness, or abilities, which can vary widely. It will lead to situations where struggling students do not receive the support they need to catch up.*
- *Overemphasis on Age: The policy places a heavy emphasis on age as the sole determinant of student placement. However, students may have different abilities, developmental stages, and learning needs that are not solely dependent on their age. This one-size-fits-all approach is not in the best interest of all students.*
- *Ignoring Special Needs: Students with disabilities or special educational needs may require different instructional approaches or placement considerations. By strictly adhering to age-level placement, the policy is overlooking their needs.*
- *Disregard for Research Findings: The policy acknowledges that research consistently demonstrates negative effects of grade retention on student achievement. Jimerson's 2001 Meta analysis tends to be the most cited example of the negative effects of retention; however, there are challenges with relying on this study as the benchmark for retention level policies i.e methodological issues. While we are not suggesting that retention is a good idea – we are concerned that research is being cited that may not accurately reflect the issue.*
- *Potential for Inequity: Strict adherence to age-level placement may exacerbate educational inequities. Students from disadvantaged backgrounds or those who have experienced interruptions in their education may be unfairly penalized if they are placed solely based on age. (Example: Some parents keep their kids home for another year*

because they feel they are not ready for kindergarten and when they come to enroll them later they find that their child must now go to grade 1 – so they miss their kindergarten year because of this age based policy). We are further concerned that the policy does not include the voice or wishes of First Nation communities and parents.

- *In summary, the policy's rigid focus on age-level placement may overlook the diverse needs and abilities of students, potentially leading to inequities and missed opportunities for individualized learning. It would be beneficial for the policy to incorporate more flexible and student-centered approaches while still considering age-appropriate placement in a balanced manner.*

Discussion

- “The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy” -(School Act OIC 1280/89)
- Under Section 1 of the British Columbia School Act, a "school-age child" is defined as a child who is at least five years old but has not yet reached the age of 19. This creates an expectation that our system helps each student realize their individual potential within a 13 -14-year experience.
- The Administrative Procedures for Grade Placement allow for exceptions to age-appropriate grade levels through a well-considered collaborative process, involving the written agreement of the parent/guardian.
- British Columbia is committed to fostering an inclusive education system, where all students, irrespective of their needs or abilities, are valued members of a learning community. Every child is unique. Everyone learns and develops at a different rate. It is the responsibility of our schools to differentiate instruction and assessment practices to help each student realize their individual potential.
- We acknowledge the critical feedback received regarding the cited research. While we value feedback, it is essential to also provide alternative research findings or suggestions for more robust sources of information to support our educational policies.
- Our district has instituted various measures to address inequities within our organization. We remain dedicated to continue to identify and address inequities. It is important to acknowledge that historical anecdotal data indicates that marginalized populations have been disproportionately represented in requests for student retention. Often, behavior and attendance are cited as reasons for retention. However, it is crucial to critically evaluate whether these factors genuinely reflect a student's learning or are within the student's locus of control.

Suggested Motion: THAT the Board of Education adopt the Grade Placement Policy as presented with no amendments.



XXX: STUDENT GRADE PLACEMENT (P)

First Revision 23 08 29

POLICY

The Board supports the three basic principles of learning which guide all aspects of curriculum development and instructional practice in the schools of British Columbia. These are:

- people learn in different ways and at different rates;
- learning is both an individual and a social process;
- learning requires the active participation of the learner.

The board understand that these principles require that provision must be made in each classroom for student learning needs, styles and rates.

The Board acknowledges that learning is a developmental process that proceeds in a unique way for each student and that the assessment and evaluation of student progress as well as the reporting on that student's progress must contribute to continued learning for the student. The Board recognizes that controlled research studies consistently demonstrate that the effects of grade retention (failing) on student achievements are negative.

Therefore, it is Board policy that the placement of students Kindergarten up to and including Grade 10 will be with their age level peers.



PACIFIC RIM SCHOOL DISTRICT 70 PUBLIC BOARD MEETING ACTION SHEET

Date: November 28, 2023
To: Board of Education
From: James Messenger, Director of Instruction – Learning & Innovation
Subject: Approval of Alternative Delivery Policy

Background

A draft of the Alternative Delivery Policy was presented to the Policy Committee in September 2023 and then approved by the Board to be sent out for a 30-day public consultation period. Below is the feedback that was received, with no other input received.

Feedback

- *Lack of Clarity: The policy is somewhat vague in describing what constitutes "alternative delivery" and how it will be implemented. It does not provide specific guidelines or criteria for determining appropriate alternative delivery methods, leaving room for interpretation and potential inconsistencies.*
- *Lack of Accountability: The policy mentions that students must demonstrate their knowledge of the learning standards they have arranged to address through alternative means. However, it does not specify how this assessment will be conducted, monitored, or evaluated, raising concerns about accountability.*
- *Implementation Challenges: The policy does not provide guidance on how schools should handle situations where parents or guardians have differing views on what should be covered or how it should be taught. This could lead to conflicts and difficulties in ensuring consistency and fairness in education.*
- *Lack of Clarity on Age Appropriateness: The policy does not specify at what age or grade level students can request alternative delivery, which may lead to varying interpretations and inconsistencies in practice.*

Discussion

The concerns raised in the above noted feedback are better addressed through the Administrative Procedure versus the Policy. This item is seeking approval of Alternate Delivery Policy, not the Administrative Procedure.

Suggested Motion: THAT the Board of Education adopt the Alternative Delivery Policy as presented.



XXX: ALTERNATIVE DELIVERY POLICY (P)

First Revision (DATE)

POLICY

The Ministry of Education and Childcare's [Alternative Delivery in the Physical and Health Education and Planning 10 Curricula Policy](#) requires Boards of Education to have procedures in place to enable students to address learning standards covered in this policy.

The Board supports the creation of Alternative Delivery AP XX in line with this policy.



XXXX: Public Interest Disclosure Policy

First Revision: 23 09 01

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 personnel 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 and trustees 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 or Trustee 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 or Trustee because they made a Disclosure, sought Advice, made a complaint about a Reprisal or participated in an Investigation;

“Trustee” means a past or present member of School District 70’s Board of Education; 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 and Trustees 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 or Trustee 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

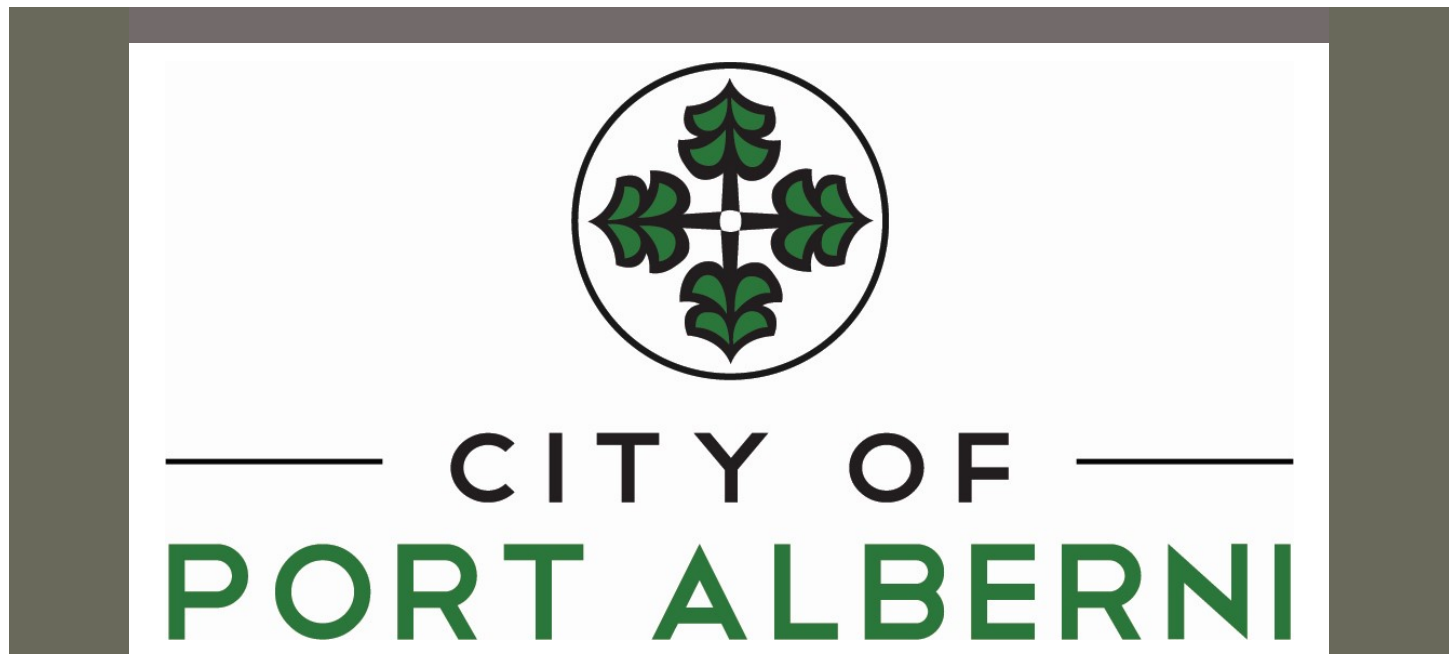
- 5.1 The Superintendent is responsible for the administration of this Policy and shall ensure that training and instruction is available to all Employees and Trustees concerning this Policy, the Procedures and PIDA.
- 5.2 In the event the Superintendent is unable or unavailable to perform their duties 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: Wednesday, November 15, 2023 1:47 PM
To: Paula Mason
Subject: November 14, 2023 Council Summary

Follow Up Flag: Follow up
Flag Status: Flagged

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

November 13, 2023

An information report summarizing the regular meeting of Council held on November 13, 2023. 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.

