



Eighth Avenue Learning Centre:

Home of the SD70 Alternative Learning Program,
CHOICES Online Learning, and Pacific Rim
Continuing Education



2025/2026

David Maher- Principal

Lisa Tremblay- Vice Principal

Land Statement

Eighth Avenue Learning Center is situated on the ḥaḥuuli of the čišaaʔaḥ and huupačasath First Nations. We acknowledge that we work alongside all nuucāaḥuḥ nations as well as the Métis Nation of British Columbia to serve the children and youth of our school community.

Eighth Avenue Learning Center strives to increase awareness, understanding and integration of nuucāaḥuḥ history and language in our school. It is part of our ongoing commitment to Truth and Reconciliation.



Our School Story

Our mission is to improve the life chances of every student by providing engaging, accessible, and equitable learning opportunities. Our school culture is built upon the belief and the practice of creating opportunities for students to feel valued and feel connected to the staff in our school. We are intentional about building up the learners that we serve. At EALC, we develop innovative programs to inspire youth to be lifelong learners, positive life participants, and citizens with a future focus. Our programs are evolutionary in nature and change with the needs of students and evolve with the skills and passions of our educators. Our programs are based upon the concept of **hiśuk?iś cawaak** in that learning and life experiences are combined with purpose.

Our team of face to face, online, and adult educators blend the belief that every individual has gifts to be celebrated, every individual deserves unconditional support, and education is action based and skills orientated. Our school team is made up of creative and hardworking teachers, caring and skilled Youth Care Workers, supportive administrators, and numerous school partners who share the vision of ensuring student success.

Our goal is to motivate our learners to engage in learning and to create experiences that help shape positive interactions with others, healthy experiences with themselves, sustainable and caring relationships with the environment and the community and inspire youth to participate positively in the future.



School and Community Demographics

EALC is comprised of three programs, each serving distinct learner populations. All our programs seek to create connection with learners and families so that we can create opportunities for wellness, educational success, and a focus on the future. All the programs at EALC are designed for students to meet the graduation requirements of the Dogwood Graduation Program.

Pacific Rim Alternative Program: This program offers three cohort streams — land-based learning, fine arts, and food sustainability —focused on skill centered, action learning for students to meet the academic, career, and wellness goals of their grade level. All the Cohort Learning Programs follow the First People's Principles of Learning which emphasize the importance of meaning and identity in learning.

The Alternative Program also hosts the **Learning Commons**, a flexible teacher guided learning opportunity for students in grades 10-12 who need a self-paced learning environment. We also have Friday School at EALC which is a seminar style accelerated learning program for students who are unable to attend full time due to work, family commitments, or shared school with another organization.

CHOICES Online Learning: Serving K–12 students who require flexible, teacher-facilitated online learning due to family choice or health needs. Students engage in both online academics and small group sessions for applied skills, wellness, and the arts with the option of scheduled academic learning sessions.

Enrollment is open throughout the school year.

Pacific Rim Continuing Education: Serving adults upgrading for career or post-secondary goals or working toward graduation.



Our School Goals

EALC strives to create accessible, engaging, and equitable learning environments for all students. Our approach is relationship-based, emphasizing student voice, individual needs, and future goals. Every student is connected with an advisor who co-manages their educational program. EALC goals for 2025-2026 are in alignment with Pacific Rim School District's strategic priorities which emphasize student well-being and maximize student opportunity to graduate on a Dogwood Graduation Program

Goal 1: Improve the well-being of learners by developing meaningful relationships, designing learning experiences that foster voice and choice, and creating opportunities to develop positive personal identity.

Strategies to improve the well-being of learners:

1. **Improve attendance rates to maximize wrap around support of EALC staff and support agencies.**
 - Track attendance bi-weekly through MyEd Insights with the student support team and the Indigenous support team.
 - Utilize outreach strategies to build connection and belonging to students who demonstrate a reluctance to attend.

Target: 75% attendance from learners in cohort programs.

2. **Create responsive wellness programming in all cohort groups.**
 - Utilize the YDI and thriving scale at the beginning and end of each semester to ensure programming and opportunities for student well-being are targeted towards real needs.
 - Monitor social-emotional data from the Indicators of Success to target support to individual students in the red zone or students who demonstrate a decline in well-being.
 - Increase direct student connections to support agencies who provide both physical wellbeing support and social emotional support by bringing support agencies directly into the school environment.
 - Provide ongoing learning in trauma-informed, culturally responsive teaching.
 - Ensure student voice is present in wellness by monthly "How are you doing" feedback sessions with school administration.

Targets:

- Fewer than 40% of students in the red zone across the four annual Indicators of Success reports.
- Two contact point opportunities per week with physical and mental health support agencies.

3. All teachers will demonstrate collaboration with Indigenous communities, elders and knowledge keepers to support students and connect them to culture.

- Support educators with competency centered instructional strategies that focus on the First Peoples Principles of Learning and the nuucăaṇuṭ seasonal round.
- Meet with ISW and INST weekly to plan nuucăaṇuṭ cultural learning activities in cohort programs.
- Use Indigenous ways of knowing in all cohort groups to connect learning to nuucăaṇuṭ ways of being.
- Invite Elders and Knowledge Keepers to school based professional days to continue the capacity development of educators to connect learning to nuucăaṇuṭ ways of being.

