



### Land Statement

Pacific Rim School District is situated on the ḥaḥuuti of the c̓išaaʔath, huupačasʔath, ʔaʔuukwíʔath, huuʕiiʔath First Nations and yuutuʔitʔath Government and we 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.

# Enhancing Student Learning Report

## Part 2 - September 2025

In Review of Year Three of Pacific Rim School District Strategic Plan 2023/24 - 2027/28



Approved by Board on September 23, 2025

Signature: Pam Craig  
Pam Craig, Board Chair

## Contents

Introduction: District Context.....	3
Current Strategic Plan Priorities .....	4
Pacific Rim School District's 2023/2024-2027/2028 Strategic Plan .....	4
Continuous Improvement Cycle/Approach .....	4
Ongoing Engagement .....	4
Who We Engage With .....	5
Reflect and Adjust .....	6
2025/2026 Operational Plan.....	7



## Introduction: District Context

The Pacific Rim School District is situated on the *ḥaḥuuli* of the *cišaaʔath*, *huupačasʔath*, *ḥaʔuukʷiʔath*, *yuuluʔiʔath*, and *huuʔiiʔath* territories. We 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 is committed to increasing awareness, understanding, and integration of Nuu-chah-nulth culture, history, and language in all Pacific Rim schools, as part of our ongoing commitment to Truth and Reconciliation.

The Pacific Rim School District encompasses much of Central Vancouver Island's rugged, picturesque West Coast and serves a regional population of approximately 31,000. This population resides on the *ʔhaahʔuuli* of the *cišaaʔath*, *hupačasath*, *tla-o-qui-aht*, *Yuuluʔiʔath*, and *Huu-ay-aht* territories within the communities of Port Alberni, Tofino, Ucluelet, and Bamfield. Our district respectfully acknowledges collaboration with all Nuu-chah-nulth Nations, the Nuu-chah-nulth Tribal Council, the Alberni Clayoquot Métis Society, and the Port Alberni Friendship Center to serve the children and youth of the Alberni-Clayoquot region.

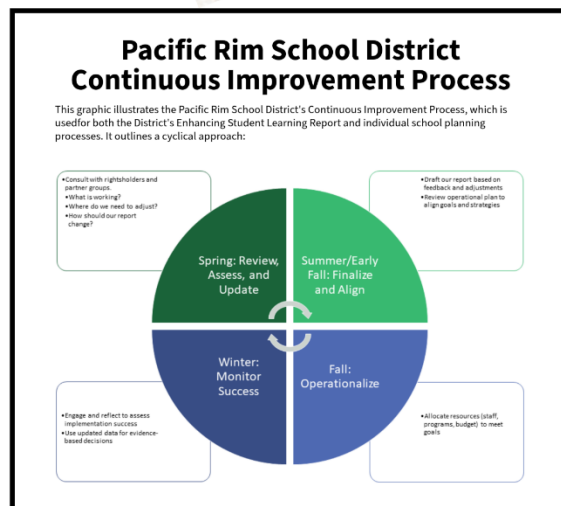
Our district's learning facilities include:

- Eight K-7 elementary schools
- Two 8-12 secondary schools
- One K-12 school
- One Alternate Education Learning Centre
- One Continuing Education Centre

These facilities serve approximately 4,200 students, including school-aged and adult learners. Of these students, approximately 1,430 self-identify as Indigenous (34% of the population), 1169 self-identify as First Nations, 261 self-identify as Métis, 541 are students with disabilities or diverse abilities, and at least 360 students have been in care at some point in their lives. Additionally, 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 staff members and had a 2024/2025 overall budget of nearly \$67 million.

Relative to provincial and regional socio-economic indicators, our communities face several risk factors, including a higher unemployment rate, lower levels of education, lower median income, and higher rates of lone parent families. These social, emotional, and economic challenges impact families and learners daily in schools across the district.

# Current Strategic Plan Priorities



## Indigenous Learner Success and Relationships with First Nations

The success of our Indigenous learners is of utmost importance to us. We are committed to Truth and Reconciliation, and we are dedicated to honouring and integrating Indigenous knowledge, culture, language, perspectives, and worldviews into our curriculum, ensuring that Indigenous learners feel a strong sense of belonging and connection to their heritage. Through meaningful collaboration with First Nations and Métis, we will work towards achieving equitable educational outcomes for all Indigenous students.