BYLAWS

Financial Plan Amendments

Council authorized amendments to the "2023-2027 Financial Plan Bylaw No. 5075, 2023" as follows:

- Allocating an additional \$35,000 from the Sewer Infrastructure Reserve Fund to the Sewer Crawler - 2023 Capital Plan.
- Allocating an additional \$550,000 from the Land Sale Reserve Fund in 2023 to complete the remaining demolition at the Somass Mill site and secure the buildings required for the development partner as requested.

- Land Sale Reserve Fund to borrow internally from the Water Infrastructure Reserve Fund (as required) until property sales replenish the Land Sale Reserve Fund with any interest forgone during the time of borrowing to be repaid from the Land Sale Reserve Fund.
- Allocating \$140,000 to Echo Park Field Upgrades in the 2023 Capital Plan from funding allocated to Lon Miles and Recreation Park field upgrades.

CORRESPONDENCE

Vancouver Island Regional Library

Pursuant to the *Library Act*, Council reappointed Councillor Patola as the City's representative and Councillor Haggard as the alternate representative to serve on the VIRL Board of Trustees for a term ending December 31, 2024.

Alberni Clayoquot Métis | Louis Riel Day

Council authorized the request to fly the Metis flag at City Hall on November 16th in recognition of Louis Riel Day through to November 20th.

Council also received their correspondence summary which included letters from:

1. British Columbia Lottery Corporation | 2022/23 Community Impact Report
2. City of Surrey | Surrey Police Transition
3. P. Short | 2023 Revisions to the Police Act
4. R.F. Kanngiesser | First Nation representatives at Council Meetings
5. Ministry of Post-Secondary Education and Future Skills | Grants-in-Lieu of Property Taxes
6. British Columbia Ferry Services | Charting the Course Workshop: November 24th
7. Ministry of Post-Secondary Education and Future Skills | StrongerBC: Future Ready Action Plan
8. Nanaimo Regional Hospital District | Request for Support: Key Healthcare Priority Projects: *Council directed staff to provide a letter of support directed to Health Minister Dix for the Nanaimo Regional Hospital District priority capital projects including the new patient tower*

and cardiac catheterization lab to be located at the Nanaimo Regional General Hospital.

9. PRIMECorp | 2022-23 Annual Report
10. Ministry of Finance | Major Events Municipal and Regional District Tax Program
11. Union of BC Municipalities | New Provincial Housing Legislation
<https://news.gov.bc.ca/releases/2023HOUS0063-001737>
12. Association of Vancouver Island and Coastal Communities (AVICC) | Request for Resolution Submissions
13. Vancouver Island Regional Library | VIRL Budget 2024 Update
14. Advisory Planning Commission Minutes | September 21, 2023
15. Alberni Valley Museum and Heritage Commission | October 4, 2023 Minutes

PROCLAMATIONS

Ministry of Children and Family Development

Council proclaimed the month of November 2023 as 'Adoption Awareness Month' in Port Alberni.

NEW BUSINESS

2024 Truck Loggers Association Convention & BC Economic Development Association Summit

Council authorized Mayor Minions and Councillor Haggard to participate in the 79th annual Truck Loggers Association Convention taking place January 17-19, 2024 in Vancouver, BC.

Council further authorized Councillors Haggard, Patola, Solda and the Chief Administrative Officer to participate in the annual BC Economic Development Association Summit taking place May 6-9, 2024 in Penticton, BC.

BC Transit | Vendor Sales Agreement

Council authorized the Mayor and the Corporate Officer to execute the Vendor Sales Agreement between BC Transit and the City to permit the implementation of Umo Fare Technology for a five-year term. The new electronic fare system will provide a convenient option for the public to purchase and use their fares. For more information visit

Polar Bear Swim | January 1, 2024

Council directed staff to write a letter in support of the proposed Polar Bear Swim at Canal Beach on January 1, 2024 challenging the Alberni- Clayoquot Regional District, Tseshaht, and Hupacasath First Nations to participate.

Wālyaqiḥ - Tiny Home Village

The Chief Administrative Officer provided an update noting that 13 of the 19 pods have been occupied to date. The temporary pod housing facility, operated by the Friendship Centre, is a collaborative effort aimed at providing safe and alternative housing to individuals unable to access safe and affordable housing, particularly those currently living in unsafe conditions.

The Port Pub | 5170 Argyle Street

The Chief Administrative Officer provided an update on the recent Fire Department response at 5170 Argyle Street related to water damage noting that the suite remains unoccupied further to required assessments deeming it fit for occupancy.

Rack and Rally Social Hub | 3123 3rd Avenue

The Chief Administrative Officer provided an update related to ongoing façade improvements at 3123 3rd Avenue noting that the Development Services department continues to follow the permit process.

Echo Aquatic Centre Hours of Operations

Council directed staff to prepare a report based on a reevaluation of current Aquatic Centre hours of operation with consideration given to weekend (Sunday) operations to accommodate youth and families.

Council further directed the invitation of Aquatic Centre senior staff to the meeting where the report will be presented for further discussion surrounding Aquatic Centre operations.

Notice of Motion | Canal Beach Pier

Notice of Motion presented for the November 27th Regular meeting requesting

Council direct staff to review previous assessments and plans related to resurfacing the existing Canal Beach Pier for the purpose of including funding to proceed with this project within the 2024 financial plan.

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, November 16th | CANCELLED

12:00 pm | Advisory Planning Commission
Council Chambers

Monday, November 20th

6:00 pm | Committee of the Whole
Council Chambers

Monday, November 27th

2:00 pm | Regular Council
Council Chambers

Tuesday, November 28th

9:30 am | Audit Committee
Council Chambers

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Elisa Haase
2616 11th Ave
Port Alberni BC V9Y 2R8
250.858.4298; elisa_haase@hotmail.com

November 21, 2023

RE: FEEDBACK ON (KINDERGARTEN) STUDENT GRADE PLACEMENT POLICY

Dear SD70 Pacific Rim Board Members,

I appreciate the efforts of the school board in shaping the educational landscape for our children in Port Alberni. As a member of our community, I write to bring to your attention concerns regarding the current policy on kindergarten student placement.

I commend the school board for endorsing the three fundamental principles of learning; emphasizing the diverse ways in which students learn, the importance of individual and social processes in learning, and the necessity for active learner participation. While I acknowledge the importance of maintaining age-level peer relationships, I believe it is important to consider a more flexible approach, especially for our youngest and vulnerable children entering kindergarten.

Kindergarten is a critical juncture in a child's educational journey, setting the foundation for future success. Therefore, I propose a comprehensive review of the current policy, placing a heightened emphasis on the importance of parent consultation in determining the most suitable placement for their children. Parents, being the primary advocates for their children, are in the best position to gauge their child's emotional, social, and developmental readiness for kindergarten.

Research indicates that the effects of grade retention, or failing, have negative consequences on student achievement. And I acknowledge the importance of maintaining age-level peer relationships, but I am concerned about the potential long-term implications of keeping children born late in the year, or those facing emotional and social challenges, with their age cohort. Developmentally and socially, these students may face challenges that could significantly impact their overall well-being and academic success into adolescence and adulthood.

The impacts of emotional and social challenges during childhood are complex and multifaceted. These challenges can manifest in academic struggles, behavioral issues, mental health concerns, social isolation, and a higher risk of engaging in risky behaviors, such as substance abuse. Additionally, there may be repercussions in terms of employment challenges, legal issues, and limited life opportunities, creating barriers to achieving one's full potential.