Targets:

- All cohorts will plan for competency-based instruction that includes nuucăaṇuṭ ways of being.
- Elders and Knowledge keepers will be included in all classrooms at least once per month.

Goal 2: To increase student engagement in learning by providing competency centered, accessible learning opportunities leading to the Dogwood Graduation Program.

Focus Area: Student Achievement

Strategies:

1. Provide competency centered, accessible instructional opportunities leading to the Dogwood Graduation Program.

- Support educators in the development of competency centered practice including action learning, competency centered planning and competency centered assessment.
- Work with the Pacific Rim School District Resource Teachers to support the capacity development of competency centered instruction and assessment.

2. Create an agile graduation program review system that evolves with the needs of the individual learner to keep them “on track” to graduate on the Dogwood Graduation Program.

- Individually analyzing and creating graduation pathways for each student at EALC.
- Individually monitoring the graduation pathway for each student at EALC through weekly student support meetings, weekly Indigenous support meetings and quarterly advisor meetings.
- Adapt graduation planning to be agile and responsive to the needs of each learner and connected graduation planning to cohort instruction

3. Utilize educator supported out of timetable learning opportunities to increase course completion leading to the Dogwood Graduation Program.

- Provide Independent Directed Studies elective credentialling opportunities that are aligned with student passions.
- Collaborate with Indigenous communities and First Nations Education Managers to create culturally oriented learning opportunities leading to elective credentialling.
- Collaborate with INEO employment services, Service BC, and the Nuu-Chah-Nulth Education and Training program to deliver career and work specific training leading to equivalency credentialling.

Targets:

1. 85% of EALC students will have a Dogwood Graduation Program pathway created by school administration and their cohort teacher by November 2025.
2. Cohort students will complete a minimum of 32 course credits during the school year.
3. 85% of EALC students will graduate on the Dogwood Graduation Program.

4. Improve attendance rates to maximize instructional support and learning opportunities leading to the Dogwood Graduation Program.

- Track attendance bi-weekly through MyEd Insights with the student support team and the Indigenous support team.
- Utilize outreach strategies to build connection and belonging to students who demonstrate a reluctance to attend.

Target: 75% attendance from learners in cohort programs.



Rationales for Goals Enhancing Student Learning:

- 1. Improve the well-being of learners by developing meaningful relationships, designing learning experiences that foster voice and choice, and creating opportunities to develop positive personal identity.**

During the 2024-2025 school year the Pacific Rim School District continued to refine its registration program for EALC. Criteria for admission into the alternative program included an extensive evaluation process for students to ensure enrollment into the program was appropriate for a Type III educational facility. All students admitted to EALC have demonstrated needs including extreme absenteeism or school avoidance, wellness needs or multiple barriers to learning.

Through the Pacific Rim School District alternative referral process and as informed by the Indicators of Success wellness results, EALC has determined that its number one priority for 2025-2026 needs to be a focus on wellness. The specific wellness focus that EALC is targeting this school year is creating connection and belonging with students through the development of meaningful relationships, designing learning experiences that increase student agency by incorporating the learner at the center of instruction through learner voice and choice, and engaging in activities that foster positive personal identity.



Goal 2: To increase student engagement in learning by providing competency centered, accessible learning opportunities leading to the Dogwood Graduation Program.

EALC started the transition from an adult graduation program focused school to a Dogwood program focused school during the 2023-2024 school year. The Pacific Rim School District's Indigenous Education Council with the support of the First Nations Education Steering Committee and senior Pacific Rim School district staff prompted EALC to make instructional and program changes to enable more learners to find success on the Dogwood Graduation Program.

In the 2023-2024 school year, there were 31 Dogwood program graduates and 21 Adult program graduates (59% Dogwood graduates). In the 2024-2025 school year there were 29 Dogwood Graduates and 19 Adult program graduates (60%). In 2025-2026, EALC predicts that 85% of its graduates will graduate with a Dogwood due to the introduction of competency centered, action based learning.

Based on the success of the competency centered, action based learning programs at ADSS and USS during 2024-2025 (100% of the graduates completed a Dogwood Graduation Program and 100% of the participants moved forward on the Dogwood Graduation Program) EALC converted its instructional programs to competency centered, action based. EALC anticipates that 85% of graduates will completed their grade 12 year on the Dogwood Graduation Program.

Our School Celebration Story

At EALC we celebrate student success every day! With the transition to a competency centered, action-based learning school we have seen the number of students attending, and the consistency of attendance in general increase at our school. While we have a long way to go, we will continue to be innovative, continue to use the First Peoples Principles of Learning as the foundation for our educational change, and continue to create personalized learning opportunities for each student.

Our attention to personal needs and commitment to personalized educational programming that our advisor system facilitates, is a school strength. EALC continues to have graduating classes between 60-80 students; many of whom are excited to continue to post-secondary education, work, or family commitments.

As the picture below demonstrates, learning at EALC can be an active and engaging experience and our graduation ceremony is a reflection of that! We will continue to walk alongside our students, families, Communities, and community partners to create supportive, engaging, educational environments for our students.

