



**Call to Order – Trustee Craig**

**Land Acknowledgement**

“We acknowledge with respect and gratitude that we meet today on the ha-houlthees of the Uclueletaht First Nation. We also recognize and honour all Nuu-chah-nulth First Nations on whose ha-houlthees SD70 Pacific Rim is located – Tseshah, Hupacasath, Tla-o-qui-aht, Uclueletaht, and Huu-ay-aht.”

**Questions of Agenda/Approval of Agenda for September 13, 2022**

**Conflict of Interest Declaration**

**1.0 Adoption of Minutes of Sept 13, 2022**

**2.0 Announcements of the Chair**

**3.0 Good News from the Schools - Nil**

**4.0 Trustee Statements**

**5.0 Petitions/Delegations/Presentations**

**5.1 BC School Trustee Recognition Presentations**

*Lindsay Cheetham*

**6.0 Staff Reports**

**6.1 Superintendent's Report**

The Superintendent will provide his monthly report.

*Tim Davie*

**6.2 September 30 Orange Shirt Day Update**

The Superintendent will update us on the events that took place in the schools and communities during the week leading up to September 30.

*Tim Davie*

**6.3 Ministry of Education's Student and Family Affordability Initiative**

The Superintendent will give an update on the Student and Family Affordability Initiative.

*Tim Davie*

**6.4 Enrollment**

The Secretary Treasurer will give an update on enrollment.

*Lindsay Cheetham*

**6.5 Exempt Compensation Report**

The Secretary Treasurer will report on the Exempt Compensation Report

*Lindsay Cheetham*

**6.6 Framework for Enhancing Student Learning Pods**

The Superintendent will present the Framework for Enhancing Student Learning Pods

*Tim Davie*

**6.7 Graduation Requirements Update**

The Superintendent will give an update on the Graduation requirements

*Tim Davie*

**6.7 Mental Health Grant**

The Superintendent will give an update on the Mental Health Grant

*Tim Davie*

**7.0 Executive Committee Reports**

**7.1 Minutes from the Executive Committee**

*Tim Davie*

**8.0 Unfinished Business/New Business – Nil**

**9.0 Policy Development**

**9.1 Policy Adoption – P112: Trustee Code of Conduct**

It is recommended that the Board adopt amendments to Policy 110: Board Procedure.

**RATIONALE**

This Policy was served as a Notice of Motion on June 14, 2022 and was up for discussion on September 13, 2022, is now ready for adoption.

*Tim Davie*

**10.0 Correspondence – Action Required**

**11.0 Correspondence – For Information - Nil**

**11.1 copy of the Ha-Shilth-Sa dated August 25, 2022.**

**12.0 Board Committees**

**12.1 Education Committee of the Whole – *minutes of September 27, 2022 meeting***

**12.2 Finance and Operations Committee of the Whole – *minutes of the October 4, 2022***

**13.0 Internal District Committees**

**14.0 External or Community Committees**

**14.1 Minute of the Advisory Traffic Committee Meeting - attached**

14.2 Minutes of the Heritage Commission - attached

**Audience Question Period**

**Adjournment**



## **BOARD OF EDUCATION**

Pacific Rim

### **PUBLIC BOARD MEETING**

#### **Information Sheet**

**DATE:** October 11, 2022

**TO:** Board of Education

**FROM:** Tim Davie

**SUBJECT:** Superintendent's Progress Report

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#### **Background:**

On June 14, 2022, the Board of Education for SD 70 Pacific Rim approved the Superintendent's Priority list for 2022-2023. Noted in this list are the following objectives:

1. To ensure sound strategic operations across the district in support of increased student achievement.
2. To ensure cooperative and respectful community relations and partnerships across the communities in which we serve.
3. To ensure ongoing respectful and trusted employee relations.
4. To ensure and maintain safe, caring, healthy learning and working environments across all facilities within the district.

The following provides update to the Board of Education as to the Superintendent's progress since the September 6<sup>th</sup> update to the Board. (First 72 days on the job).





## **Update:**

### Strategic Operations

- Engaged in the hiring process for the Manager: Administrative and Contract Services, Communications and Governance position
- Worked with Director of Instruction – Learning and Innovation on the Strategic Planning and Framework for Enhancing Student Learning documents as presented to the Board for approval
- Engaged in ongoing Childcare Budgeting discussions
- Engaged in on-going Mental Health Grant discussions and recommendations, including NTC representation
- Engaged in discussions regarding the Affiliation Agreement with North Island College
- Worked with Director of Instruction – Learning and Innovation to devise the School Planning Template
- Worked with Director of Instruction – Learning and Innovation to devise the Principal and Vice Principal Professional Growth Plan Guidelines
- Discussed Bargaining Strategy Updates with Assistant Superintendent
- Finalized Excluded Staff Terms of Reference with Manager: Administrative and Contract Services, Communications and Governance
- Participated in the Pod F Framework for Enhancing Student Learning Meeting with the Ministry of Education and Childcare
- Engaged in discussion and planning with NLPS staff re: mentorship support for the Manager: Administrative and Contract Services, Communications and Governance
- Engaged in on-going Student and Family Affordability Fund discussions and recommendations, including NTC representation

### Community Relations and Partnerships

- Working with Lindsay Cheetham and Greg Roe to sort options for the Wickaninnish Ball Field and Childcare Center
- Met with the Indigenous Advisory Committee re: Student and Family Affordability Fund
- Ongoing meetings with Richard Samuel, NTC Cultural Development Supervisor
- Attended the NTC USMA Open House and met with Dave Jacobson, Elders Navigator
- Attended the Draft Official Community Plan: Vision and Touchstones meeting
- Attended the Culture Council meeting
- Attended to the USS tennis court concerns
- Met with Iris Frank of the Tla-o-qui-aht First Nation
- Met with Mayor Dan Law of the District of Tofino
- Attended the Mighty Learners Childcare Grand Opening and Ready, Set, Learn event at Tsuma-As Elementary
- Attended the monthly DPAC meeting
- Participated in the Port Alberni Friendship Center walk for Residential School Survivors
- Participated in the Tseshaht First Nations walk for Residential School Survivors



- Participated in discussion with the NTC, ADSS Administration and staff, district staff, Knowledge Keepers, and Elder regarding 'Brushing' and cultural teachings
- Ongoing Meetings with Ian Caplette, NTC Director of Education, Training and Social Development
- Introductory discussions with Karen of the Yuutu?it?ath First Nation
- Introductory discussions with Jolleen Dick, Councilor, Hupacasath First Nation
- Introductory discussions with Cyndi Stevens, Executive Director and Carol Mattais, Assistant Executive Director of the Port Alberni Friendship Center
- Met with Chief Ken Watts of the Tseshaht First Nation
- Meeting with Alberni Clayoquot Metis president June Graham, Lauren Petersen MNBC Education, Patrick Harriott Region One Director and Fleurette Joie Borsboom
- Communicating with Nyla Attiana, Chief Administrative Officer, District of Tofino and April Froment, Director of Community Services, District of Tofino, to coordinate an Open House pertaining to the Child Care Center and ball field reorganization at Wickaninnish Community School
- Meeting with Iris Frank, Education Coordinator, Tla-O-Qui-aht First Nation, Dani Stone, Wickaninnish Community School Principal, James Messenger, Director of Instruction, Learning and Innovation, and Jaime Hansen, District Principal, Indigenous Education re: Literacy Programming

#### Employee Relations

- Attended the Indigenous Education Department Open House
- Regular meetings and discussion with Ryan Dvorak, ADTU President
- Attended the Carole Fullerton Numeracy workshops at Tsuma-As Elementary and Wood Elementary to engage with teachers
- Met with Greg Freethy, District Lead Career Education Programs
- Met with Mike Roberts, ADSS Athletic Director
- Engaged in strategic discussion with Principals at the monthly Principals' meeting
- Attended the Primary Harvest Lunch at Wood Elementary to serve students and engage with teachers
- Meeting with Sean Petersen, PRPVPA President, and Darren Holman and Craig McCauley, PRPVPA Contract Team

#### Safe, Caring, Healthy Learning and Working Environments

- Engaged in discussions with students from BCS, USS, EALC, and ADSS re: Student and Family Affordability Fund
- Site Tour and Open House at Wickaninnish Community School
- Attended a virtual Island-wide Superintendent's meeting with the MHO's
- Site tour and Orange Shirt Day recognition ceremony at Bamfield Community School
- Site tour and Orange Shirt Day recognition ceremony at Ucluelet Elementary School
- Attended the ADSS BBQ dinner





Note:

- Met online with Professional Mentor Dr. Keven Elder

**Next Steps: (October 11 to end of November – first 130 days)**

- Upcoming Strategic Direction initiatives
  - Work with Jaime Hansen, District Principal Indigenous Education, and Ian Caplette, NTC Director of Education, Training and Social Development, to create an updated Local Enhancement Agreement (LEA) between the District and the NTC.
  - Work with the Policy Committee to review, revise, and develop policy related to the following:
    - Equity and Inclusion
    - Alternatives to Suspension
    - Employee Code of Conduct
    - Student and Family Hardship
    - Parent Appeals
    - Public Complaints
  - Form a district review team to introduce and create a Performance Assessment model for use by Principals and Vice Principals.
- Upcoming Community Relations and Partnerships initiatives
  - Arrange introductory visits with the following:
    - Chief Brian Tate, and Len Merriman, the Education DirectorDitidaht First Nation
    - President Judith Sayers, of the Nuw Cha Nulth Tribal Council
    - John Jack, Chairperson, Alberni-Clayoquot Regional District
    - Inspector Eric Rochette of the Port Alberni RCMP detachment
    - Mayor Sharie Minions and Tim Pley, Chief Administrative Officer, City of Port Alberni
    - Chief Charlie Cootes Sr. And Evan Jolicoeur, Director of Human Services with the Uchucklesaht First Nation
- Upcoming Employee Relations initiatives
  - Continue regular check in times with Nadine White (CUPE), Ryan Dvorak (ADTU), and Sean Petersen (PRPVPA)
- Upcoming Safe, Caring, Healthy Learning and Working Environments initiatives
  - Visit and tour valley-based Elementary Schools



## **BOARD OF EDUCATION**

Pacific Rim

### **PUBLIC BOARD MEETING**

#### **Information Sheet**

**DATE:** October 11, 2022

**TO:** Board of Education

**FROM:** Tim Davie

**SUBJECT:** Superintendent's Report – Orange Shirt Day and National Day for Truth and Reconciliation Update

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#### **Background:**

As noted and discussed during the September Public Board meeting, September 30 marks the National Day for Truth and Reconciliation and Orange Shirt Day, a day to honour the children who never returned home and Survivors of residential schools, as well as their families and communities and an Indigenous-led grassroots commemorative day intended to raise awareness of the individual, family, and community inter-generational impacts of residential schools, and to promote the concept of "Every Child Matters."

I wish to take a moment to recognize the teachers, support staff, and Administration of SD 70 Pacific Rim for honouring the intended spirit of this day by providing events and learning opportunities across the district leading to September 30<sup>th</sup>.

In addition, I wish to acknowledge the valued work of Trustees who partook in many of these events as well as the Rights Holder partners of the Board of Education who graciously hosted events and walks in recognition of Residential School Survivors and their families.



**BOARD OF EDUCATION**  
Pacific Rim

**PUBLIC BOARD MEETING**

**Action Sheet**

**DATE:** October 11, 2022

**TO:** Board of Education

**FROM:** Tim Davie

**SUBJECT:** Superintendent's Action Sheet – Student and Family Affordability Fund

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**Background:**

On August 29, 2022, the Honourable Minister of Education and Child Care, Jennifer Whiteside issued a letter to all Board Chairs, Superintendents, and Secretary-Treasurers outlining plans for distribution of a one-time \$60 million Student and Family Affordability Fund as to be dispersed to BC K-12 public schools. This resulted in \$427,000 being allocated to the Pacific Rim School District.

These funds are to be used to give families the extra help they may need by directly offsetting costs to parents, guardians, and students. This may be in the form of expanding and enhancing school meals and food programs by innovative ways to feed more children, provision of school supplies to students, offsetting fees related to the learning experience, such as costs to field trips, etc.

Meaningful engagement with First Nation partners, Indigenous groups, and DPAC representatives is critical to the success of this program.