While I understand the importance of maintaining consistency in educational policies, I urge the school board to establish a more inclusive decision-making process that involves parents along with educators and administrators working together to determine the most appropriate placement for kindergarten students.

By empowering parents to actively participate in these decisions, we not only respect their rights but also strengthen the partnership between home and school. This collaborative effort ensures a more tailored and responsive educational experience for our youngest learners, setting the stage for a positive and successful academic journey.

By reconsidering the policy on kindergarten placement, the school board can ensure that our educational system remains adaptable and responsive to the evolving needs of our diverse student population; and prioritizes the long-term well-being and success of the child.

I appreciate your time and consideration of this matter. I am confident that, as a board dedicated to the best interests of our students, you will carefully weigh the potential benefits of a more flexible approach to kindergarten placement.

Thank you for your ongoing commitment to providing the best possible education for the children of Port Alberni.

Sincerely,

A handwritten signature in black ink, appearing to read 'Elisa Haase', with a long horizontal stroke extending to the right.

Elisa Haase

250.858.4298

elisa_haase@hotmail.com



Heritage Commission Meeting
November 1, 2023
Minutes

Location:
AV Museum

Attendees:

ACRD	Penny Cote
City Council	Charles Mealey
Community Arts Council	Nancy Blair
Historical Society	Gareth Flostrand
Industrial Heritage	Richard Spencer
Maritime Heritage	Don Jones
McLean Mill	Elliot Drew
School District 70	Janis Joseph
Staff	Willa Thorpe

Regrets:

Chamber of Commerce
Community at Large
Hupačasath First Nation
čišaaʔath (Tseshaht) First Nation

Called to order: 7:02pm

1. Moved by Nancy that the agenda of the November 1, 2023 meeting be approved as circulated.
2. Moved by Penny that the minutes of the October 4, 2023 meeting be approved as amended.
3. Old Business
 - a. Train Station
 - i. As the wainscoting inside the Train Station was glued and nailed to the interior walls, it was unable to be salvaged for future use (the wainscoting was not a heritage component)
 - ii. Concealment options for roof – the Commission prefers option one (no concealment)
4. Correspondence
 - a. The 2024 Parks Canada Cost-Sharing grant is now live; staff will be submitting an application for the McLean Mill National Historic Site, same as in previous years



Heritage Commission Meeting
November 1, 2023
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5. New Business

- a. Shifting from Parks, Recreation and Heritage to Parks, Recreation and Culture
 - i. No further questions about this change in the department
- b. Two Spot Locomotive Display
 - i. Council meeting discussion (starting at 7:23 at <https://www.youtube.com/live/eFMOKhMpEw4?si=U7cGzandtGBbaxZm>)
 - ii. Carried motion from Council:
THAT Council direct staff to invite comment from the Alberni Valley Museum and Heritage Commission and prepare a report outlining alternate locations to display the Two Spot Locomotive within the proximity of the train station.
Resolution No. No. 23-288
 - 1. The Commission will forward staff feedback by November 8 for inclusion in the staff report


6. Reports

- a. Historical Society
 - i. October volunteer hours were 200.5. Thank you to all our very dedicated volunteers!
 - ii. We are looking for the following year telephone books: 1969; 1983 & 2007. If you have a copy that you would care to donate to the Archives, we would appreciate it very much.
 - iii. The index of businesses in the Alberni Valley has been updated. We now have 1890-1990. Still a long way to go.
 - iv. The Archives are open Tues-Thurs., 11am to 3 pm.



Heritage Commission Meeting
November 1, 2023
Minutes

b. Chamber of Commerce



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

November 1, 2023

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

Fall Activities & Highlights

Regional Alberni-Clayoquot Economic Recovery and Resiliency Initiative

- We had our kick-off meeting on Tues Oct 31, 10-12 to make sure we are on the right track with stakeholders and rightsholders to provide a report on the impacts of the Highway 4 road closures due to the Cameron Bluff's Wildfire.

Events - Business Leaders Breakfast

- Our first event of this style was a great success with 40 attendees at the Hospitality Inn with MLA Josie Osborne. We're pleased with the sponsorship from the Port Alberni Port Authority. We welcome future sponsorships to continue providing these events.

Small Business Week – October 16 – 20th

- MP Gord Johns and I went on a business walk to hear from local businesses on what their challenges were. We heard an increase in vandalism, social issues, staffing, and CEBA loans being some of the main issues.

Highlights

- Travelled on the new chip-sealed road to Bamfield and Anacla to celebrate the Huu-ay-aht Road Reconciliation project.
- Attended the Vancouver Island Economic Summit in Nanaimo, it was great to reconnect with Island Leaders and businesses and learn about trends and insights on the island.

albernichamber.ca

Respectfully conducting our business on the unceded traditional territory of the Hupačasath and Tseshaht [cišaa'at:] First Nations.



Heritage Commission Meeting
November 1, 2023
Minutes


c. McLean Mill

- i. October has brought a very busy end to our regular 2023 season at McLean Mill. We have continued our shoulder season hours of Thursday thru Sunday 10 am to 4 pm but regular staffed hours have finished with the end of the month. Attendance has become very weather dependant and Camping and e-Bike rentals have trickled to a halt. Guided Tours are available by appointment but self-guided tours are, as always, available at all times by donation. The Giftshop remained open during staffed hours and has now closed with remaining stock heading to the AVCOC Visitor Center for the holiday season.
- ii. We hosted our final wedding of the season on Friday, Oct 13th bringing our 2024 total to 10. The Community Arts Council partnered with us on Oct 21 to host a Pre-Christmas Craft Market that was a great success with 308 attendees and 21 vendors, making for a very busy and profitable day for all involved. The ADAPS Haunted Mill fundraiser returned to the Mill on the 28th with resounding results. 2325 visitors dared to face the spooky fun. We are still awaiting final accounting, but I am sure that we will well surpass the \$6000 raised last year.
- iii. As always it is a thrill to welcome young people to the site and have opportunities to share the importance of heritage with the next generation. In October we hosted a group of 20 from St. Michaels University School in Victoria. On Oct 17, Richard and I visited ADSS to share the heritage and business of McLean Mill with the Tourism 12 class. This was a wonderful experience to share not only the importance of having our national historic site but also the how's and why's of its economic impact on our community.
- iv. As we enter of Winter season, we have a lot of work to do on site packing up artefacts and preparing for the return of harsh weather. We do continue to have events and usage of the hall and courtyard through the upcoming months but now we turn to reflecting on our operational wins and challenges from this season and making plans to make 2024 our best year yet.
- v. The Mill was open 17 days in October and welcomed 403 guests during Office hours outside of events.
- vi. Upcoming Fall events
Nov 5 – Alberni Bowmen One Day Shoot
Dec 8 – Christmas Party
Dec 16 – Christmas Party



**Heritage Commission Meeting
November 1, 2023
Minutes**

- d. Heritage Week
 - i. Elliot has started initial outreach
- e. City Council – no report
- f. Industrial Heritage Society

The logo for the Western Vancouver Island Industrial Heritage Society features a yellow steam tractor on the left and a black steam locomotive on the right, both flanked by evergreen trees. The text "Western Vancouver Island Industrial Heritage Society" is centered between them.

November 1st, 2023 Report to the Heritage Commission

1. On October 5 Noon Rotary Club Members had a Guided Tour of the Alberni Pacific Rail Roundhouse, to see the "Two Spot", the "No. 7" locomotive and the restored 1909 Caboose.
2. On October 16th, President Ron Corbeil and Vice-President Richard Spencer made a presentation to City Council providing information on what the WVIHS has been up to this year and our future plans with the Alberni Pacific Railway.
3. The WVIHS sadly lost one of our directors on October 21st, Barry Dobrensky, who was one of the leaders and head boilermaker in multiple boiler rebuild projects, including the latest rebuild of the 1929 Baldwin #7 Steam Locomotive. Barry and the Boilermakers worked on all three of the City-owned steam engines and got them re-certified over the last ten years. No. 7, the 'Farquhar steam tractor and the Steam Donkey. Barry had been trying to plan a public steam up event at the APR Roundhouse this past summer, but had been put on hold due to regulation requirements.
4. On October 27th, members attended the retirement party for Shelley Harding. She was presented with a framed painting and a card. The society wishes Shelley the best on her retirement and future endeavours, and would like to thank her for all the support she's given us over the years.
5. On October 28th, five volunteers participated in "The Haunting" Haunted Mill hosted by ADAPS at McLean Mill. We provided a candy donation that volunteers handed out to children in the haunted village, and brought three historic trucks up for the occasion.
6. The Alberni Pacific Railway Business Plan, Budget and supporting documents has been posted to the public via our new website, www.albernipacificrailway.ca. We want to be as public as possible with our plan going forward. APR Manager Richard Spencer is always willing to answer questions, and hear comments and concerns about the plan. He can be reached at info@albernipacificrailway.ca or by phone at (250) 735-5440.
7. October 31 marked the 40th Anniversary of the incorporation of the Industrial Heritage Society. There is a Special Edition of the "Spot Newsletter" in honour of the occasion. On November 29, there will be an Anniversary Dinner, followed by a Presentation on "Rail Logging on Vancouver Island" by Doug Harrison.
8. Christmas Art Show & Market at the Industrial Heritage Centre. Saturday, December 2nd.

Submitted by
Richard Spencer, Vice-President
Western Vancouver Island Industrial Heritage Society

ihsportalberni@gmail.com ihsportalberni.ca (250) 723-4285

- g. Regional District



Heritage Commission Meeting
November 1, 2023
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- i. Grant in Aid process open until January 31
- h. Community Arts Council
 - i. Art Exhibits
 - 1. We are just finishing a very successful exhibit, "Back in Time" in partnership with the Alberni Valley Museum.
 - 2. Beginning October 31 and finishing on November 9th, we are having an art fundraiser in partnership with the Rotary Club. Most of the donated pieces of art will be part of a silent auction and on Thursday, November 9th, 7-9 pm there will be a live auction with Councillor Charles Mealy as the auctioneer. This is a ticketed event, \$40 a ticket. There will be food, drink, and music. Food catered by Grass Roots, music by Dennis & Guy.
 - 3. November 14th - December 23rd will be our annual Mistletoe Market.
 - ii. Workshops
 - 1. November 25th - dying with weaving and spinning presented by Janet Finch
 - 2. Kids Crafts - November and December
 - iii. Fundraising
 - 1. On October 21, 10 - 4, we had our first (for many years) Christmas at the Mill. Over 300 attended, including a food truck. The weather cooperated. We are hoping this will become an annual event.
 - 2. Poinsettia/wreath - must be ordered by November 6
 - 3. Christmas Raffle basket, November 1 to December 20
 - iv. Harbour Quay Light up

December 1, 530 pm. The CAC is organizing this event again this year. We are hoping for the ADSS band, and Timbre Choir to perform, and, also hoping for good weather.
- i. School District
 - i. The Pacific Rim School District's next Public meeting is Nov 28 at 5pm at John Howitt Elementary School.
 - ii. The Board of Education's October 24, 2023 Regular Public meeting was held at Ucluelet Elementary in Ucluelet. The Board had a special presentation from Kaamat (Levi Martin) of the Tla-o-qui-aht First Nation. Kaamat presented a moving lesson for Trustees with story, humour and in the language of his Nation which illustrated the deep meaning of the new goals set in the District's strategic Plan. Kaamat is a fluent speaker from his Nation.



Heritage Commission Meeting

November 1, 2023

Minutes

- iii. The BC Government introduced legislation on Oct 26 in regards to systemic changes in the School Act. The changes are aimed at improving First Nation student learning outcomes. The changes will involve Local Education Agreements with Boards of Education (Pacific Rim has LEA's with all the Nations of the region). All Boards will be required to have local Indigenous Education Councils (Pacific Rim has had an IEAC for many years). Districts will also be required to offer 'school-of-choice' for students who live on reserve, self-governing or Treaty Lands will attend.
- iv. Pacific Rim Trustees attended the VISTA Fall Conference in Nanaimo Oct 13 & 14. All 12 Vancouver Island Boards were represented at the conference. The VISTA Branch is the largest branch in the province. The professional development for Trustees at the conference was an exceptional presentation from the Snunymuxw First Nation CAO, Chief Joan Brown, on the teachings from the Nation on protecting the climate. The Trustees also discussed Motions that will be brought forward at the Provincial Trustees AGM in April. – final details to come. The provincial association for Trustees will meet for Pro-D Nov 23 to 25 for the Fall Academy in Vancouver.
- v. Pacific Rim Students will all attend Remembrance Day services at their individual Schools. Trustees have received the schedule and will be in attendance depending on their personal schedules.



**Heritage Commission Meeting
November 1, 2023
Minutes**

j. Maritime Heritage Society

The logo is a circular emblem featuring a lighthouse on a rocky shore with waves, set against a blue background with a white border.

**Port Alberni Maritime Heritage Society
November 1, 2023 Report to the Heritage Commission**

Visitor Totals
October saw 100 visitors to our facilities, which is down significantly from the prior month.

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.

Maritime Mondays
We had one Maritime Monday in October. Attendance was low but the children had a lot of fun.

Space Rentals Available
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. Check our Facebook page or contact our Facility Coordinator for rates and availability.

Lighthouse Upgrades
We are fundraising towards our goal of \$70,000 to undertake exterior upgrades to our iconic waterfront lighthouse structure. So far, we have received grants totaling \$10,000 for this project. Many thanks are extended to the Alberni District Co-operative Association Community Investment Fund and the Alberni Valley Community Foundation for their support towards this project.

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.

New Sign Case
Our glass picture frame "open hours" sign broke and has been replaced by a lockable display case on the Gallery's exterior wall. This will be used to post open days/hours and information about the space and up-coming events. Many thanks go to Geo Monruffet for this beautiful display case.

Annual General Meeting
Our annual general meeting is scheduled for November 28, 2023 at 7:00 pm. in the Gallery.

Open Hours
Currently, we do not have scheduled open hours for the public until January 1, 2024. Groups can make bookings to view the Gallery and/or the Lighthouse by contacting our Facilities Coordinator, Chris Johnson, by telephone, email or on our Facebook page.
Contact information as follows:

Telephone	250-723-6164
Website	portalbernimaritimeheritage.ca
Facebook	maritimediscoverycentre

k. Community at Large – no report

l. Museum

- i. Congratulations to Shelley Harding on her retirement after 33 years with our Museum!
- ii. The barn at the McLean Mill is almost completely empty; the remaining artefacts will be stored on-site
- iii. The winter series of the Film Fest starts on January 21; tickets go on sale on November 15



Heritage Commission Meeting

November 1, 2023

Minutes

- iv. Plans for the 2024 Art Show are ongoing
- v. The Heritage Fair will be re-imagined for 2025 (no Fair in 2024)

- m. Hupačasath First Nation – no report

- n. čišaaʔath (Tseshaht) First Nation – no report

- 7. Next Meeting
 - a. December 6 → 7pm (AV Museum)

- 8. Moved by Elliot to adjourn at 8:32pm.

Table of Partners Minutes

Wednesday, November 15, 2023 @ 9:30 am
ACRD Board Meeting and Zoom Meeting Hybrid

Members: Marcie DeWitt, ACHN Coordinator
Deb Haggard, CPA Councillor
Jaslyn Haberl, Bamfield Community School
Brooke Wood, CBT
Penny Cote, ACRD EA "D" Director
Ellen Froot, Sage Haven
Shawn Anderson, District of Ucluelet, Councillor
Mollie Law, RCMP
Larry Ransom, Trustee SD70
Deb Hamilton, Executive Director ADAPS

Regrets: Rachelle Cole, BCEHS
Alisha Pauling, Island Health
Natasha Dumont, Island Health
Vaida Siga, ACRD EA "C" Director
Curt Smecher, Bamfield Community Services Society

Guests: Lesley Wright, Literacy Alberni
Toni Buston, West Coast Youth Engagement Facilitator
Jane Osborne, BC Community Response Network
Jordan Higgins, Alberni Valley CBYF Youth Engagement Facilitator

ACRD Staff: Charlene Harrison

1. CALL TO ORDER

The Chairperson called the meeting to order at 9:41 am.

The Coordinator recognized the meeting is being held throughout the Nuu-chah-nulth territories.

2. INTRODUCTIONS AND WELCOME

A round of introductions was held.

Shared space guidelines was discussed, practices that can be taken to have a respectful and productive meeting.

- Encouraging everyone to participate
- Value diverse voices
- Respectful active listening, no interruptions

- Open to new ideas and suggestions
- Speak from a local perspective, advocate for a local region
- Celebrate the unique voice of all communities
- Open mind
- Ensure a rural remote focus
- Focus on equity
- No judgements
- Share honestly
- Expression and collection of ideas for review, not critique

3. REVIEW AND CELEBRATE

a.) Mission, Vision, and Values, Governance

There are 8 Health Networks on Vancouver Island, which includes Mount Waddington, Strathcona, Comox, Alberni Clayoquot, Nanaimo/Oceanside, Our Cowichan, Sooke, and Capital Region District.

In 2011 Island Health, ACRD, and the Hospital Committee came together. In 2014 there was a Governance refresh. From 2015 to 2023 ACHN has been focusing in on networking the networks, and community engagement. In 2018 a new strategic plan was adopted.