**Update**





The Assistant Superintendent sought direct input from school-based administrators regarding current programs of support within SD 70 schools, while the Superintendent has engaged and consulted with First Nation partners, Indigenous groups, DPAC representatives, and representative groups of students across the district and has compiled notes from this information gathering process and created a WordCloud to represent the findings of these discussions. (Please see attached)

The Superintendent, Assistant Superintendent, Assistant Secretary-Treasurer, District Principal for Indigenous Education, Principal to ADSS, Principal to Maquinna Elementary School, and Richard Samuel, Cultural Development Supervisor with the Nuu Chah Nulth Tribal Council met to discuss these findings and recommendation to the Board of Education.

### **Recommendations**

Per the findings, the following recommendations are being brought forth to the Board of Education concerning the distribution of these funds.

- Funding support be allocated to schools on an FTE basis per the September 30<sup>th</sup> FTE count.
- Allocation of 50% of funds to be distributed in October, with a review to be conducted by the above noted committee in January 2023 to determine who schools are doing with distribution of the funds.
- That an adjusted allotment be provided to West Coast schools based on recognition of the cost-of-living expenses within these communities. 25% greater allocation to these schools as compared to valley-based schools.
- A media release to be issued by the Superintendent noting the availability of these funds within the district and seeking businesses who may wish to contribute by offering discounts for purchases based on these funds.
- Based on data as found in the Social Services Index for SD 70 schools, special monitoring and review is to be conducted for the four highest rated schools.
- Principals will be encouraged to support students and families in the following ways:
  - Food to families
  - Food/Meals programs (breakfast, lunch, after school)
  - Student or activity fees
  - Clothing / Shoes
  - Transportation / Field Trips costs
  - School Supplies
- Superintendent and District Principal to Indigenous Education to report out on these recommendations with Indigenous Education Advisory Council

Additionally, findings presented during the Superintendent discussions revealed greater district support for accessibility of Feminine Hygiene Products in all schools, student engagement



(Outreach or after-hours learning support), and after-hours transportation. District Staff will be seeking ways to support these areas outside of the Student and Family Affordability Fund.



## School District 70 Pacific Rim

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October 7, 2022

Mr. John Davison  
President and CEO  
Public Sector Employers' Council Secretariat  
Suite 201, 880 Douglas Street  
Victoria, BC V8W 2B7

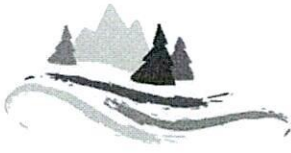
Dear Mr. Davison:

This will confirm that the Board of Education of School District No. 70 (Pacific Rim) is aware of the total compensation paid to executive staff during the 2021-2022 fiscal year and further, that we verify the amount of compensation paid was within the compensation plan as approved by the Board and reported to the Public Sector Employers' Council Secretariat.

Yours truly,

Pam Craig  
Board Chair





## **Public Sector Executive Compensation Disclosure Report 2021-2022 School District No. 70 (Pacific Rim)**

The Board of Education encourages and adopts practices that enable the district to attract, retain, incent, and reward qualified, high-performing employees who are critical to the delivery of quality public education programs to students in School District No. 70 (Pacific Rim).

A key component of this approach is the development and maintenance of a framework for executive and exempt staff compensation that is rational, defensible, competitive and able to be effectively administered.

### **Compensation Philosophy**

The Board's compensation philosophy aligns with the statutory system of exempt staff compensation administration in the K-12 public education sector and the British Columbia Public School Employers' Association (BCPSEA) exempt staff compensation management plan (BCPSEA Policy 95-06, *Compensation and Employment Standards for School District Employees Not Subject to a Collective Agreement*), which is an approved compensation plan under the *Public Sector Employers Act*.

Compensation mandates/direction facilitated by the Public Sector Employers' Council Secretariat (PSEC Secretariat) from time to time are the official policy of BCPSEA and any adjustments to exempt staff compensation levels must align with the parameters of the prevailing compensation mandate/direction.

The Board's compensation philosophy is based upon a set of principles that guide development, maintenance and decision-making with respect to salary structures and total compensation packages and programs.

At its core is an integrated view of compensation and rewards — not only traditional, quantifiable elements such as salary and benefits (compensation), but also more intangible elements such as career opportunities, learning and career development, work challenge, and supportive culture (rewards). The total rewards compensation program further integrates with plans that establish the board of education's overall education, business, and human resources strategies and objectives to facilitate the attraction and retention of qualified, experienced, motivated and high-potential employees who are committed to the board's overarching goal of delivering a high quality public education experience to BC students.

Inherent in the compensation philosophy are the following core principles:

- **Performance:** The compensation structure and administration of the structure supports and promotes meaningful career growth and development opportunities, and a performance-based (merit) organizational culture.
- **Differentiation:** Differentiation of compensation is supported where there are differences in the scope of the position within an organization, and/or due to superior individual/team contributions.
- **Accountability:** Compensation decisions are objective and based upon a clear and well documented rationale that demonstrates the appropriate expenditure of public funds.
- **Transparency:** The compensation program is designed, managed, administered, and communicated in a manner that ensures the program is clearly understood by employees and the public while protecting individual personal information.



## Labour Market Comparators

Key to the compensation philosophy is the need to maintain a meaningful level of competitiveness with the relevant external labour market. Consistent with industry standards, "labour market" is defined in the BCPSEA sectoral exempt compensation management plan (Policy 95-06, *Compensation and Employment Standards for School District Employees Not Subject to a Collective Agreement*) as:

- The recruitment pool for these employees
- The destination sector for these employees.

The following considerations guide articulation of the relevant labour market:

- Degree of recruitment from these jurisdictions/organizations
- Size of the organization, as size drives the span of control and scope of accountability
- Geographic location
- Transferability of skills
- Comparability of qualifications and experience
- Comparability of authority and consequence of error.

For executive and exempt staff positions in the BC K-12 public education sector, the relevant labour market includes:

1. Other BC school districts (primary labour market)
2. Other BC public sector organizations
3. Other Canadian school districts where relevant (to the extent that BC school districts recruit from and lose employees to these jurisdictions, this segment of the labour market is weighted to Alberta and Ontario (and to a lesser extent, Saskatchewan) consistent with the industry-standard definition of labour market)
4. Selected private sector organizations where relevant.

The Board's executive and exempt staff salary structure was developed on a total compensation basis, consistent with governance and technical best practice, as part of the BCPSEA Sectoral Exempt Staff Compensation Review Project conducted with the approval of the PSEC Secretariat. This comprehensive market review ensured development of an executive and exempt staff salary structure for each of the province's 60 public school districts in alignment with each district's relevant comparator labour market and internal organizational structure. This approach includes:

- Consideration of all components of the total rewards model.
- Consideration of the relevant labour market for compensation comparison purposes.
- Linking pay ranges to neutral, relevant factors (e.g., job content (specific duties/responsibilities), required skill level, required competencies, required qualifications).
- Ensuring appropriate relationships exist between positions in the district's organizational hierarchy.
- Considering the ways in which appropriate organizational and individual performance measures may be linked to the administration of the compensation system.

In balancing external competitiveness with internal equity, the reference point for executive and exempt total compensation is currently the median of the relevant comparator labour market.

The Board's total compensation package for executive/senior management staff is comprised of the following elements.

## Cash Compensation



Total cash compensation includes annual base salary and monthly vehicle allowance.

- **Annual base salary**

Annual base salary is considered in the context of the total compensation package.

- **Vehicle provisions**

Due to the diverse geography of the district and the need to visit schools and other district worksites, the Board provides a monthly vehicle allowance to the Superintendent and other senior management positions. The monthly vehicle allowance is set at a level competitive with the vehicle allowances provided to Superintendents and other senior managers in districts of similar size and geography.

## **Non-cash Compensation**

The non-cash elements of the total compensation package include:

- **Health and welfare benefits**, such as basic medical, extended medical, dental, group life, short-term and long-term disability, employee and family assistance program, etc. consistent with such benefits as offered in the K-12 sector generally.
- **Pension benefits** — executive/senior management employees are enrolled in either the Teachers' Pension Plan or the Municipal Pension Plan.
- **Paid time off**, including an annual vacation entitlement of 30-35 days. Pursuant to the *Public Sector Employers Act*, carry forward of unused accumulated vacation is not permitted. If, however, the individual employment contract does allow for carry forward of unused accumulated vacation, then such vacation may be carried forward for one year only and at the end of that year, the unused accumulated vacation must be used in full, paid out, or a combination of the two.  
Further, executive/senior management employees receive 5 days of paid time off annually, in addition to annual vacation entitlement, in recognition of attendance at meetings during evenings and weekends.

## Compensation Administration

The Board engages in consistent and ongoing administration of the compensation structure to ensure that reality matches philosophy and that equity is maintained. An ongoing system of compensation review conducted and managed through BCPSEA and the PSEC Secretariat ensures that total compensation levels are benchmarked externally against the appropriate labour market and internally against appropriate job criteria.

The Board works with BCPSEA to obtain information and advice relating to the executive and exempt compensation structures and to ensure alignment with the compensation mandates/directions established for the provincial public sector by the PSEC Secretariat.

### ▪ Annual base salary administration

The salary structure for executive and exempt positions is based on placement at the appropriate salary range in the structure reflective of labour market competitiveness and internal equity. Placement and progression through the salary range is dependent upon competency growth and performance. The maximum of the salary range typically represents the job rate for the position, defined as the salary that should be paid to an incumbent who has established him/herself as meeting all the goals and expectations of the position in a fully satisfactory manner. New hires are generally not placed at the job rate on commencement of employment, although due to the key leadership roles and responsibilities, such individuals are generally recruited at a highly competent level and are often placed at the mid- to maximum point in the salary range reflective of the required competence, qualifications, and experience.

The decision whether to grant a salary increase to the position of Superintendent only is at the sole discretion of the Board of Education and is the only executive/exempt position for which BCPSEA approval of an increase to any element of the compensation package is not required. In determining whether a salary increase is warranted, the Board considers such factors as performance, competence, external competitiveness, and internal equity including the maintenance of appropriate salary differentials through the organization. The Board typically utilizes market compensation data and salary/compensation structures developed by BCPSEA for this position as well as all other positions in the exempt staff structure. Potential increases are considered within the Board's overall compensation budget.

### ▪ BC Public Sector Executive Compensation Freeze Policy: 2020-2021 Performance Year

Further to BCPSEA *Exempt Staff Issues* bulletin No. 2020-04 dated August 31, 2020, as directed by the Minister of Finance in her letter dated August 31, BCPSEA amended the exempt staff compensation management plan for the K-12 public education sector (BCPSEA Policy 95-06, Compensation and Employment Standards for School District Employees Not Subject to a Collective Agreement), which is an approved compensation plan under the *Public Sector Employers Act*, "...to indicate there will be no increases or adjustments paid to executive-level employees for the 2020/21 performance year."

As increases in recognition of the 2020/21 performance year would be implemented during the current July 1 2021 – June 30, 2022 reporting year, no performance-based salary adjustments were permitted for the following positions affected by the policy:

- Superintendent of Schools
- Secretary Treasurer
- Second-level education-side position regardless of position title —Deputy/Assistant/Associate Superintendent.

In acknowledging that boards of education in the K-12 public education sector have sole purview to determine compensation decisions for the position of Superintendent of Schools, in her August 31, 2020 letter, the Minister stated as follows:

"I am confident that Boards will see the value in ensuring this policy direction is applied equitably across all executive positions in the school system and that Superintendent compensation will, like other executives in the public sector, not be increased during this time."



## Accountability

Underlying the Board's compensation philosophy and approach is the understanding that legal and regulatory mandates are considered a baseline for implementing any compensation plan or practice. Compensation administration in the K-12 public education sector currently operates within the following context:

- the *Public Sector Employers Act*, which establishes the legislative policy framework for exempt staff compensation administration in the public sector
- the BCPSEA exempt staff compensation management plan (Policy 95-06, *Compensation and Employment Standards for School District Employees Not Subject to a Collective Agreement*), which is an approved compensation plan under the *Public Sector Employers Act*.
- compensation mandates/direction facilitated by the PSEC Secretariat from time to time. Any adjustments to exempt staff compensation levels must align with the parameters of the prevailing compensation mandate/direction.

Under the current compensation administration system in the K-12 sector:

- the Board of Education is solely responsible for the establishment and maintenance of compensation levels for the position of Superintendent of Schools. As elected school trustees, the Board is accountable to its public and therefore ensures that it adheres to proper human resources practices including statutory requirements with respect to executive and exempt staff compensation.
- proposed salary range placement and compensation adjustments for all other executive and exempt positions in the district must be reviewed and approved by BCPSEA prior to implementation.