Recap of governance structure was shared. Alberni Clayoquot Health Network is a community driven mechanism that helps to build partnerships and capacity, share concerns, ideas and resources, and create innovative solutions that impact the social determinants of health and work towards sustainable healthy communities. The network includes Action Tables and Table of Partners. Action Tables are small committees of regional representatives and topical experts tasked with moving work on priorities forward. Table of Partners are made up of regional decision makers and representatives with strong ties to communities and identified priority groups.

Alberni Clayoquot started out with challenges, which includes diverse rural, rural remote, First Nation and urban adjacent communities. As well as, low health status, high rates of poverty amongst BC Regional Districts and low median income, and high cost of living.

To aid in challenges Community Health Network's have adopted frameworks to advance work by focusing on collective impact and social determinants of Health. ACHN has been working with collective impact framework since 2015, which puts language to the collective work. Collective impact is intended to take the isolated individual efforts of many and turn it into focused collective action in communities.

Successes in the last 5 years was shared. In 2017 Wheels of Wellness plan was implemented, signing for poverty reduction plan happened and the launch of the ACHN website. As well as the transportation assets map was put together. Over the last 5-year period ACHN has done a lot of work in poverty reduction. One of the biggest accomplishments of 2022 was the Poverty Reduction Plan. From this ground work the ACHN was successful in securing a \$50,000 UBCM grant to support Equity Building and in securing close to \$700 000 through Communities Building Youth Futures with Tamarack.

Connected Communities priority area has included West Coast Transportation working group, Wheels for Wellness program, BC Transit to West Coast Communities.

While these efforts seemed to collapse in Fall 2022 the ACHN and WC Transit committee has seen a collaboration with the ACRD on West Coast transit and worked with Island Health rural contact team for Medical Transport RFP.

Knowledge and Capacity Building projects was shared. Which includes, networking the networks, participation, presentations and support to AV learning Council, Alberni Child and Youth Network, CAT, CFRC and other local networks. Presentations and workshops at Tamarack Communities Building Youth Futures, Tamarack cities ending poverty community of practice, and other local opportunities, as well as support capacity building with Island Wide CHN network through annual gathering, development of CHN communications tools and united advocacy. Participation in two local planning forums, numerous public health and systems change conferences and learning opportunities.

b.) Mission, Values, Guiding Principles

Mission and values guidance principles was shared and expressed that a new version be created. Our Mission statement was suggested to be split into a Mission and Vision, combine both current statements, and/or stronger wording if shortened. Our Values was reviewed next, with recommendation to add no one is excluded in our vision of health. Compassion and Respect, recommended to change wording from for whom vs. with whom, as well adding non-human kin and environment to statement. Responsibility recommended to be added to Our Values list. Next on the review list was Our Guiding Principles, which are working agreements. Employ, line reviewed, and recommended to be more specific and targeted. Guidelines recommended to become more compelling. Acknowledge and Recognize lines, important to consider social determinants of Health in Communities. Utilize line, recommended to change wording from citizenship to residence. Acknowledge and Recognize lines, recommended to review FNHA principles for a model.

c.) Priority review – what have we done?

Performed group exercise for Priority Review focusing on network development, poverty reduction, connecting communities, and knowledge and capacity building.

Network Development

What have we accomplished?

- Local and regional data, collection and capture of it to utilize it.
- Increased decision maker participation.
- Supported the development of CHN's Island wide.
- Formalized ACHN governance.
- Local government involved enhances the influence.
- Adding youth facilitators, to bring voice to table.

Poverty Reduction

What have we accomplished?

- Decolonized First workshops.
- Poverty protocol and events.
- Poverty theory of change and provincial consultation.
- Poverty reduction action plan.
- Leveraged almost \$700,000 for regional youth initiatives.
- Point in Time homelessness survey.
- CBYF grant funding.
- \$50,000 UBCM grant for Equity Building

Connected Communities

What have we accomplished?

- BC transit advocacy, consultations support AAP
- Alternate transport planning
- Formation of Wheels of Wellness program
- BC transit connections to community
- Advocacy and attention on regional health transportation leading to Island Health RFP

Knowledge and capacity building

What have we accomplished?

- Workshops and learning opportunities
- Art of hosting workshops
- Support to regional discussions; facilitation, convening, funding
- Decolonized workshop & Tamarack training

4. MECHANISMS AND THEMES

a.) What mechanisms aided in our success?

- Virtual capacity
- Funding
- Networking, making connections
- Amplification/awareness of grant opportunities

b.) Where do we need to pay more attention?

High Priority

- Collaborative initiatives, collective impact
- Current focus for all levels of government to attend to needs of rural/remote communities
- Innovate, initiate and inspire
- Coalition Model
- Poverty reduction plan, structure to impact health of community
- Housing influence and advocacy, ensure appropriate forms of housing brought into communities
- Education and capacity

Medium Priority

- Resources, advocate for more funding
- Communications Tools
- Decolonize
- Engagement Mechanisms for the Nations and Populations
- In person planning
- More community work

Low Priority

- Finding out gaps in services

5. OPPORTUNITIES

a.) What is critical in our region?

- Poverty reduction
- Housing

- Communications and Outreach
- b.) Where can we be most effective?**
- Community engagement
- c.) What will advance the work?**
- Funding and grants
 - Networking
 - Be in the community to inform

6. PRIORITY SETTING

a.) Identify priorities

Priorities were discussed within the group and narrowed down to three high priorities.

- Poverty Reduction
- Network Development
- Communications and Outreach

b.) Small steps and big leaps

- Establishing executive committee
- Media relationship/sharing. Providing information
- One pagers on Poverty Reduction pieces

7. ACHN VOTING AND UPDATES

SPARC BC LOS

Sparc BC requested a letter of support from the Alberni Clayoquot Health Network for SPARC BC's proposal under the new Horizon Seniors' Program. Was voted on by Table of Partners and agreed for Marcie DeWitt to write a letter of support.

Tamarack Western Canada Leading Poverty Reduction Success Project Invite

Invitation to participate in Tamarack's Western Canada Leading Poverty Reduction Success project was discussed. Was voted on by Table of Partners and agreed for Marcie DeWitt to accept the invitation and do a year trial.

ACRD Transportation Committee Invite

ACRD Transportation Advisory Committee sent out a letter of invite to the Alberni Clayoquot Health Network to join the newly formed committee. Was discussed and voted on by Table of Partners and agreed for Marcie DeWitt to accept the invitation.

ACHN Executive Committee and Co-Chair Positions

Discussion was held regarding the ACHN creating an Executive Committee, which would include a Co-Chair position. The committee would be built of 3 to 5 people. Was voted on by Table of Partners and agreed to go forward with a committee for support to Marcie DeWitt.

BIKE RACK

Bike Rack was discussed during the meeting. Which was created for thoughts, ideas, and points to discuss at a later date.

- Social return on investment
- More diversified Table of Partners in recruitment
- Look at outreach engagement
- Subcommittee work

Update on Strategic Plan from Marcie DeWitt

Marcie DeWitt held a short discussion at the end of the meeting regarding updating past strategic plan, and updating sections of it with information that was provided from the meeting. Draft options to advance changes to Mission, Vision, Values, and Guiding Principles will be given in January for ACHN Table of Partners to review, further planning and strategic priority logic models will be prepared for the February ToP meeting.

8. MEETING ADJORNED

The meeting adjourned at 1:57pm.

The next meeting of the Table of Partners will be held Tuesday, December 12 at 12:30 pm.

DRAFT

ALBERNI CLAYOQUOT HEALTH NETWORK TABLE OF PARTNERS 2023 – CALL FOR MEMBERS

SUMMARY

The Alberni Clayoquot Health Network is a mechanism for citizens working and living in the Alberni Clayoquot Regional District to come together and speak with a collective voice on health issues and share ideas and resources to build healthier communities. The Network aims to improve health and well-being and focus on the social determinants of health. Learn more and download the ACHN's Strategic Plan, at www.achn.ca.

The Table of Partners is a leadership table that provides guidance to the Health Network and acts as a key liaison with Alberni Clayoquot Regional District and Island Health. The Alberni Clayoquot Health Network's Table of Partners members commit to a two year term. To ensure consistency, half the seats will expire every December. Members wishing to continue are encouraged to reapply and new applications will be sought from community members meeting the criteria outlined in the following package.

If you are actively engaged in community building and social health issues in the region, this may be the right opportunity for you to contribute to the ACHN. Please read the following document carefully, fill out the attached application form, and submit to:

ACHN Coordinator

achn@acrd.bc.ca

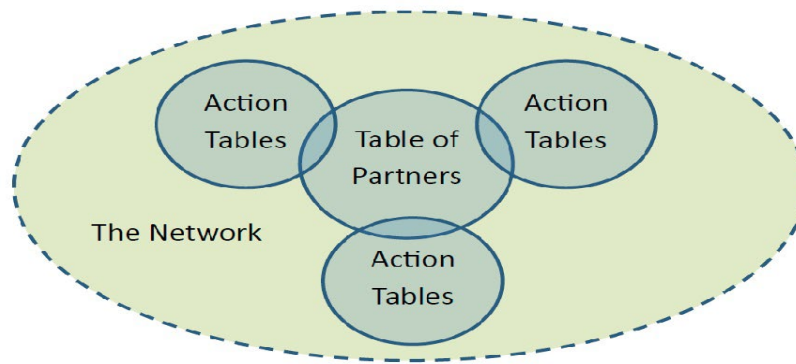
By 4:00 pm on December 8th, 2023

BACKGROUND

Local Health Area 70 is the third largest health area on Vancouver Island. This geographically diverse area spans 6904 km² with three municipalities, ten Nuu-chah-nulth First Nations and six electoral areas within the Alberni Clayoquot Regional District (ACRD). The ACRD hosts a population of over 30,000 people.

The geography of this region challenges organizations and communities to do things differently. The regional health network model presents a unique opportunity for the region to unite, addressing priorities around social indicators which no one community or organization can do in isolation. The Alberni Clayoquot Health Network (ACHN) leverages the strengths of regional assets to ensure equitable participation throughout the region. We strive to increase participation in conversations by developing meaningful relationships and processes, examining solutions which address regional needs and stimulate innovative solutions.

HOW TO GET INVOLVED



The purpose of the ACHN is to network like-minded organizations, agencies, and networks that are already working to improve community health, we “network the networks”, to better support the work you are already doing. Rather than create additional work, meetings or duplicate what you do best we would like to meet you where you are to assist in providing supports to work more effectively as a region. To do this we aim host or support regional **network gatherings** each year which can be learning events, planning events and/or networking events – based on your feedback. We convene new and support existing **action tables** related to strategic priorities of the ACHN on issues which no one community, organization or group can take on independently. Lastly we have a **Table of Partners** to help us expedite decisions and leverage resources.

TABLE OF PARTNERS – CALL FOR MEMBERS

The Table of Partners is a small group of decision makers and regional representatives tasked with directing the work of the Alberni Clayoquot Health Network. This Table meets once monthly and contributes expertise, time, energy, and other resources in order to help guide and direct the overall work of the health network. We strive to ensure membership is reflective of the region, its unique communities and priorities. Members are expected to share expertise, tools and best practices to bring information from the ACHN to their own organization/key community contacts, and vice versa.

We are currently recruiting for the Table of Partners. Recognizing the time commitment for this work as well as the emphasis on regional priorities we are seeking applications from individuals and strive to meet the following criteria in our selection:

- **Commitment to meetings.** Ability to attend of the Table of Partners meetings to the best of their ability 10 months out of the year. Meetings are on the third Wednesday of the month from 9:30 to 12:00 in the ACRD Board Room or online by Zoom.
- **Term.** Can commit to a two year term.
- **Endorsement to participate.** From their organization, agency or government to participate.
- **Fit with mandate.** Ideally holds a position with a mandate to serve multiple communities and/or areas of focus with in the region.
- **Voice.** Can provide regional context and knowledge.
- **Influence.** Can help influence, leverage or allocate resources.
- **Knowledge.** Is informed and involved with regional community development initiatives and social indicators of health.

INTERESTED?

Let us know a little bit about you by filling out the following questions. Please do not hesitate to get in touch with the ACHN Coordinator, Marcie DeWitt at achn@acrd.bc.ca, 250.726.5019, if you have questions or require more information!

Don't forget there are a variety of ways to participate, let us know if you have interest in hearing about upcoming opportunities and action tables. We will add you to our mailing list to ensure you get up to date information!

We look forward to our ongoing working relationship, building healthy communities and taking action on shared priorities

APPLICATION

Name: _____

Title and Organization: _____

Do you have, or can you get, endorsement from your organization to participate?

☐ Yes ☐ No ☐ Will Confirm

The Table of Partners places emphasis on the ability of members to commit to monthly meetings. Can you attend monthly meetings?

☐ Yes ☐ No ☐ Will Confirm

Can you commit to the Table of Partners for 2 years?

☐ Yes ☐ No ☐ Will Confirm

Please note that at this time the ACHN does not provide a stipend or travel expenses. Would this be an impediment for your participation?

☐ Yes ☐ No ☐ Will Confirm

Phone: _____ Email: _____

How can you help inform, influence, leverage or allocate resources with the AHCN? Please describe: _____

Communities you work with: _____

What is your role with in your organization or community and how do you see as a benefit to the ACHN? _____

Tell us a little about your interest and experience in community health and development: _____

Deadline for applications is December 8th, 2023 please ensure we receive your information by 4:00 pm to achn@acrd.bc.ca Thank you for your interest!



Alberni-Clayoquot Regional District

MINUTES OF THE AGRICULTURAL DEVELOPMENT COMMITTEE MEETING HELD ON TUESDAY, OCTOBER 24, 2023, 9:30 AM

Via Zoom

MEMBERS

PRESENT:

Ann Siddall, Chairperson
Fred Boyko, Director, Electoral Area "B" (Beaufort)
Helen Zanette, SD70 Trustee
Erika Goldt, Clayoquot Biosphere Trust, Coastal Agricultural Roundtable, Eat West Coast
Heather Shobe, Eden Tree Farm
Anna Lewis, Alberni Valley Food Security Society
Tanya Shannon, Shannon Farms
Lisa Aylard, Alberni Farmers' Institute, Stonehaven Farm

REGRETS:

Pat Deakin, City of Port Alberni
Helene Dufour, Island Health
Cecilia Addy, Port Alberni Port Authority
Jen Cody, Nuu-chah-nulth Tribal Council
Thom O'Dell, Ministry of Agriculture
Bob Collins, Arrowvale Farm
Cathy Burkowsky, Avalon Farm
Victoria Lake, Effingham Oyster
Alex Taylor, Shelter Farm
Janette Cormier, Happy Hollow Farm
Theresa O'Neil, Spirit Square Farmers Market

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/24-10-2023/>

1. CALL TO ORDER

The Chairperson called the meeting to order at 9:32 am.

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

The Chairperson reported this meeting is being recorded and livestreamed to YouTube on the Regional District website.

The Chairperson provided instructions on how to communicate questions and/or comments during the meeting.

T. Shannon left at 9:33 am.

2. APPROVAL OF AGENDA

MOVED: F. Boyko

SECONDED: A. Lewis

THAT the agenda be approved with the addition of the following late items:

Request for Decision regarding letter of support for Dock+ grant application for cooling infrastructure improvements.

Report on System Change Project – H. Shobe

CARRIED

E. Goldt left at 9:35 am.

T. Shannon joined at 9:35 am.

E. Goldt joined at 9:38 am.

3. MINUTES

a. Agricultural Development Committee Meeting held Tuesday, August 15, 2023

MOVED: F. Boyko

SECONDED: T. Shannon

THAT the minutes of the Agricultural Development Committee meeting held on August 15, 2023 be received.

CARRIED

4. CORRESPONDENCE

a. AGRICULTURAL DEVELOPMENT COMMITTEE

- Adopted Terms of Reference

b. AGRISERVICE BC

- August 2023 – eBulletin
- September 2023 – eBulletin

c. AGSAFE BC

- Dirt on Agriculture – August 2023

d. INVESTMENT AGRICULTURE FOUNDATION

- Growing Today – September 2023

e. BC GOVERNMENT NEWS

- Canada, B.C. Helps Farmers Mitigate, Adapt to Climate Change

The Agricultural Development Committee received correspondence a-e.

5. REQUEST FOR DECISIONS

a. Request for Decision regarding letter of support for Dock+ application for Cooling Infrastructure Grant.

H. Zanette joined at 9:40 am.

MOVED: L. Aylard

SECONDED: F. Boyko

THAT the Agricultural Development Committee recommend that the Alberni-Clayoquot Regional District Board of Directors direct staff to draft a letter of support for the Port Alberni Port Authority's grant application to expand cooling infrastructure at the Dock+.