## **BOARD OF EDUCATION**

Pacific Rim

### **PUBLIC BOARD MEETING**

#### **Information Sheet**

**DATE:** October 11, 2022

**TO:** Board of Education

**FROM:** Tim Davie

**SUBJECT:** Superintendent's Report – Framework for Enhancing Student Learning Pods

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#### **Background**

The Framework for Enhancing Student Learning Program represents a shared commitment to improve student success and equity of learning outcomes for every student in British Columbia.

The framework reflects a public commitment by Indigenous Peoples, Rightsholders, education Partners, and communities to work together to continuously improve student learning in relation to intellectual, human, and social, and career development.

The Ministry provides provincial oversight of the framework through the Enhancing Student Learning Policy and Ministerial Order.

The Board of Education for SD 70 Pacific Rim approved and adopted the Enhancing Student Learning Report and the updated 2022-2023 Strategic Plan on September 27, 2022.

#### **Update**

In the spirit of building capacity within School Districts, the Ministry of Education and Childcare has developed a Continuous Improvement Program that involves communication and cooperation amongst and between districts.



SD 70 Pacific Rim has been assigned to Networking Pod F along with the following nine districts: SD 10 Nisga'a; SD 27 Cariboo-Chilcotin; SD 34 Abbotsford; SD 43 Coquitlam; SD 44 North Vancouver; SD 45 West Vancouver; SD 46 Sunshine Coast; SD 50 Haida Gwaii; and SD 61 Victoria.

There are six virtual meetings scheduled between October and April. The Pod structure will remain in place for a four-year cycle. Board Chairs and Secretary-Treasurers are welcome to be part of the pods, and Superintendents are encouraged to bring additional relevant staff to these meetings.

The intended outcomes of this program are to:

- Provide leadership and share promising practices and lessons learned.
- Offer support to one another for achieving provincial goals, as well as district, and school goals and objectives.
- To assist and support school districts in addressing challenges arising from a continuous improvement review program.
- Provide training and professional learning opportunities to districts in support of the Enhancing student learning process.

From October to February, districts will participate in a peer review process during the pod networking meetings, using the same protocol and descriptive statements utilized by the peer review teams this past year. District leaders will be involved in a process allowing them to review their own Enhancing Student Learning reports alongside their peers and engage in focused conversations on promising practices for each focus area.





**BOARD OF EDUCATION**  
Pacific Rim

**PUBLIC BOARD MEETING**

**Information Sheet**

**DATE:** October 11, 2022

**TO:** Board of Education

**FROM:** Tim Davie

**SUBJECT:** Superintendent's Report – Graduation Requirements Update

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**Background:**

Effective the 2023/24 school year, all students working toward a B.C. Certificate of Graduation ("Dogwood Diploma"), in English or French, must successfully complete at least 4 credits in Indigenous-focused coursework. There is no change to the total number of credits required to graduate, which remains at 80. Students who have not otherwise satisfied graduation requirements before the start of the 2023/24 school year must meet this requirement.

BC has been a leader in ensuring Indigenous worldviews, perspectives and histories and cultures are represented across the provincial curriculum. The introduction of an Indigenous-focused graduation requirement is an important next step towards Truth and Reconciliation and supports our commitment to develop the "Educated Citizen" which can in turn help to promote diversity, equity, and inclusion in our schools and communities.

Students can meet this graduation requirement through a variety of course options, including provincial Indigenous-focused courses; provincially authorized First Nations language courses; and Indigenous-focused, locally developed (Board/Authority Authorized or First Nation Authorized) courses. Some of these courses also satisfy Language Arts or Social Studies graduation requirements.



The new graduation requirements are needed and will benefit students by:

- Introducing a new, Indigenous focused graduation requirement is intended to support lasting and meaningful reconciliation.
- The new requirement builds on work to date, to integrate Indigenous perspectives and content across the provincial curriculum and into professional development and standards for B.C. educators.
- Currently, fewer than 5 percent of graduates complete any of the Indigenous focused provincial courses or First Nations language courses at the secondary level.
- Introducing a full, Indigenous-focused course requirement provides all students with the time and opportunity to develop deeper understanding and a broader knowledge base of Indigenous worldviews, histories, and cultures, and support the K-12 sector's mandate to develop the Educated Citizen.

## **Update**

Through discussion with district staff and Administrators: Superintendent, Assistant Superintendent, Director of Instruction Learning and Innovation, Director of Instruction Inclusive Education, District Principal Indigenous Education, Principal ADSS, Principal USS, and Principal and Vice Principal Eighth Avenue Learning Center, the short-term option of offering English First peoples 12 as the consistent Graduation Program requirement was seen as most viable for the following reasons:

- Offering English First Peoples Principles (EFP) 12 will ensure our students graduate on time and meet the Indigenous Focused Graduation Requirement.
- FNEESC (First Nations Education Steering Committee) Teacher Resource Guides for EFP collaboratively developed by Indigenous and non-Indigenous BC Educators provides us with appropriate and thoughtfully developed guidelines to meet the graduation requirement.
- This will allow us to take the time necessary to codevelop and approve a locally developed course(s) with local Rightsholders.
- EFP 12 is equivalent to English Language Arts curricula in terms of competency development and meeting post-secondary admission requirements.



**BOARD OF EDUCATION**  
Pacific Rim

**PUBLIC MEETING**

**Action Sheet**

**DATE:** October 11, 2022  
**TO:** Board of Education  
**FROM:** Tim Davie, Superintendent / CEO  
**SUBJECT:** Superintendent's Action Sheet – Mental Health Grant

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**Background**

The district has received an allotment of \$55,000 in Mental Health Grant funds for 2022-2023.

**Update**

A district committee was formed comprised of the Superintendent, Assistant Superintendent, Assistant Secretary-Treasurer, Director of Instruction – Inclusive Education, District Principal – Indigenous Education, and Ian Caplette, Director of Education, Training and Social Development, to the Nuuchah Nulth Tribal Council to discuss needs and recommendations to be presented to the Board of Education.

As noted within the data as reported in the Board of Education's Strategic Planning document and the Framework for Enhancing Student Learning document, the sub-population of Indigenous students, and in particular, on-reserve Indigenous learners, are achieving at a rate lower than the general results for the district.

**Recommendations**





Based on discussion and review of the above-mentioned data, the following recommendations are being brought forth to the Board of Education concerning the allocation and use of these funds:

- Center this additional Mental Health Support around healing and sacred understanding by creating safe spaces in our schools in which Indigenous learners can address past trauma and create identity.
- That SD 70 Pacific Rim staff work alongside Nuu Chah Nulth Education staff to create and Elders in Residence Program within SD 70 schools.
  - The Elders in Residence Program is intended to provide the support of elders and knowledge keepers in classrooms and in schools to support learning. The role of an elder can be to enhance cultural perspectives and share wisdom and teachings, promote awareness of cultural traditions, encourage the use of Nuu Chah Nulth language in schools, or act as a mentor and guide for all students.

(Adapted from the SD 85 Vancouver Island North  
Role Model and Elders in Residence webpage)

- Elders in Residence to receive Honoraria for their time committed to supporting students, as billed to SD 70 Pacific Rim from the Nuu Chah Nulth Tribal Council
  - Nuu Chah Nulth Education Workers to work alongside and support Resident Elders
  - Elders in Residence to be selected from each of the five ha-houlthees to which SD 70 Pacific Rim is situated: the čišaaʔath, hupačasath, tla-o-qui-aht, Yuuʔuʔiʔath, and Huu-ay-aht First Nations.



## **BOARD OF EDUCATION**

**SD 70 Pacific Rim**

### **PUBLIC BOARD MEETING**

#### **Information Sheet**

**DATE:** October 11, 2022

**TO:** Board of Education

**FROM:** Tim Davie, Superintendent / CEO

**SUBJECT:** Executive Committee Minutes

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#### **Background**

Per Policy 200: Executive Committee (P), the Board delegates to the Executive Committee, within the terms of applicable legislation, Board policy and / or specific Board direction, the day-to-day management of the district.

Section 1.0 Meetings, subsection 1.2 reads "Minutes of the meeting will be made available to the Board."

#### **Update**

The following information reflects the minutes of the September 27, 2022, Executive Committee Meeting.

Chairperson and Notetaker: Tim Davie, Superintendent / CEO

Attendees: Ryan Dvorak, President, ADTU; Nadine White, President, CUPE 727; Andrew Schneider, Vice President, CUPE 727; Peter Klaver, Assistant Superintendent; Trisha Wilson, Executive Assistant, HR; Michell Bennett, Director of Instruction, Inclusive Education; James Messenger, Director of Instruction, Learning and Innovation; Stacey Manson, District Principal – Community Development (Early Years); Jaime Hansen, District Principal, Indigenous Education; Greg Roe, Director of Operations; Mike Gough, Manager, Information Technology; Barb Ross, Assistant Secretary-Treasurer Lindsay Cheetham, Secretary-Treasurer

Regrets: Nadine White, President, CUPE 727; Andrew Schneider, Vice President, CUPE 727; Sean Petersen, President PRPVPA; Marc Fryer, District Principal, International Education



## 112: SCHOOL TRUSTEE CODE OF CONDUCT (P)

Approved: 99 03 23  
Amended: 18 06 12  
Amended:

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### **PURPOSE**

Trustees uphold and abide by District Values, Mission, Vision, and Board decisions, and commit to a Trustee Code of Conduct which reflects the Board's 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 acknowledges the dignity and affirms the worth of each person.

### **POLICY**

In carrying out the role of Trustee, the Board expects Members will:

1. 1 Establish a district culture which will foster student achievement and which will provide an atmosphere where each student can reach his/her full potential. Discharge the responsibility of being an advocate for children by always making fair and inclusive decisions that are in the best interests of children.
1. 2 Provide effective and credible service through the devotion of appropriate time, thought and study to the duties 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. 3 Conduct business in accordance with the rules of order, the policies of the district, and the laws, rules and regulations governing education in B.C.
1. 4 Observe proper decorum and behavior as well as encourage full and open discussion in all matters with their fellow trustees.

1. 5 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. 6 Speak only about what the Board has decided, and individuals may state the reason for their vote. However, trustee interaction with 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. 7 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. 8 Keep in confidence any personal or confidential information obtained in his or her capacity as a Trustee and not disclose the information except when required by law or authorized by the Board to do so.
1. 9 Consider information received from all sources and base individual decisions upon all available facts while maintaining confidentiality of privileged information.
1. 10 Declare any conflict of interest as stated in the *School Act*, and shall not participate in, vote on, or exert influence on, any decision in which the Trustee has any interest.
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.
1. 13 Attend to the governance role of the Board avoiding involvement in District operations.
1. 14 Endeavor to remain informed concerning provincial and national developments in education.

The Board shall establish procedures to provide for the resolution of conflicts among Trustees and to enforce the Code of Conduct and, where necessary, impose sanctions on Trustees who violate the Code of Conduct.



## 12.1 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 understandings 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

## 1.0 CONFLICT RESOLUTION EXPECTATIONS

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.

- 1.1 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.
- 1.2 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.
- 1.3 Fairness  
Processes need to be open and equitable extending opportunities for participation in problem identification and generation of solutions.
- 1.4 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.
- 1.5 Respect



Interactions must be characterized by care and regard for the individual, empowerment, and appropriate confidentiality.

## **2.0 CONFLICT RESOLUTION PROCEDURE**

Trustees and the Superintendent are encouraged to adhere to the conflict resolutions expectations:

- 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;
  - Within 14 days, take steps personally to inquire about the conflict with each individual involved;
  - Seek to resolve the conflict in consultation with the individuals involved; and
  - 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 Meeting.

The Board shall:

  - Within 14 days, initiate steps to inquire about the conflict with each individual involved;
  - Seek to resolve the conflict in consultation with the individuals involved; and
  - 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 Meeting impose a resolution to the conflict. The resolution shall be included in the public report of the Board on the Closed Meeting and the matter shall be closed.

## **ENFORCEMENT OF THE TRUSTEE CODE OF CONDUCT**

The Trustee Code of Conduct requires that each Trustee commit to 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 in carrying out the role of Trustee. The Board recognizes that Code of Conduct infractions vary in their intent and severity and has established

### **5.1 Notification of an Alleged Breach of the Code of Conduct**

- 51.1 A Trustee of the Superintendent or, 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 Boar Chair.
- 51.2 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. The notification shall include: the name of the Trustee who is alleged to have breached the Code; the alleged breach or breaches of the Code; information as to when the breach came to the individual's attention the grounds for the belief of the individual that a breach of the Code has occurred; the names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach or any other persons who have relevant information regarding the alleged breach; and, the signature of the individual alleging the breach of the Code.