CARRIED

7. REPORTS

- a. Alberni-Clayoquot Regional District – A. Needham**
- Update on IAF grants in correspondence. New, since agenda went out, is the BC Climate Agri-Solutions Fund Beneficial Management Practices Grants.
 - Update on Coastal Agricultural Round Table and Agricultural Water Supply Round Table. ToR's for both working groups need to be updated to incorporate the whole ACRD region, not just Alberni area.
 - Update on NIC Meat Processing Program – Working with NIC to offer this again. NIC is looking to do a Level 2, need to have a few more Level 1 offered first.
 - Province of BC is hosting Virtual Workshops on Emergency Management Regulations.
The Provincial government is looking for feedback on post-emergency financial assistance and local authority emergency management and is hosting several public engagement sessions over November to discuss key questions and gather perspectives. These virtual workshops are being held to support BC's modernization of emergency management legislation. If you are interested in registering or would like to learn more, please visit: [Virtual Workshops - Emergency Management Regulations \(gov.bc.ca\)](https://www2.gov.bc.ca/gov2/virtual_workshops_emergency_management_regulations). If these times do not work for you, please consider providing a [written submission](#) to the

Ministry of Emergency Management and Climate Readiness by December 31, 2023 at: modernizeEM@gov.bc.ca

Public engagement sessions for small businesses/individuals for post-emergency financial assistance regulations

- **Who this is for:** Small business owners, farm operators, landlords, employees or representatives from charity or volunteer organizations, homeowners or residential tenants, including those with experience accessing the current Disaster Financial Assistance program
- **Session date and times:**
 - Small business/individual session 1: November 1, 5:00 pm – 8:00 pm
 - Small business/individual session 2: November 10, 9:00 am – 12:00 pm
 - Small business/individual session 3: November 17, 1:00 pm – 4:00 pm
- b. School District # 70 – H. Zanette
 - i. United Way Grant – Climate resiliency available to non-profits, up to 20k infrastructure based. Information at <https://uwbc.ca/program/grants/>
- c. Alberni Farmers' Institute – L. Aylard
 - i. AGM scheduled for November 15 at Beaver Creek Hall. Will be a potluck dinner with meeting to follow. Membership dues will be collected, \$25 and includes Country Life in BC magazine monthly.
- d. Alberni District Fall Fair – A. Siddall
 - i. Fall Fair had over 22,000 people over the 4 days. Will be reorganizing layout of vendors to allow better access to the Agriculture Education buildings next year. Volunteers have stepped up to host Old MacDonald's Farm petting zoo next year. Livestock entries were way down this year, due to highway closures, worries of long waits with livestock.
 - ii. Working with ACRD to review the agreement for the fairgrounds to be used as emergency facility for hobby farm livestock.
- e. Alberni Valley Food Security Society – A. Lewis
 - i. AGM on Nov 8th @ Echo Field House – Dinner provided
 - ii. Organization has started for 2024 Seedy Saturday event
 - iii. Opportunity through Farm to School Program to be a host organization for students interested in food security. Would run from Sept to March. Can work on school gardens, seed starting through winter. Suggestion from H. Shobe to have students involved in committee work, grant applications, etc. not just the production side.
- f. Eat West Coast – E. Goldt
 - i. New Biosphere Center on track to open in 2025. Will have office, community space, community kitchen, collaborations with Dock+.
 - ii. Coastal Agricultural RoundTable - great opportunity for producers to connect. Challenging to get support for this process this past year. Brand new CBT network of organizations and researchers, food security and sovereignty is a big part of their conversation.
 - iii. Launching new Vital Signs – semi-annual report that Clayoquot Biosphere puts out looking at indicators of regional environmental and community

- health. November 10, launch party. New expanded sections on climate change and infrastructure and sustainability. New online hub for all indicator data from Vital Signs reports
- iv. Meetings coming up with United Way to find out more about grants mentioned by H. Zanette.
- g. NTC – H. Shobe
- i. Systems Change Project had funds to support NTC food sovereignty. 2024 funds will go towards traditional food gathering event. Even will be held in Port Alberni, March 21/22, 2024. Call for proposals for coordinator for that event will be going out shortly. Can contact H. Shobe for more information.
- h. Dock+ Food Processing Hub – C. Addy e-mail read by A. Needham
- i. We have a new tenant in one of our processing spaces – Old Habits Fermentation – he is the only commercial manufacturer of traditionally made fish sauce in North America.
 - ii. We are in the process of signing on Black Jaguar Chocolate, an award winning chocolatier, who will be leasing our last available space at the Dock+
 - iii. Sutra Wholesale Foods has started operating out of the kitchen and as their business expands, so does their operational needs for cold storage and freezers.
 - iv. The Blast Freezer is now operational, and I am working with CFIA and VIHA to find ways to use this freezer for the kitchen members specifically. This will be a huge benefit to our members and for future opportunities such as the Meat Processing class.
 - v. We are working on an application for funding under the AIF to replace our aging transformer which in its current state limits our ability add more processing and /or cold storage space. We continue to look for other funding opportunities as well.
 - vi. The icehouse operation this season was a success and we sold over 600 tons of ice to the commercial, recreational and first nation fisheries as well as to processors at the Dock+.
- i. Primary Agricultural Producers
- i. H. Shobe
 - a. Systems Change Project Update
 - Network call with people from around the province regional level to support Agriculture. 3 topics –
 - A. In final year, putting together database of resources to support local agriculture. Regional focus, what info is important to include, what are the challenges, what information to include, how to keep it current.
Committee discussion on what they would like to see included in the database.
 - B. Min of Ag hosted event to bring together different Farmer's Institutes (FI's) in BC in 2018/19. Part of System Change Project is recognizing that FI's are a great resource. FI's are legislated under a Provincial Act, so can consult directly with government.

Exploring how to assist the FI's get connected, how to support and advocate to support Agriculture. Hosting a Zoom event to get the FI's connected, share what they need, what they are working on, support working together, see what comes out of potential for collaboration.

Committee discussion followed regarding whether this call should be open to people looking to support the FI, or just members of FI's to be included, and how this can best support FI's.

It was noted by H. Shobe that because FI's are legislated, the Ministry of Agriculture has Superintendent of Farmer's Institutes. Angela Boss is the new Superintendent and is quite keen on looking at how to support the FI's better.

- C. Extension and Research Support was focus of last year's project. Couple of things coming out of this now:
 - a. BC Acarn supports extension and climate adaptation research – hosting a program to share academic knowledge in a more digestible way for the community.
 - b. Regional Extension program started – website is set up now – Vancouver Island has 1 working group made of farmers engaging with regional agrologist, similar to climate program from cycle before. More directly involved with the ministry. Producers are receiving an honorarium to participate.
 - c. Jenny Horne @ VIU Continuing Education Association of BC. Grant application included financial support for a network of academic institutions working together to support Agriculture Extension services. Short courses going to be starting for agriculture. Province has a fund called StrongerBC future skills grant, offers \$3500 for every adult in BC to put towards continuing education. Specific catalogue on what the funds are used for.
- i. T. Shannon –Province of BC has passed legislation on short term rentals. Principal residence restriction has some exceptions related to AgroTourism. Looking to see if this will affect housing seasonal farm workers. More information to come on this.

MOVED: F. Boyko

SECONDED: L. Aylard

THAT the Agricultural Development Committee accept these reports a – i for information.

CARRIED

8. LATE BUSINESS

Additions to ACRD Staff Report – A. Needham

- v. Community Engagement Sessions Update
Has been a good turnout for these sessions. Utilizing the consistent topics seen from meetings and social media, have used these to create the table sessions to focus. Agriculture information will be forwarded along to the Ministry of Agriculture.
- vi. Climate Action –Climate Leadership Symposium Update
Cross ministerial communication and cooperation is a focus, ministries now have unified messaging coming down to local governments. There are a lot of cross-ministerial issues, and parallels between food and climate action, so is nice to see more collaboration.

9. 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.

10. ADJOURN

The meeting was adjourned at 10:59 am.

Certified Correct:

Ann Siddall

Ann Siddall,
Chairperson

Kristin Kerr-Donohue

Kristin Kerr-Donohue,
Administrative Assistant



**SD70 PACIFIC RIM BOARD OF EDUCATION
FINANCE AND OPERATIONS COMMITTEE MEETING MINUTES
October 17, 2023, 4:00 p.m.
Administration Office**

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

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

Moved by: Trustee Craig

Seconded by: Trustee Washington

THAT the Board of Education approve the Finance & Operations Committee Meeting agenda for October 17, 2023, as presented.

Carried

4. **Business Arising from Past Discussion**
5. **Staff Reports**

5.1 Preliminary Enrollment update (15 minutes)

Secretary Treasurer Ross provided an overview of her report and the attached documents in detail. She answered questions asked by the Committee including how students are counted according to their course load. Superintendent Davie noted that we need to be more conservative in our enrollment projections going forward, to provide more accuracy.

5.2 Progress on Final Budget (10 minutes)

Secretary Treasurer Ross provided an overview of her report and answered questions asked by the Committee. It was noted that class-size composition and ratios need to be taken into consideration, and also noted that an application has been made to add funding for 6 more teachers.

5.3 School Audits (5 minutes)

In response to a potential issue regarding school accounts as raised by KPMG, the district has reached out to KPMG for a quote on developing a school audit process and to provide training to Ms. Neville on how to do it. School staff are excited to learn more.

5.4 Gill Property Update (5 minutes)

Ms. Neville updated the Committee with the current status of the lease with Hupacasath First Nation, as well as the delay on occupancy due to a substantial leak that occurred in the roof at the beginning of October 2023. Ms. Neville provided a progress report regarding the potential of insurance covering the costs of dealing with the damage. The decision will come from a claims adjuster, after they have investigated the building. Superintendent Davie advised that four or five rooms were damaged, and that staff, roofers and a restoration team are all addressing the issue.

5.5 West Coast Transportation Routes (5 minutes)

Secretary Treasurer Ross, Controller Neville & Director Roe have been invited to meet with the Tla-o-qui-aht Education Manager and the First Nations Education Steering Committee (FNESC) representatives to discuss the BC Tripartite Education Agreement (BCTEA) in relation to the existing water taxi service and any other transportation means being used to transport First Nations students to schools. This is a great opportunity to build stronger relationships.

6. Next Meeting

7. Adjournment

The Chair adjourned the meeting at 4:41pm.

Board Chair

Secretary Treasurer



**SD70 PACIFIC RIM BOARD OF EDUCATION
EDUCATION COMMITTEE OF THE WHOLE MINUTES
November 7, 2023, 4:00 pm
Administration Office**

Pam Craig - Board Chair
Janis Joseph – Board Vice-Chair
Cynthia Orr – Trustee (via Teams)
Cherilyn Bray - Trustee
Larry Ransom - Trustee
Christine Washington - Trustee
Helen Zanette - Trustee
Tim Davie, Superintendent
Peter Klaver, Assistant Superintendent
Barbara Ross, Secretary Treasurer
James Messenger, Director of Instruction and Innovation
Jaime Hansen, Director of Indigenous Education
Michell Bennett, Director of Instruction and Inclusion
Carla Neville, Controller
Hannah Fletcher, Executive Assistant-HR
Siri Curliss, Manager of Mental Health and Wellness
Greg Freethy, District Career Coordinator
Dave Maher, District Principal
Ryan Dvorak ADTU President
Nadine White CUPE President
Guests: Moira Barney, Jackie Chambers, Linden Lucas, Erika Ingram.

1. Call to Order and Land Acknowledgment

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

Introduced Greg Freethy, District Career Counsellor.

Acknowledged passing of Alberni Valley Community School Coordinator, Cathy Cross.

3. Approval of Agenda

Moved by: Trustee Ransom

Seconded by: Trustee Craig

THAT the November 7, 2023 Education Committee Meeting agenda be approved as presented.

Carried

4. Business Arising from Past Discussion

5. Petitions/Delegations/Presentations

6. Staff Reports

6.1 Port Alberni Foundry Presentation (15 min)

Manager Curliss recapped presentation of the Foundry application. Trustee Bray asked what experience Manager Curliss has with Foundry's. Manager Curliss responded she has used Foundry's in past positions, they provide a number of resources to download and use virtually as well as virtual counselling. Support for parents is also provided and found most parents preferred the virtual counselling while youth preferred in person counselling.

Manager Curliss left the meeting at 4:08 pm.

6.2 Learning on the Land Framework - High-level overview of structure (15 min)

District Principal Maher presented his framework for the Learning on the Land program.

6.3 Dual-Credit Programs update (15 min)

District Career Counsellor Freethy presented an update on the dual credit program the School District has with North Island College. Mr. Freethy encouraged more support from the School District and potentially a letter from the School District to encourage Post-Secondary Partners to expand the course options in Port Alberni.

District Career Counsellor Freethy answered questions from Trustees. Secretary-Treasurer Ross clarified on where funding for the career programs came from.

Director Messenger left the meeting at 4:20 pm, returned at 4:21 pm.

District Principal Maher and District Career Counsellor Freethy left the meeting at 4:42 pm.

Guests Jack Chambers, Moira Barney, Erika Ingram and Linden Lucas arrived at 4:44 pm.

6.4 Inclusive Education and Compassionate Learning Systems Update (10 min)

Director Bennet presented an update on Inclusive Education and the Compassionate Learning Systems.

Director Bennet answered questions from Trustees on how a person may lose their clinician attachment.

It was requested Agenda item 6.8, BAA Course Approval, be moved ahead of Agenda items 6.5, 6.6 and 6.7 to accommodate guest speakers. This was allowed.

6.5 BAA Course Approval - ADSS Indigenous Leadership Course (5 min)

Director Messenger with guests presented framework for ADSS Indigenous Leadership Course. Director Messenger asked the Education Committee to bring the course to the Board for approval.

Board Chair Craig asked student Linden Lucas how he feels this program will help. Linden responded it will encourage other students to participate in programs and feel more confident to perform and be involved in events.

Jackie Chambers, Moira Barney, Erika Ingram and Linden Lucas left meeting at 5:01 pm.

Ryan Dvorak left meeting at 5:01 pm, returned at 5:03 pm.

6.6 School Plans Update (5 min)

Director Messenger provided the school plans update.

6.7 January CI Day (5 min)

Director Messenger presented planning thus far for CI Day.

6.8 Louis Riel Day Plans (5 min)

Director Hansen recapped planning for Louis Riel Day. Director Hansen recapped morning meeting with Fleurette Borsboom on how to highlight day in alignment with Metis.

7. Correspondence

8. Next Meeting

9. Adjournment

The meeting was adjourned at 5:07 pm.

Board Chair

Secretary Treasurer



**SD70 PACIFIC RIM BOARD OF EDUCATION
EDUCATION COMMITTEE MEETING MINUTES
November 14, 2023, 4:00 p.m.
Administration Office**

Pam Craig - Board Chair
Janis Joseph – Vice Chair
Cynthia Orr - Trustee (via Teams)
Cherilyn Bray - Trustee
Larry Ransom – Trustee
Helen Zanette - Trustee
Tim Davie - Superintendent
Peter Klaver - Assistant Superintendent
Paula Mason - Manager of Corporate Services

1. **Acknowledgement**
2. **Introductions**
3. **Approval of Agenda**

Moved by: Trustee Craig

Seconded by: Trustee Bray

THAT the Board of Education approve the November 14, 2023 Policy Committee agenda as presented.

Carried

4. **New or Revised Draft Policy**
5. **New or Revised Draft Administrative Procedures**

5.1 Policy Development Administrative Procedure

The word "Committee" should be added to the first sentence in both Section 1 of Policy Development Process and Section 2 of Administrative Procedure Development Process. The word "Public" should be removed from section 6, Section 7 and Section 8 of Administrative Procedure Development Process, and the sentence in Section 6 should have the words "as required" added. Associated Policies should be added to the Resources and References section.

5.2 AP 3120 Rental of District Facilities

Mr. Klaver presented the policy revision noting that the only changes are in Section 6.7. It was recommended that AP 3121 be placed on the list of policies/procedures to be reviewed in the near future. Fees will be established as An Appendix 2 and will be brought back to the Committee for review, along with samples of other facility fee structures to use as guidelines.

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

6.1 School Trustee Code of Conduct Policy

7. Policy/Admin Procedure out for Public Consultation

7.1 P110 Board Procedure Policy

7.2 Trustee Remuneration Policy

8. Forward to next Public Board Meeting for Adoption

8.1 Alternate Delivery Sensitive Material Policy

8.2 Community Schools Policy

8.3 Public Disclosure Policy

8.4 Student Grade Placement Policy

9. Completed Business

9.1 Policy 113 Policy Development

9.2 Trustee Remuneration and Expenses Admin Procedure

9.3 5210 Suicidal Protection Procedures

9.4 5007 Violent Threat Risk Assessment VITRA

9.5 School Trustee Code of Conduct Administrative Procedure

9.6 P110 Board Procedure Administrative Procedure / P130 Committee of the Whole Administrative Procedure

This AP is waiting for approval after the upcoming Board Procedure Workshop has been completed.

10. New Business

11. Future Policy/Administrative Procedures

11.1 Travel Allowance Policy

11.2 Swarming Admin Procedure

11.3 Advocacy Policy

11.4 Environmental Stewardship Policy

12. **Next Meeting Date**

13. **Adjournment**

The meeting was adjourned at 4:31pm.

Board Chair

Secretary Treasurer