### **5.2 Informal Code of Conduct Enforcement Procedures**

- 5.2.1 The Chair, on his/her own initiative, or at the request of the Trustee, Superintendent or Secretary-Treasurer, who alleges a breach of the Code has occurred, may meet confidentially and informally with the Trustee who is alleged to have breached the Code, to discuss the breach. 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.
- 5.2.2 The sanctions or measures to address the alleged breach as an infraction may include a warning, an apology, or an agreed-upon consequence which may include that the Trustee engage in professional development.
- 5.2.3 The agreement of the Trustee that the infraction of the Code occurred and with the sanctions or measures imposed shall be reported to a Closed Meeting or Closed Session of the Board and not further action in respect to the infraction shall be taken.



- 5.2.4 Refusal of the Trustee to agree that the infraction occurred or with 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.

### 5.3 Formal Code of Conduct Enforcement Procedures

- 5.3.1 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 compile the information obtained in the originating notification of the alleged breach and any actions the Chair may have taken to address the allegation and make a confidential report to the Board in a Closed Meeting or Closed Session. 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.
- 5.3.2 The Board, by motion, shall within 14 days of receiving the report of the Chair, confirm or reject the recommendation of the Chair to conduct an investigation of the alleged breach of the Code.
- 5.3.3 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. On the basis of the results of the enquiry, the Board shall by motion decide whether the Trustee has breached the Code and impose sanctions appropriate to the severity of the breach.
- 5.3.4 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 vote in respect to a motion to confirm the alleged breach or impose sanctions.

### 5.4 Sanctions for Breach of the Code of Conduct

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 of the Board and 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.

- 5.4.1 Upon the Board determining that a Trustee has breached the Code and any sanctions to be imposed:
- The Board shall give the Trustee written notice of the determination and sanctions;



- Provide the Trustee with 14 days to make written submissions to the Board regarding the determination and/or sanctions;
  - After considering the submissions, the Board shall confirm or revoke a determination within 14 days of receiving the submissions;
  - If the determination is revoked, the sanctions are revoked; and
  - If the determination is confirmed, the Board shall confirm, vary or revoke the sanctions.
- 5.4.2 Where a breach of Sections 1 to 14 inclusive 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 Open Meeting of the Board.
- 5.4.3 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.
- 5.4.4 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 an Open Meeting of the Board.
- 5.4.5 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.



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**BOARD OF EDUCATION**  
SD 70 Pacific Rim

**PUBLIC BOARD MEETING**

**Information Sheet**

**DATE:** October 11, 2022

**TO:** Board of Education

**FROM:** Carla Neville Manager- Administration Contract Services, Communication and Governance.

**SUBJECT:** Committee of the Whole – Education Meeting

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**Background**

Per Policy 130 Committees of the Whole (P), Mandate of the Education Committee of the Whole is to discuss and make recommendations to the Board of Education on matters related to general education directions and to provide regular reports to the Board on education programs, services and learning outcomes.

Section 1.0 Meetings, subsection 1.3 Minutes of the meeting will be made available to the Board.

Attendees: Tim Davies, Pam Craig, John Bennie, Rosemarie Buchanan, Chris Washington, James Messenger, Michell Benett, Stacey Manson, Jamie Hansen, Ryan Dvorak, Andrew Schneider, Ian Caplette, Carla Neville. VIA Teams: Connie Watts, Sandra Leslie, John Bennie, Larry Ransom

Regrets: Nadine White, Marc Fryer, Darcy Phipps,

The meeting was called to order by Trustee Craig at 1:00

1.0 Welcome and Introductions – Tim Davie

## 2.0 Startup Update – Tim Davie

- A small committee has been looking at enrollment and how that will fit in with the budget.
  - Using an organizational chart
  - Updating divisions and how they tie into the collective agreement
  - We are looking at a moderate increase in students
  - Discussing students with designations and international students
- Looking at a moderate increase in students
- Making connections with municipalities and indigenous rights holders

## 3.0 School Plans Update – Tim Davie

- Enhancement of school plans have 3 main questions
  1. Principals to identify unique characteristics in their school
  2. What are the important demographics
  3. What are the school goals
- The school plans should be on school websites by November 30, 2022
- Growth Plan model should be in line with the growth and strategic plans

## 4.0 Literacy Goal Area Update – James Messenger

- James reported on the ESLR and the Strategic Education Plan
- Plans have been approved and posted to the website
- The data is also on the district website
- The result of the FSA is higher than the provincial average and Literacy results are higher than Numeracy scores.
  - Off reserve scores are lower than but close to other student results. We need to look at ways to support on reserve students.
  - We only had 39% of Grade 10 students actually take the test. Results were positive
- We are looking at adding literacy leads at the Elementary and Secondary schools to ensure that ideas are shared within the district.

## 5.0 Numeracy Goal Area Update – James Messenger

- There has been improved Numeracy skills for all students
- Results have remained consistent through Covid
- The Provincial results are higher than the district
- We need to consider the sub populations with achievement gaps and helping students who are struggling.
  - Indigenous Students
  - Indigenous Students off Reserve
  - Students with diverse abilities
- Grade 10 participation is low due to the test results not being worth marks and the January assessments
- Ian Capplette noted that repetition is key and if supports are being sent home to students, he would like them to also be sent to NTC to assist families as well.



#### 6.0 Social Emotional Learning Update – James Messenger/Michell Bennett

- Reconciliation is a big part of ensuring students and families feel safe at school
- The result of the FSA is a bright light showing that students are testing at the Provincial Average
- Our District has been engaged for a long time which contributes to success.
- Michell will work collaboratively with James to enhance and extend the social and emotional learning and support all learners
- James noted that the common assessments data are being used to guide instructional practices
- The district is using indicators for success and it is being tracked for all indigenous students in the district. Indicator examples are:
  - Attendance – remains a concern
  - Equity among students
  - Wellbeing of students and staff
  - Secondary Assessments

#### 7.0 September 30 Truth and Reconciliation Events Update – Jamie Hanson

- Jamie Hansen noted that the activities are happening in schools across the district and she attended some of them.
  - Alberni sang the song gifted to the district “We are Strong” to the Elders and it was uplifting
  - Grade 8 Welcome and BBQ on the Thursday at ADSS
  - There were many lessons around residential schools
  - Dave and the Students at the Eighth Avenue Learning Centre prepared food for the ground penetrating crews at the Residential School site in Port Alberni.
  - Ucluelet Secondary School had an open house showing all the work and presentations that the students prepared
  - Students also attended an event at TinWise to learn about Residential School and Truth and Reconciliation
  - Wickaninnish Community School created a banner and added 215 feathers to represent the 215 students from Kamloops
  - They also painted their names on rocks and placed them around the flagpole also comparing the number of students at the school
  - On September 30 there were 2 walks that occurred in Port Alberni one at the Friendship Centre and one at the Tseshah office. Both events were very well attended with School District staff and students as well as other members of the community.
  - The Early years learners went on a forest walk
  - The Mighty Learners wore orange to school

#### 8.0 Early Years Update – Stacey Manson

- Would like to Acknowledge the name change for The Ministry of Education which is now The Ministry of Education and Childcare
- Saturday September 23 was the Grand Opening of the Mighty Learners Day Care
- We have been fortunate to have received many grants for early years learners at Tsumas Elementary and EJ Dunn Elementary

- We are also fortunate to be granted funding for before and after school care at John Howitt Elementary School and Maquinna Elementary School.
- The Be You book is being distributed around the Elementary Schools and is well received

#### 9.0 Student and Family Affordability Update – Tim Davie

- This is a onetime funding amount of \$427,000
- Tim met with a small group of district staff, students and indigenous partners
- Tim noted that there were 3 themes that were noticeable from all of the discussions
  - Family hygiene products and menstrual products and having access to them in the washrooms.
    - Michell to ensure that we are meeting Ministry Standards.
- Food was also a theme and ensuring that there is equity across all schools. Currently each individual school is ordering food.
  - We are looking into ways to improve the system and ensure students are being fed healthy options.
- Equal opportunity to join in extra curricular activities.
  - Students may not have the opportunity to join when they can't afford the fees or the transportation to and from the activity.

#### 10.0 Inclusive Education Update – Michell Benett

- Michell noted we are focusing on district staffing and connecting and orienting new staff to their roles and responsibilities
- School visits with district staff to in schools connecting in order to support staff
- Connecting with the community and Indigenous Rights Holders
- Working with Peter to ensure support staff is in place
- September has been busy identifying students with diverse abilities and ESL students.
- Working with the Alternate school to ensure that students transferring to the Alternate school are appropriate and that they are aware of the graduation requirements at that school.
- Ensuring that there is enough Nursing support for students who require special health needs

Meeting adjourned at 1:55



# Enhancing Student Learning Report - Pacific Rim School District



## Land Statement

Pacific Rim School District is situated on the ha-houlthees of the c̓išaaʔaṭḥ, hupačasath, tla-o-qui-aht, Yuułuʔiłʔaṭḥ, and Huu-ay-aht First Nations and acknowledge that we work alongside all Nuu- chah-nulth nations as well as the Métis Nation of British Columbia to serve the children and youth of the Alberni-Clayoquot region.

The district strives to increase awareness, understanding and integration of Nuu-chah-nulth culture, history and language in all SD70 schools. It is part of our ongoing commitment to Truth and Reconciliation.



Approved by the Board September 27, 2022

Reviewing the 2018/2019 – 2022/2023 Strategic Education Plan

Signature: Pam Craig  
Pam Craig, Board Chair





## Contents

The Enhancing Student Learning Report consists of four parts.

**Part 1** is this written report that describes the Board of Education's commitment to continuous improvement, FESL alignment with district priorities, consultation with partners and Rightsholders, and review and reflection on data contained in part 2 of the report. Part 1 provides a context, rationale and priority areas for the District's Strategic Plan but does not include the Strategic Plan as this document is submitted separate from the Enhancing Student Learning Report.

**Part 2** is a link to an [Interactive Power Bi Data Report](#) posted to our website that brings together required student performance measures for all learners as well as for required subpopulations of students. Performance of all learners and specified categories of students can be reviewed simply by selecting the group from the list of options in the report view. Graphs adjust automatically for each group selected and moving back and forth between groups helps identify similarities and differences between populations of learners.

**Part 3** is a link to the [Ministry of Education and Child Care FESL data for SD70](#).

**Part 4** is a link to a [sample school plan](#) provided as an example of the district's commitment to continuous improvement. The sample plan highlights the linkage between school goals and district goals and describes the evidence, processes, and strategies considered in developing school improvement plans. Our school plan template is being updated and school plans will be posted publicly to the web in the Fall of 2022.

Together, parts 1-4 comprise the District's Report to the Minister required under Ministerial Order 302/20. The Report guides the district's improvement plan, provided separately as the [Pacific Rim School District's Strategic Education Plan](#).

The Enhancing Student Learning Report and associated documents and the Strategic Plan are posted to the [Pacific Rim SD70 website](#).

## Introduction

The Board of Education for School District 70 Pacific Rim is pleased to provide to its communities and to the Ministry of Education the September 2022 update of our District's 2018/2019 – 2022/2023 Strategic Plan. The Board is committed to ongoing improvement, transparency and to evidence-based decision making. This plan guides our decisions and the actions of staff in support of student success now and in the future. We will move into the development of a new Board Strategic Plan following the election of the Board in the Fall of 2022.

## District Context

The Pacific Rim School District covers much of Central Vancouver Island's rugged, picturesque West Coast and serves a regional population of approximately 31,000 residing on the ha-houlthees of the c̓išaaʔat̓h, hupačasath, tla-o-qui-aht, Yuuʔuʔiʔat̓h, and Huu-ay-aht First Nations within the communities Port Alberni, Tofino, Ucluelet and Bamfield. Our district respectfully acknowledges that we work alongside all Nuu-chah-nulth Nations as well as the Nuu Chah Nulth Tribal Council, the Alberni Clayoquot Metis Society and the Port Alberni Friendship Center to serve the children and youth of the Alberni-Clayoquot region.

Our district learning facilities include eight K-7 elementary schools, two 8-12 secondary schools, one K-12 school, one Alternate Education Learning Centre and one Continuing Education Centre serving approximately 4200 students including school aged and adult learners. In addition, our district's Pacific Rim Children and Families programs include a family hub, four StrongStart programs, and growing childcare programs. The school district employs close to 500 employees and has a 2022/2023 overall budget of nearly \$45 million.

Relative to provincial and regional socio-economic indicators, risk factors that impact our communities include a higher unemployment rate, lower levels of education, lower median income, and higher rates of lone parent families. Thus, the social, emotional, and economic impact on families and learners presents itself daily in schools across the district. Our Indigenous student population is approximately 36%.

## Current Strategic Plan Priorities

While there are many areas of success and individual accomplishments, school district staff, representatives of Indigenous Rights Holders and partner groups identified three priority areas for growth. These are:

1. Numeracy skills for all students
2. Literacy skills for all students
3. Social and emotional wellbeing for all students

## Setting Our Targets

Prior to the 2019/2020 school year some of our key data measures demonstrated a positive five-year trend. The COVID-19 pandemic has greatly impacted our local communities in many ways and negatively impacted our learners. As such, one would expect to see a greater negative impact on student performance results. Although we have not hit the targets, we set in September 2021 what we see are relatively stable results over the last three years.

In our 2021/2022 Strategic Plan we set targets to achieve growth across all measures. While we were successful in implementing the majority of the strategies outlined, they did not result in the growth we had hoped. Our target



setting represents an effort to get learners back on track and to show continuous, sustainable growth over time. Further, closing the gap between Indigenous and non-Indigenous learners suggests bolder achievement targets are needed for Indigenous learner growth since quicker rates of growth for Indigenous learners will also hasten a quicker rate of growth for all learners.

We have also given consideration to the performance of other specific subpopulations. We note a significant gap in performance between Indigenous students living on reserve and off reserve, as off reserve Indigenous students perform significantly higher than those living on reserve. This gap is noted across the majority of measures. Due to privacy and confidentiality requirements performance results for Children and Youth in Care are often masked. However, we note that these students are performing significantly below our “all student” category. We also question the accuracy of data related to this subpopulation. By definition this measure only includes those students identified by Ministry of Children and Families while 36% of our population is Indigenous and would fall under the care of USMA Child and Family Services. We do not believe they are captured in this data. Regardless, we know that being a child or youth in care presents a significant risk factor which impacts student achievement.

It is also noted that students with disabilities or diverse abilities are performing below the “all students” category across all measures. This is a provincial trend for this subpopulation. For most measures they are also performing below the provincial average for this subpopulation. We are aware of this achievement gap and individualized plans and interventions are put in place in partnership with our Inclusive Education Team.

## Strategic Engagement

### Alignment and Consultation

The alignment between District goals and Provincial goals is further reflected in each of the district’s three Local Education Agreements (LEA), through discussions and sharing at the Indigenous Education Advisory Committee, and in work with local nations regarding the academic performance of Indigenous learners. For example, LEA’s specifically note attention to “overall academic performance, literacy and numeracy performance, grade-to-grade transitions, Dogwood graduation rates, and transitions to post-secondary education” for on-reserve learners, while ongoing discussions regarding a revised Enhancement Agreement also considers a similar focus on academic performance measures for all Indigenous learners. These goals are reinforced through the district’s Equity Scan that strives to eliminate gaps in performance between Indigenous and non-Indigenous learners.

In developing the *2022 Enhancing Student Learning Report*, the Board of Education considered the requirements outlined in the *Framework for Enhancing Student Learning* (FESL) and Ministerial Order M302/20 in the context of the Board’s Strategic Priorities and ongoing improvement plans. Noting the scheduled review and revision of current Strategic Priorities in the 2018/2019-2022/2023 Strategic Plan, staff also reminded the Board of Education that ‘new’ FESL requirements were consistent with familiar practices relating to identifying learning goals, developing and monitoring improvement plans, and engaging in rightsholder and partner consultation.

### Board of Education

Although staff regularly share status reports related to the Strategic Plan and Enhancing Student Learning Report, district staff reviewed with trustees data and measures related to the Enhancing Student Learning Report in Spring 2022. An overview of strengths and challenges emerging from the data and where data aligned/did not align with corresponding local or classroom data.

### Education Committee of the Whole

The mandate of the Education Committee of the Whole is to discuss and make recommendations to the Board of Education on matters related to general education directions and to provide regular reports to the Board on



education programs, services and learning outcomes. Comprised of trustees, district staff, and representatives from District Parent Advisory Council, Indigenous Education Advisory Committee, Principals and Vice Principals Association, Alberni District Teachers Union and CUPE Local 727, the Committee reviewed and discussed learner outcomes contained in the Enhancing Student Learning Report. Arising from this discussion was the renewed commitment to a focus on numeracy, literacy, and student well-being both as discrete goals unto themselves and as large-scale strategies to improve school completion and transition rates.

### **Executive Committee**

The Board delegates to the Executive Committee, within the terms of applicable legislation, Board policy and/or specific Board direction, the day-to-day management of the District. A representative of the ADTU, CUPE and Principals' & Vice Principals' Association will be invited to attend regular meetings of the Executive Committee in order to facilitate management/employee consultation. At biweekly meetings members of the committee have opportunities to receive updates and ask questions related to the strategic objectives, district operations, and progress related to student achievement measures.

### **Indigenous Education Advisory Committee**

The District Indigenous Education Advisory Committee (IEAC) also reviewed and discussed learner outcomes contained in the Enhancing Student Learning Report with a focus on Indigenous learner performance, looking at both on reserve and off reserve learners. Representation on the IEAC includes Nuuchah-nulth Tribal Council, local nation's Education Managers, Metis Association, teachers' association, trustees, district staff and principals/vice principals. Both Nation and Tribal Council representatives are familiar with achievement data such as the *How Are We Doing Report* and the locally adopted "Indicators for Success" assessment and noted the disparity of outcomes between Indigenous and non-Indigenous learners, as well as between on reserve and off reserve learners. The IEAC noted the correlation between raising the district's overall performance through a concerted effort to improve Indigenous learner outcomes, and strongly supports a District Plan that focuses on Indigenous learner success with a particular emphasis on outcomes for on reserve learners.

### **School Principals and Vice Principals**

As school leaders in the district, principals and vice principals were also consulted in the development of the Enhancing Student Learning Report. Principals and vice principals noted the consistency in trends between K-7 provincial and local data, yet secondary administrators remained concerned about performance on provincial assessments that did not align with school or classroom-based assessments. All commented on the need to have a range of evidence of student learning to consistently triangulate results, to identify areas in need of improvement, and to develop strategies and/or interventions.

### **District Parent Advisory Council**

Discussion with the District Parent Advisory Council (DPAC) about the Framework for Enhancing Student Learning occurred in the Spring of 2022, highlighting similarities and differences from previous processes and involvement in district and school planning. Specific to this report, DPAC was consulted in June 2022 as part of the Education Committee of the Whole, with ongoing discussion to take place during regularly scheduled Education Committee and DPAC meetings during the 2022/23 school year.

## **Alignment with Strategies in District's Strategic Education Plan**

As evidenced in our [District Strategic Education Plan](#) our District has developed strategies for addressing areas for growth and achievement gaps noted in our performance data. District wide strategies are noted on pages 7 and 8 of the plan.



## A. Intellectual Development

### Educational Outcome 1

Students will meet or exceed the literacy expectations for each grade level.

#### Measure 1.1

Current year and 3-year trend for the percentage of students in grades 4 and 7 on track or extending literacy expectations as specified in provincial assessments.

Refer to pages 1, 2, 11 and 12 of [Enhancing Student Learning Report Data](#) Power Bi Report.

#### Analysis, adjustments and adaptations

- Participation rates across our district are high with an overall participation rate of 90%, giving us confidence FSA measures accurately represent district wide performance.
- Generally, the trends in terms of successes as well as gaps in achievement noted in FSA results reflect those observed in other literacy measures like our district assessment data and report card indicators.
- Performance results from 2021/2022 for “all students” in the district saw a small decline and are performing below the provincial average.
- Like the provincial trend there is a noticeable gap in achievement in how subpopulations (Indigenous, CYIC and students with disabilities or diverse abilities) are performing relative to the performance of “all students.”
- Like the provincial trend Indigenous students living off reserve are performing noticeably better than Indigenous students living on reserve.
- Across our District we have shown a strong commitment to strategies for improving literacy skills for all students and addressing achievement gaps. Tracking student performance and interventions as well as the re-emergence of a District Literacy Network and establishing school-based Literacy leaders at every school are foundational elements in improving our performance.

#### Measure 1.2

Current year and 3-year trend for the percentage of students proficient or extending literacy expectations as specified in the Grade 10 Literacy Assessment.

Refer to pages 3 and 13 of [Enhancing Student Learning Report Data](#) Power Bi Report.

#### Analysis, adjustments and adaptations

- We are pleased to see a positive trend in the performance of “all students” on the Literacy 10 assessments over the last three years.
- District performance of Indigenous students is above the provincial average.
- While we have worked to improve them, participation rates for the Grade 10 Literacy Assessment remain low at 39%. In 2021/2022 this was further complicated by the cancellation of the January exam session.
- Secondary schools will continue to focus on improving participation rates to establish a more reliable, valid baseline upon which future targets can be established.
- Like the provincial trend there is a noticeable gap in achievement in how subpopulations (Indigenous, CYIC and students with disabilities or diverse abilities) are performing relative to the performance of “all students.” This continues to demand attention.



- Like the provincial trend Indigenous students living off reserve are performing noticeably better than Indigenous students living on reserve.
- Across our district we have shown a strong commitment to the key strategies for improving literacy skills for all students and addressing achievement gaps. Tracking student performance and interventions as well as the re-emergence of a District Literacy Network and establishing school-based literacy leads are foundational elements in improving our performance.
- Continue to support our students with high absenteeism by providing intensive outreach intervention with the support of mental health workers, Indigenous Support Teachers, and Nuuh Chah Nulth Education Workers.

## Educational Outcome 2

Students will meet or exceed the numeracy expectations for each grade level.

### Measure 2.1

Current year and 3-year trend for the percentage of students in grades 4 and 7 on track or extending numeracy expectations as specified in provincial assessments.

Refer to pages 4 and 14 of [Enhancing Student Learning Report Data](#) Power Bi Report.

### Analysis, adjustments and adaptations

- Participation rates across our district are high with an overall participation rate of 90%, giving us confidence FSA measures accurately represent district wide performance.
- Generally, the trends in terms of successes as well as gaps in achievement noted in FSA results reflect those observed in other numeracy measures like our district assessment data and report card indicators.
- Performance results from 2021/2022 for “all students” in district saw a small decline and are performing below the provincial average.
- Like the provincial trend there is a noticeable gap in achievement in how subpopulations (Indigenous, CYIC and students with disabilities or diverse abilities) are performing relative to the performance of “all students.”
- Like the provincial trend Indigenous students living off reserve are performing noticeably better than Indigenous students living on reserve.
- Across our District we have shown a strong commitment to the key strategies for improving numeracy skills for all students and addressing achievement gaps. Tracking student performance and interventions as well as the re-emergence of a District Numeracy Network and establishing Numeracy Leader positions at every school are foundational elements in improving our performance.
- Literacy has been the focus of our District for a number of years and remains a focus within our schools. However, professional learning in the area of Numeracy instruction and assessment is the priority focus for the District Education team working with school staffs.

### Measure 2.2

Current year and 3-year trend for the percentage of students proficient or extending numeracy expectations as specified in the Grade 10 Numeracy Assessment.

Refer to pages 5 and 15 of [Enhancing Student Learning Report Data](#) Power Bi Report.

### Analysis, adjustments and adaptations

- We are pleased to see a positive trend in the performance of “all students” on the Numeracy 10 assessments over the last three years but overall results remain low.



- While we have worked to improve them, participation rates for the Grade 10 Numeracy Assessment are low. In 2021/2022 this was further complicated by the cancellation of the January exam session.
- Secondary schools will continue to focus on improving participation rates to establish a more reliable, valid baseline upon which future targets can be established.
- Like the provincial trend there is a noticeable gap in achievement in how subpopulations (Indigenous, CYIC and students with disabilities or diverse abilities) are performing relative to the performance of “all students.” This continues to demand attention.
- Across our district we have shown a strong commitment to the key strategies for improving numeracy skills for all students and addressing achievement gaps. Tracking student performance and interventions as well as the re-emergence of a District Numeracy Network and Numeracy Lead positions for all schools are foundational elements in improving our performance.
- We continue to support our students with high absenteeism by providing intensive outreach intervention.
- A District Numeracy Network has been created and Numeracy teacher leads at the secondary level have been assigned for the 2022/2023 school year.

### Measure 2.3

Percentage of students who are completing grade to grade transitions on time.

Refer to pages 6 and 16 of [Enhancing Student Learning Report Data](#) Power Bi Report.

### Analysis, adjustments and adaptations

- Grade to grade transition rate is high with an overall percentage of 97%. The overall rate is so high it provides little indication of an area to target or focus interventions.
- There is a small gap in the “all students” transition rate and the Indigenous students transition rate.
- Indigenous students living on reserve are transitioning at a higher rate than the provincial average.
- Consideration should be given as to why our students perform at a lower rate on provincial assessments but are successfully transitioning grade to grade.

## B. Human and Social Development

Social and emotional wellbeing is fundamental to learning. When students feel welcome, safe and connected to the adults in their school as well as feel a sense of belonging they will be successful in educational pursuits.

### Educational Outcome 3

Students will feel welcome, safe and connected to their school.

### Measure 3.1 and 3.2

3.1 - Percentage of students in grades 4, 7 and 10 who feel welcome, safe, and have a sense of belonging in their school.

3.2 - Percentage of students in grade 4, 7 and 10 who feel there are two or more adults at their school who care about them.

Refer to pages 7 and 17 of [Enhancing Student Learning Report Data](#) Power Bi Report.

### Analysis, adjustments and adaptations

- This has been a priority and focus for our district and school plans for the past decade.



- While we want to see an overall trend and strive for higher positive response rate the overall strength of responses on SLS supports ongoing efforts to create conditions where students feel welcome, safe, and connected in our schools. The District relies heavily on data contained in Early Years Development Instrument (EDI), Middle Years Development Instrument (MDI), and Youth Development Instrument (YDI) assessments, and has used MDI results extensively in school planning to gain deeper insight into student well-being, identify areas of growth, and engage staff, students, and communities in strategies to improve outcomes for learners.
- Overall, trends for all learners are consistent with provincial responses, yet, while consistent with provincial results, it is worth noting that student's sense of belonging is significantly lower than other measures relating to caring, safety and feeling welcome. Caring adults is strong among responses from all sub-populations and reflects a concerted effort to address feedback observed in early MDI results and supported by research.
- Indigenous responses are closely aligned with all learners in the district. While Indigenous learner performance in literacy, numeracy and school completion continues to demand our attention, it is heartening to know that Indigenous learners generally feel safe, welcome, and cared for at school – a necessary condition to support learners' intellectual development. Finally, unlike other measures in this report, there is little difference in results according to on reserve and off reserve learners.
- While our communities have a number of socio-economic risk factors, data indicates our schools are working hard to combat how this impacts school climate.

## C. Career Development

### Educational Outcome 4

Students will graduate.

#### Measure 4.1

Percentage of students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8.

Refer to pages 8 and 18 of [Enhancing Student Learning Report Data Power Bi Report](#).

#### Analysis, adjustments and adaptations

- It is encouraging to see the graduation rate for on reserve learners improve by 10% in 2020/2021.
- The graduation rate for "all students" showed a slight decline 2020/2021.
- The district gap between Indigenous and "all students" mirrors the gap between the district overall and the province, yet the gap between district Indigenous and province indigenous is much smaller.
- The district is shifting emphasis to a 5-year school completion rate yet retains the 6-year data set as the additional year has played an important role in the historical increase in graduation rates and acknowledges the considerable time and effort invested in and by learners who have previously struggled or progressed at a slower pace yet have persevered to earn high school graduation.
- Initiatives and focus are being put in place to closely follow those students being referred to our district alternate programs. For most students, transitioning to alternate takes them off the path to a Dogwood Certificate. A disproportionate number of these students are Indigenous.

### Educational Outcome 5

Students will have the core competencies to achieve their career and life goals.

## Measure 5.1

Percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years.

Refer to pages 9, 10, 19 and 20 of [Enhancing Student Learning Report Data](#) Power Bi Report.

### Analysis, adjustments and adaptations

- District 3-year PSI rates for “all students” in 2017/2018 are equal to the provincial average.
- The greater consistency with three-year transition rates resonates with the narrative of many graduates who defer entering post-secondary largely for financial reasons associated with having to leave home communities to attend post-secondary.
- Due to small cohort size and confidentiality requirements much of the subpopulation (Indigenous, students with disabilities or diverse abilities, CYIC etc.) data is masked. However, they are performing at a rate above the Provincial average and the achievement gap between subpopulations and “all students” is narrow in comparison to other measures.
- There is considerable debate about the merit of this measure as it does not account for all post-secondary transitions or other viable career paths.
- Our District Career Education Center has many success stories of connecting and matching students with positive career opportunities prior to graduation.

### Alignment for Successful Implementation

We will move into the development of a new long range Board Strategic Plan following the election of the Board in the Fall of 2022 including an annual review. This Strategic Plan will guide the development of the District's other key planning documents such as the Board's annual work plan, operational plan, and the long range facilities plan; planning documents that will be completed in parallel with the Strategic Plan and will reflect government direction.

The Board's consultative strategic planning work within the communities making up the Pacific Rim School District will shape a vision that is reflective of the input of parents, students, Indigenous Rights Holders, stakeholder groups and other members of the community.

### Conclusion

In response to evidence collected in both this report and our [District Strategic Education Plan](#) we are adjusting our operational plans to meet the needs of our students by considering adequate resource levels as noted in our strategies section.



# SD70 Strategic Education Plan



2018/2019 – 2022/2023  
September 2022 Update

## Pacific Rim School District





## Land Statement

Pacific Rim School District is situated on the ha-houlthees of the čišaaʔath, hupačasath, tla-o-qui-aht, Yuuʔuʔifʔath, and Huu-ay-aht First Nations and acknowledge that we work alongside all Nuu-chah-nulth nations as well as the Métis Nation of British Columbia to serve the children and youth of the Alberni-Clayoquot region.

The district strives to increase awareness, understanding and integration of Nuu-chah-nulth culture, history and language in all SD70 schools. It is part of our ongoing commitment to Truth and Reconciliation.

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## **Introduction**

The Board of Education for School District 70 Pacific Rim is pleased to provide to its communities our goals and strategic objectives for 2022/2023. We will move into the development of a new Board Strategic Plan following the election of the Board in the Fall of 2022. This plan will follow a long-range strategic planning cycle, including an annual review.

Through the Board's consultative strategic planning work, within the communities making up the School District 70 Pacific Rim, they shape a vision for the District that is reflective of the input of parents, students, Indigenous Rights Holders, stakeholder groups and other members of the community.

The Strategic Plan will outline the goals and strategies of the Board. The Strategic Plan will guide the development of the District's other key planning documents such as the Board's annual work plan, operational plan, and the long range facilities plan; planning documents that will be completed in parallel with the Strategic Plan and will reflect government direction.

The Board is committed to ongoing improvement, transparency and to evidence-based decision making. This plan guides our decisions and the actions of staff in support of student success now and in the future. This is Year 1 of the current 4-year Strategic Plan Cycle.

## **District Context**

The Pacific Rim School District covers much of Central Vancouver Island's rugged, picturesque West Coast and serves a regional population of approximately 31,000 residing on the ha-houlthees of the čišaaʔath, hupačasath, tla-o-qui-aht, Yuuʔuʔiʔath, and Huu-ay-aht First Nations within the communities Port Alberni, Tofino, Ucluelet and Bamfield. Our district respectfully acknowledges that we work alongside all Nuu-chah-nulth Nations as well as the Nuu Chah Nulth Tribal Council, the Alberni Clayoquot Metis Society and the Port Alberni Friendship Center to serve the children and youth of the Alberni-Clayoquot region.

Our district learning facilities include eight K-7 elementary schools, two 8-12 secondary schools, one K-12 school, one Alternate Education Learning Centre and one Continuing Education Centre serving approximately 4200 students including school aged and adult learners. In addition, our district's Pacific Rim Children and Families programs include a family hub, four StrongStart





programs, and growing childcare programs. The school district employees close to 500 employs and has a 2022/2023 overall budget of nearly \$45 million.

Relative to provincial and regional socio-economic indicators, risk factors that impact our communities include a higher unemployment rate, lower levels of education, lower median income, and higher rates of lone parent families. Thus, the social, emotional, and economic impact on families and learners presents itself daily in schools across the district. Our Indigenous student population is approximately 36%.

### **Strategic Plan Development**

The Board of Education values its relationships with Indigenous Rights Holders, education partners and community stakeholders. Developing and monitoring the Strategic Plan is overseen by the Board's [Education Committee of the Whole](#) and is strongly influenced by the District [Indigenous Education Advisory Committee](#). The mandate of the Education Committee of the Whole is to discuss and make recommendations to the Board of Education on matters related to general education directions and to provide regular reports to the Board on education programs, services and learning outcomes. The Committee meets regularly and considers evidence of student performance and reviews progress towards district goals. Similarly, the Indigenous Education Advisory Committee (IEAC) is comprised of representatives from local nations and tribal council, trustees, and educators, who ensure a focus on Indigenous learner performance, particularly as it relates to on reserve and off reserve Indigenous learners.

The District's Operational Plan is informed by the District's [Executive Committee](#) and influenced by H̓aah̓uup̓camis Cultural Advisory Council. These cultural knowledge keepers of the H̓aah̓uup̓camis Council come from nučaañuł communities working alongside School District 70 Educators. The council will advise and guide on all matters of nučaañuł culture and language. SD70 acknowledges that nučaañuł culture and language inherently belong to all nučaañułat̓haht.

### **Areas of Focus and Growth**

While there are many areas of success and individual accomplishments, school district staff, representatives of Indigenous Rights Holders and partner groups continue to identify three



priority areas which will be reviewed as part of the new strategic planning process. These include:

1. Numeracy skills for all students
2. Literacy skills for all students
3. Social and emotional wellbeing for all students

### **Setting Our Targets**

Prior to the 2019/2020 school year some of our key data measures demonstrated a positive five-year trend. The COVID-19 pandemic has greatly impacted our local communities in many ways and negatively impacted our learners. As such, one would expect to see a greater negative impact on student performance results. Although we have not hit the targets, we set in September 2021, what we see are relatively stable results over the last three years.

In our 2021/2022 Strategic Plan we set targets to achieve growth across all measures. While we were successful in implementing the majority of the strategies outlined, they did not result in the growth we had hoped. Our target setting represents an effort to get learners back on track and to show continuous, sustainable growth over time. Further, closing the gap between Indigenous and non-Indigenous learners suggests bolder achievement targets are needed for Indigenous learner growth since quicker rates of growth for Indigenous learners will also hasten a quicker rate of growth for all learners.

We have also considered the performance of other specific subpopulations. We note a significant gap in performance between Indigenous students living on reserve and off reserve, as off reserve Indigenous students perform significantly higher than those living on reserve. This gap is noted across most measures. Due to privacy and confidentiality requirements performance results for Children and Youth in Care are often masked. However, we note that these students are performing significantly below our “all student” category. We also question the accuracy of data related to this subpopulation. By definition this measure only includes those students identified by Ministry of Children and Families while 36% of our population is Indigenous and would fall under the care of USMA Child and Family Services. We do not believe they are captured in this data. Regardless, we know that being a child or youth in care presents a significant risk factor which impacts student achievement.

It is also noted that students with disabilities or diverse abilities are performing below the “all students” category across all measures. This is a provincial trend for this subpopulation. For





most measures they are also performing below the provincial average for this subpopulation. We are aware of this achievement gap and individualized plans and interventions are put in place in partnership with our Inclusive Education Team.

### **Goals:**

Goal 1: Improve Numeracy Skills for all Students

Goal 2: Improve Literacy Skills for all Students

Goal 3: Improve Student Social and Emotional Wellbeing

### **Objectives:**

Objective 1.1 – Increase Percentage of Students Meeting or Exceeding (Applying and Extending) Grade Level Numeracy Expectations for Students K – 7

Objective 1.2 – Increase Percentage of Students Meeting or Exceeding (Applying and Extending) Grade Level Numeracy Expectations for Students Grades 8 - 12

Objective 2.1 – Increase Percentage of Students Meeting or Exceeding (Applying and Extending) Grade Level Reading Expectations for Students K – 7

Objective 2.2 – Increase Percentage of Students Meeting or Exceeding (Applying and Extending) Grade Level Writing Expectations for Students K – 7

Objective 2.3 – Increase Percentage of Students Meeting or Exceeding (Applying and Extending) Grade Level Literacy Expectations for Students Grades 8 – 12

Objective 3.1 – Increase Percentage of Students Who Feel Adults at School Care About Them

Objective 3.2 -- Increase Percentage of Students Who Feel a Sense of Belonging at School



## **Strategies**

- Utilize common literacy and numeracy assessments across the district in the Fall and Spring.
- Use data collected from common literacy and numeracy assessments to guide instructional practice, in-service and professional development.
- Provide in-service and support at individual school sites on professional development days in literacy, numeracy and social emotional wellbeing.
- Continue to actively participate in the Island Literacy and Numeracy Networks.
- Continue to use data from assessments and learning from District Literacy and Numeracy Networks to strategically plan for the materials, resources and professional development activities required to reach our targets.
- Continue to work with each school's Indigenous Achievement Team and Indigenous Support Teachers to provide targeted interventions to Indigenous students who are not demonstrating grade level expectations.
- Work directly with each Nation's Educational Leads to share data and strategies for student improvement.
- Continue to utilize quarterly "indicators for success" data collection adopted in consultation with our five land based First Nations and the Metis Association to monitor individual student achievement and well-being in these targeted populations.
- Support the work of the Director of Instruction – Learning and Innovation with the resources and structures to lead system-wide strategies on improving student achievement.
- Continue to support and utilize newly hired school-based literacy and numeracy leaders, the District Curriculum Resource Teacher, and the District Principal of Indigenous Education to model and lead best practice.
- Celebrate diversity, embrace inclusion and foster a sense of belonging to ensure all students thrive.





- Commit to truth, reconciliation and healing to address the inequity of outcomes for Indigenous learners.
- Change our narrative. Along with communicating our areas for growth, SD70 is also committed to communicating expressions of gratitude and sharing strengths-based stories about our district.
- Continue to consistently rely on data contained in Early Years Development Instrument (EDI), Middle Years Development Index (MDI), and Youth Development Index (YDI) to gain deeper insight into student wellbeing.
- All individual school plans will contain a goal focused on social emotional wellbeing.
- Continue to support our students with high absenteeism by providing intensive outreach intervention with the addition of mental health workers, Indigenous Support Teachers, and Nuuchahnulth Education Workers.



## Measures and Targets – Goal 1

Measure	Trend	Target
<b>Math K – 7: All Students - Progress Report Indicator as Applying or Extending</b>	2018/2019 – 74% 2019/2020 – 72% 2020/2021 – 70% 2021/2022 – 68%	Year 1 – 70% Year 2 – 72% Year 3 – 74%
<b>Math K – 7: Indigenous Students - Progress Report Indicator as Applying or Extending</b>	2018/2019 – 62% 2019/2020 – 59% 2020/2021 – 55% 2021/2022 – 54%	Year 1 – 58% Year 2 – 62% Year 3 – 66%
<b>Grade 4 Numeracy FSA: Ontrack and Extending</b>	2018/2019 – 58% 2019/2020 – 59% 2020/2021 – 55% 2021/2022 – 54%	Year 1 – 56% Year 2 – 58% Year 3 – 60%
<b>Grade 4 Indigenous Numeracy FSA: Ontrack and Extending</b>	2018/2019 – 47% 2019/2020 – 38% 2020/2021 – 47% 2021/2022 – 44%	Year 1 – 48% Year 2 – 52% Year 3 – 56%
<b>Grade 7 Numeracy FSA: Ontrack and Extending</b>	2018/2019 – 53% 2019/2020 – 49% 2020/2021 – 54% 2021/2022 – 53%	Year 1 – 55% Year 2 – 57% Year 3 – 59%
<b>Grade 7 Indigenous Numeracy FSA: Ontrack and Extending</b>	2018/2019 – 46% 2019/2020 – 37% 2020/2021 – 38% 2021/2022 – 34%	Year 1 – 38% Year 2 – 42% Year 3 – 46%
<b>Grade 10 Numeracy Assessment: Proficient and Extending</b>	2017/2018 – 23% 2019/2020 – 21% 2020/2021 – 25%	New baseline
<b>Introduce common Numeracy Assessment Fall &amp; Spring Grades K- 3</b>	NEW - 2021/2022 K- 3 All – 50%	Establishing baseline





<b>NLPS Early Numeracy Assessment</b>	K- 3 Indig – 37%	
<b>Introduce common Numeracy Assessment Fall &amp; Spring Grades 4 – 7 <u>Island Numeracy Assessment</u></b>	NEW - 2021/2022 4 – 7 All – 33% 4 – 7 Indig – 26%	Establishing baseline
<b>Math 8- 12 Progress Report Indicators: Applying or Extending (“C” or better)</b>	2021/2022 Gr. 8 All – 73% Gr. 8 Indig – 63%  Gr. 9 All – 67% Gr. 9 Indig – 49%  Gr. 10 All – 53% Gr. 10 Indig – 46%  Gr. 11 All – 71% Gr. 11 Indig – 70%  Gr. 12 All – 76% Gr. 12 Indig – 71%	
<b>Create and implement district level Numeracy 8/9/10 Assessments.</b>	New Measure	Piloted in all secondary schools.



## Measures and Targets – Goal 2

Measure	Trend	Target
English/LA K – 7: All Students - Progress Report Indicator as Applying or Extending	2018/2019 – 64% 2019/2020 – 63% 2020/2021 – 62% 2021/2022 – 61%	Year 1 – 63% Year 2 – 65% Year 3 – 67%
English/LA K – 7: Indigenous Students - Progress Report Indicator as Applying or Extending	2018/2019 – 49% 2019/2020 – 48% 2020/2021 – 44% 2021/2022 – 45%	Year 1 – 49% Year 2 – 53% Year 3 – 57%
Students in Grades 1 – 3 meeting or exceeding grade level benchmark standards for yearend.	2018/2019 – 50% 2019/2020 – 45% 2020/2021 – 42% 2021/2022 – 47%	Year 1 – 49% Year 2 – 51% Year 3 – 53%
Students in Grade 4 – 7 Applying or Extending District Wide Reading Assessment.	New Measure 2021/2022 All – 41% Indig – 31%	Establishing baseline
Grade 4 Literacy/Reading FSA: Ontrack and Extending	2018/2019 – 73% 2019/2020 – 68% 2020/2021 – 76% 2021/2022 – 63%	Year 1 – 65% Year 2 – 67% Year 3 – 69%
Grade 4 Indigenous Literacy/Reading FSA: Ontrack and Extending	2018/2019 – 61% 2019/2020 – 58% 2020/2021 – 56% 2021/2022 – 57%	Year 1 – 59% Year 2 – 61% Year 3 – 63%
Grade 7 Literacy/Reading FSA: Ontrack and Extending	2018/2019 – 76% 2019/2020 – 65% 2020/2021 – 70% 2021/2022 – 66%	Year 1 – 68% Year 2 – 70% Year 3 – 72%
Grade 7 Indigenous Literacy/Reading FSA: Ontrack and Extending	2018/2019 – 68% 2019/2020 – 62%	Year 1 – 52% Year 2 – 56%





	2020/2021 – 50% 2021/2022 – 48%	Year 3 – 60%
<b>Introduce a common teacher developed and assessed district wide <u>writing assessment</u> at Grades 1 – 7</b>  <b>Applying or Extending on Assessment</b>	New District Wide Expectation 2021/2022 All – 39% 2021/2022 Ind – 23%	Establishing baseline
<b>Provincial Grade 10 Literacy Assessment: Proficient and Extending</b>	2019/2020 – 57% 2020/2021 – 66%	New baseline
<b>English 8-12 Progress Report Indicators: Applying or Extending (“C” or better)</b>	2021/2022 Gr. 8 All – 66% Gr. 8 Indig – 41%  Gr. 9 All – 68% Gr. 9 Indig – 45%  Gr. 10 All – 71% Gr. 10 Indig – 52%  Gr. 11 All – 69% Gr. 11 Indig – 49%  Gr. 12 All – 72% Gr. 12 Indig – 54%	
<b>Create and implement common district level Literacy 8/9/10 Assessments.</b>	New Measure	Piloted in all secondary schools.





### Measures and Targets – Goal 3

Measure	Trend	2021/2022 Target
<b>Student Learning Survey: Positive response rate for students in Grades 4, 7 &amp; 10 who report “2 or more adults at school care about them.”</b>	2017/2018 – 70% 2018/2019 – 66% 2019/2020 – 70% 2020/2021 – 63%	Year 1 – 65% Year 2 – 67% Year 3 – 69%
<b>Grade 4 MDI: Percentage of students who report 2 or more important adults at school.</b>	2018/2019 – 61% 2019/2020 – 74% 2020/2021 – 76% 2021/2022 – 74%	Year 1 – 76% Year 2 – 78% Year 3 – 80%
<b>Grade 7 MDI: Percentage of students who report 2 or more important adults at school.</b>	2018/2019 – 46% 2019/2020 – 57% 2020/2021 – 43% 2021/2022 – 47%	Year 1 – 49% Year 2 – 51% Year 3 – 53%
<b>Grade 8 MDI: Percentage of students who report 2 or more important adults at school.</b>	New Measure 2021/2022 – 31%	New baseline
<b>Grade 11 YDI: Percentage of students who report agreement with having supportive adults at school (Medium to High)</b>	2021 Pilot – 69% 2021/2022 – 73%	New baseline
<b>Student Learning Survey: Positive response rate for students in Grades 4, 7 &amp; 10 who report “they feel a sense of belonging at school.”</b>	2017/2018 – 57% 2018/2019 – 50% 2019/2020 – 55% 2020/2021 – 49%	Year 1 – 51% Year 2 – 53% Year 3 – 55%
<b>Grade 4 MDI: Percentage of Students who report a high rate of school belonging. School belonging is the degree to which children feel connected and valued at their school. e.g., “I feel like I am important to this school.”</b>	2018/2019 – 71% 2019/2020 – 69% 2020/2021 – 66% 2021/2022 – 63%	Year 1 – 65% Year 2 – 67% Year 3 – 69%
<b>Grade 7 MDI: Percentage of Students who report a high rate of school belonging. School belonging is the degree to which children feel connected and valued at their school. e.g., “I feel like I am important to this school.”</b>	2018/2019 – 49% 2019/2020 – 49% 2020/2021 – 44% 2021/2022 – 43%	Year 1 – 45% Year 2 – 47% Year 3 – 49%





<b>Grade 8 MDI: Percentage of students who report 2 or more important adults at school.</b>	New Measure 2021/2022 – 25%	New baseline
<b>Grade 11 YDI: Percentage of Students who report agreement with measures relating to school belonging (Medium to High)</b>	2021 Pilot – 60% 2021/2022 – 69%	New baseline



**BOARD OF EDUCATION**

**SD 70 Pacific Rim**

**PUBLIC BOARD MEETING**

**Information Sheet**

**DATE:** October 11, 2022

**TO:** Board of Education

**FROM:** Carla Neville Manager- Administration Contract Services, Communication and Governance.

**SUBJECT:** Committee of the Whole – Finance and Operations Committee

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**Background**

Per Policy 130 Committees of the Whole (P), Mandate of the Finance and Operations Committee of the Whole is to discuss and make recommendations to the Board of Education on matters related to finance, business, facilities, and operations.

Section 1.0 Meetings, subsection 1.3 Minutes of the meeting will be made available to the Board.

Attendees: Tim Davie, Pam Craig, Rosemarie Buchanan, Chris Washington, Lindsay Cheetham, Barb Ross, Peter Klaver, Ryan Dvorak, Carla Neville

Via Zoom: John Bennie, Sandra Leslie, Larry Ransom

Regrets: Sean Peterson, Nadine White, Andrew Schneider, Darcy Phipps, Ian Caplette

Call the meeting to order at 1:04

1. Welcome and Introductions:



2. Proposed Budget Timeline for 2023-2024 – Barb Ross
  - The attached handout shows the process going forward that needs to occur before a final budget is ready for approval.
3. Elections Process Update – Lindsay Cheetham
  - Advanced election poles are being held on October 12, 2022, and voting takes place on October 15, 2022. We should know the results later that evening.
    - The inaugural board meeting after the election will be November 8, 2022
    - Discussion on orientation for new members joining the Board of Trustees
4. First Quarter Financial Reports – Barb Ross
  - Barb the first quarter ended on Friday September 30, 2022 and we don't have enough information to report on this yet.
5. Allocation of Surplus Discussion – Barb Ross
  - Going forward the Contingency Reserve will be considered unrestricted.
6. Exempt Compensation Reporting – Lindsay Cheetham
  - Executive Compensation report – yearly reporting to the ministry for top 5 over 125,000 employees.

Meeting Adjourned 1:45  
Thank you for attending.



## School District 70 Pacific Rim

4690 Roger Street, Port Alberni, B.C. V9Y 3Z4 Ph: (250) 723-3565 Fax (250) 723-0318

### Memorandum

**To: Trustees**

**From: Barb Ross**

**Re: Financial Statements Discussion and Analysis**

**Date: September 28, 2022**

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Trustees will have received a copy of the FSD&A report in an email. Since the time it was sent, we have made some changes, particularly in the area of Accumulated Operating Surplus. Please note the expanded language in the attached document.

District Policy 340: Accumulated Operating Surplus (also attached) requires that we "maintain a reserve of at least 1% of operating expenditures and not exceeding 3% of operating expenditures." That number can range from \$0.4 million to \$1.4 million, depending on where you choose the "operating expenditures". For this analysis, I have selected the 2022-23 Preliminary Budget.

Therefore, I have listed the Contingency Reserve at \$1.318 million and the Board Approved Initiatives at \$1.272 million.

Ministry policy requires that we consider the Contingency Reserve as an Unrestricted Surplus and the remainder as a Restricted Surplus. Our Audited Financial Statements have included all of the surplus as Internally Restricted. In next year's statements, we will make that adjustment in the comparative column to comply with their policy.

We are happy to answer any questions Trustees may have on the FSD&A report.



### Operating Surplus

The District ended the fiscal year with a total operating surplus of \$2,591,582. The Amended Annual Budget of that year planned to draw down the Operating Surplus by \$306,482. This was a planned reduction of reserves to support board approved initiatives, in compliance with Policy 340: Accumulated Operating Surplus, which provides for a Contingency Reserve of 1% to 3% of operating expenditures. As the surplus currently sits at 6%, the District will continue to plan on drawing down the surplus in future years until the surplus is in that range.

For information, the breakdown is as follows:

#### **Contingency Reserve - \$1,318,899**

- elimination of any deficit arising at the end of a fiscal year of operation
- funding for new cost pressures not known at the time of budget development
- severance costs upon termination of employment
- legal action not covered by insurance
- coverage for unfunded disaster recovery costs
- extraordinary utilities cost pressures
- replacement of equipment essential to the continuation of educational programming
- assistance in balancing future years budgets

#### **Board Approved Initiatives - \$1,272,683**

- creation of new positions
  - o District Principal of Indigenous Programs
  - o District Secretary (Indigenous Programs, Early Learning Programs, Support Services)
  - o Payroll and Benefits Coordinator (Absence Management, Compliance, Wellness)
- enhancements to technology
  - o modernizing SDS financial/payroll software
  - o implementation of electronic timesheets
  - o implementation of electronic leaves
  - o implementation of bussing tracking system for student ridership
  - o implementation of electronic filing system
- unfunded increases
  - o early learning costs not covered by additional grants
  - o exempt employee increases

Some initiatives are one-time costs. Others are cost-saving measures

### 340: ACCUMULATED OPERATING SURPLUS (P)

Approved: 18 09 11

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#### **POLICY**

The Board of Education is responsible for ensuring the district is protected financially from extraordinary circumstances, which would negatively impact school district operations and the education of students. To discharge this responsibility, the Board will establish a contingency reserve from available operating surplus, which would be used to mitigate any negative impact such circumstances, might cause.

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#### **REGULATIONS**

The Board shall maintain a contingency reserve of a least 1% of operating expenditures and not exceeding 3% of operating expenditures.

The Board may approve the use of the contingency reserve under the following circumstances:

- The elimination of any deficit arising at the end of a fiscal year of operations;
- The funding of new cost pressures in a fiscal year that were not known at the time of budget development;
- The payment of severances (wages and benefits) upon termination of employment;
- The settlement of any legal action that is not covered by insurance;
- Initial one-time cost outlays for new education programs;
- Coverage for disaster recovery expenditures;
- Extraordinary unknown utilities cost pressures;
- Replacement of equipment essential to the continuation of educational programming in schools or district facilities;
- To assist in balancing future years budgets.

In recognizing that the use of the contingency reserve represents a one-time source of funding, the Board will incorporate into its future budget planning processes, strategies to reestablish the contingency reserve. Such strategies may be implemented over a period of two years.

**Reference: School Act and Ministerial Orders**



## **Proposed Budget Timelines**

### **2022-2023 Fiscal Year**

- |                    |  |
|--------------------|--|
| June               | - 2022-23 ANNUAL BUDGET (preliminary)  |
| September 29       | - student enrolment count - 1701 data process  |
| October 15         | - edas data collection and Form 2003 calculations  |
| October - November | <ul style="list-style-type: none"><li>- actual staffing costs / fte's to date will be calculated and projected to end of June</li><li>- unionized increases will be recognized once funding is announced</li><li>- budgets for exempt salaries / benefits will be updated based on known and estimated rate adjustments</li><li>- early learning budgets will be finalized (revenues and expenses)</li><li>- all department budgets will be reviewed and finalized</li><li>- asset replacement plans will be updated and applicable budgets updated</li><li>- all revenue projections will be updated (rentals, tuition, investment income, miscellaneous)</li><li>- bring forward previous year surplus' and determine how to spend them, or whether to continue to carry forward</li></ul> |
| December           | <ul style="list-style-type: none"><li>- Ministry funding announcements are released, based on the 1701 data</li><li>- Based on funding announcements, determine course of action (will we have funds to expend, or areas to reduce)</li><li>- Determine whether and board approved initiatives should move forward</li><li>- Make budget adjustments and prepare balanced budget</li></ul>   |
| February           | - seek board approval for the 2022-23 AMENDED ANNUAL BUDGET (final)  |

### **2023-2024 Fiscal Year**

- |              |   |
|--------------|---|
| February     | - districts submit enrolment projections  |
| March        | - Ministry funding announcements are released, based on the enrolment projections   |
| March - June | <ul style="list-style-type: none"><li>- determine staffing levels required for estimated enrolment, and update projections accordingly</li><li>- update salary and benefit rates as necessary</li><li>- all department budgets will be reviewed and finalized</li><li>- asset replacement plans will be updated and applicable budgets updated</li><li>- all revenue projections will be updated (rentals, tuition, investment income, miscellaneous)</li></ul> |
| June         | - seek board approval for the 2023-24 ANNUAL BUDGET (preliminary)   |
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**MINUTES OF THE ADVISORY TRAFFIC COMMITTEE MEETING**  
**Wednesday July 20, 2022 @ 10:00 AM**  
**City Hall Committee Room**

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**PRESENT:** Chair, Rob Dickinson, Director of Engineering & Public Works (via zoom)  
Peggy Gibbs, ICBC (via zoom)  
RCMP, Manager of Community Policing, Dave Cusson  
Councillor Ron Paulson  
Larry Ransom - Trustee, SD 70  
Eric Bruvall, City of Port Alberni Engineering Technician

**REGRETS:** Deputy Fire Chief, Wes Patterson  
RCMP, Sgt. Peter Dionne  
ICBC, Caroline Robinson  
Diversified Transportation, Kathy Deschamps  
SD#70 Director of Operations, Gary Roe  
Ministry of Transportation & Infrastructure, Jessica Learn

**DELEGATIONS**

None

**UNFINISHED BUSINESS**

None

**Action  
By**

**NEW BUSINESS**

**1. May 6, 2022 email request from Allyson Lowery regarding improved safety pedestrian crossing at Craig Rd. and Tebo Ave.**

We do not currently have traffic volume data as per ICBC, therefore data collection is to be set up by the City to monitor traffic volume and speed. No claims were reported between the period of 2016 – 2020 but Tebo Ave. could warrant additional safety measures as per ICBC. Community Policing commented that speeding does exist on Tebo Ave. and supports enhancing safety measures. The City will follow up to ensure there is crosswalk signage on both the east and west side of Tebo Ave.

**2. May 18, 2022 email request from Tasha Gallagher regarding install of a crosswalk at Lathom Rd. and Helen St.**

ICBC reviewed 2016-2020 claims and reported one claim, however it was not pedestrian related. As there is no crosswalk, ICBC indicated a first step would be to install a crosswalk and recommends it installing it on the west side. Community Policing supports a crosswalk and advised of complaints of speeding down Lathom Rd. Trees in the proximity would hinder a speed tracker/monitoring system.

**3. June 2, 2022 email request from Bob Matlock regarding improved safety pedestrian crossing at 8<sup>th</sup> Ave. and Argyle St.**

ICBC reviewed 2016-2020 claims and reported two claims, however they were not pedestrian related. ICBC can justify a higher level of control at every intersection on Argyle St., however a manual count of pedestrian traffic would be needed at this intersection. Westbound visibility on Argyle St. from 10<sup>th</sup> Avenue to 9<sup>th</sup> and 8<sup>th</sup> Avenue



crosswalks are poor. Overgrown trees are impacting visibility of the crosswalk signage. Engineering advised that there is potential for curb extensions to narrow the road. Rob will follow up with McElhanney to discuss this intersection.

Committee members also discussed the crosswalk at Johnston Rd. and Southgate St. The overhead sign does not have a button on the light pole or flashing lights. Rob will follow up with the Ministry of Highways as well as to ensure there is a crosswalk sign on both the east and west side of Johnston Rd.

Councillor Paulson requested an update regarding the yellow line painting on City streets.

**PROPOSED SCHEDULE OF NEXT MEETING DATE FOR 2022:**  
October 19, 2022

Meeting was adjourned at 10:30 a.m.

**DISTRIBUTION**

Council  
Tim Pley – CAO  
Twyla Slonski – Director of Corporate Services  
Rob Dickinson – Director of Engineering & Public Works  
John Stephen - Streets Superintendent  
Scott Smith – Director of Development Services/Deputy CAO  
Chris Baker - Manager of Community Safety  
Willa Thorpe, Director of Parks, Recreation and Heritage  
Sgt. Peter Dionne – RCMP, email agenda to [Peter.DIONNE@rcmp-grc.gc.ca](mailto:Peter.DIONNE@rcmp-grc.gc.ca)  
Wes Patterson, Deputy Fire Chief - Fire Department  
Larry Ransom - Trustee, SD 70, email agenda to [mlransom@shaw.ca](mailto:mlransom@shaw.ca)  
Caroline Robinson - Road Safety Coordinator, ICBC, email agenda to [caroline.robinson@icbc.com](mailto:caroline.robinson@icbc.com)  
Peggy Gibbs, ICBC, email agenda to [margaret.gibbs@icbc.com](mailto:margaret.gibbs@icbc.com)  
Jessica Learn, Ministry of Transportation & Infrastructure, email agenda to [jessica.learn@gov.bc.ca](mailto:jessica.learn@gov.bc.ca)  
Kathy Deschamps - Diversified Transportation Ltd., email agenda to [kathyd@patransit.pwt.ca](mailto:kathyd@patransit.pwt.ca)  
David Wiwchar, The Peak, email agenda to [dwiwchar@islandradio.bc.ca](mailto:dwiwchar@islandradio.bc.ca)

Report: Heritage Commission

Date: Oct 5, 2022

Trustee: Pam Craig

Highlights:

1. Dec Meeting will be held at McLean Mill.
2. City Council report emphasized the Quay-to-Quay proposal as being in planning phase and not "Path or Pool".
3. Maritime Heritage Society: Lighthouse roof replace to start week of October 10. Tseshaht Canoe Exhibit is a new temporary exhibit centered around the Tseshaht "Ladies Canoe" which is on loan. Tim Paul gifted the Maritime Heritage a carved model of a First Nation's Canoe in recognition of PAMHIS hosting the carving of the Language Revitalization Pole in the Millstone Park at the foot of Roger St. PAMHIS photo contest featuring the Harbour, Alberni Inlet and Barclay Sound – timeline details soon. Nahanni Restoration continues – Historic vessel from WWII as the 'Pelican' from the RCAF Station in Bamfield 1941 – sold in 1970's to logging company for a crew boat renamed Nahanni. Maritime Centre open Thurs to Sunday 11am to 4pm.
4. Community Arts Council moving to former aquarium site at Harbour Quay. Mistletoe Market is Nov 15 to Dec 23.
5. ACRD: Lakeshore Trail is completed from Sproat Lake Park to Sproat Lake Landing. Sproat Lake School being demolished.
6. Av Museum: Marvellous Mushrooms now open. Museum returning to pre COVID hr. starting Tues Oct 11 – Tues to sat 10am to 5pm. School Programs, public programs and birthday parties have resumed with partnerships with Library added for some events. Museum has received a Minnie Paterson/George Huff donated of a variety of artefacts from Doug Paterson – Minnie's historic run from Cape Beale Lighthouse to Bamfield and back is documented at the Maritime lighthouse. The Clutesi Exhibit is well in progress and will open at the aV Museum in March 2023.