## Student Achievement

We believe that every child deserves an equal opportunity to reach their full potential. By implementing evidence-based instructional practices, continuously assessing student progress, and providing targeted support, we will ensure that each student receives the necessary tools and support to succeed academically and socially.

## Mental Health and Social-Emotional Well-being

Mental health and social-emotional well-being are integral to the overall development of our students. We are committed to providing a supportive and nurturing environment that addresses their emotional and psychological needs.

By promoting mental health awareness, offering counseling services, and implementing social-emotional learning programs, we will empower our students to develop resiliency, empathy, and a positive sense of self.

## Safe, Welcoming and Modern Learning Environments

Creating safe, welcoming, and modern learning environments is essential to fostering an optimal educational experience. We are dedicated to maintaining facilities that are conducive to learning and equipped with modernized and accessible resources and technology. By promoting a culture of inclusivity, respect, and diversity, we aim to create a sense of belonging for every student, staff member, and family within our schools.

## Environmental Stewardship and Global Citizenship

As responsible stewards of the environment, we recognize our duty to promote environmental stewardship and global citizenship. We are committed to incorporating sustainable practices into our schools and curriculum, educating our students about environmental issues, and fostering a sense of responsibility towards our planet. Through these efforts, we aim to cultivate environmentally conscious citizens who will actively contribute to creating a sustainable future.

## Pacific Rim School District's 2023/2024-2027/2028 Strategic Plan

# Continuous Improvement Cycle/Approach

The Pacific Rim School District is committed to an iterative, year-round continuous improvement cycle aligned across district, school, and community engagement levels. Our workflows ensure that planning, evidence gathering, and reflection are integrated into both system-wide and site-level processes. (See [ESLR Workflows - District and School](#))

## Ongoing Engagement

In the Pacific Rim School District, engagement is not an event—it's a strategy for equity. Improving outcomes for all learners, especially those historically underserved, requires more than data. It requires deep listening, relationship-building, and shared responsibility.

Our engagement efforts focus on addressing persistent inequities for Indigenous students, Children and Youth in Care (CYIC), and students with disabilities or diverse abilities. These groups continue to face barriers in literacy, numeracy, transitions, and graduation outcomes. By centering their voices, we co-develop solutions, build trust, and take targeted action—such as:

- Partnering with Nations to track and strengthen Indigenous student success
- Using student “street data” to surface hidden barriers

- Implementing inclusive strategies (e.g., Universal Design for Learning)
- Strengthening early learning transitions and pathways to graduation

All of this work is guided by the principle: **“Nothing about us without us.”**

We engage to fulfill our core mandate—to **enhance student learning**—by making our schools inclusive, welcoming, and responsive, and ensuring our decisions are informed by those we serve.

## Who We Engage With

### How Engagement Is Structured

We embed engagement into our governance and operational cycles to ensure it is continuous, inclusive, and meaningful.

### Engagement Timeline

Group/Committee	Frequency
Indigenous Education Council (IEC)	Monthly
West Coast & Port Alberni Elders Councils	Quarterly
Indicators of Success – Indigenous Ed Managers & Principals	Quarterly
District Parent Advisory Council (DPAC)	Every two months
Special Education Advisory Committee (SEAC)	Monthly (Oct-June)
Accessibility Committee (DAAT)	Eight times annually
Principals & Vice-Principals Association (PVPA)	Monthly (Principals), Quarterly (VPs)
Inclusion, Diversity, Equity and Inclusion Committee	Monthly (Oct-June)
District Joint Wellness Committee	Every two months
Executive Committee	Bi-weekly
Education Committee	Three times annually

### Key Engagement Structures

- **Data-Driven Inquiry:** We use disaggregated data, district assessments, and student “street data” to identify inequities and guide improvement efforts.
- **Collaborative Dialogue:** Engagement sessions are interactive, solution-focused, and grounded in mutual accountability.
- **Alignment at All Levels:** School-level engagement mirrors district practices—through site-based planning reviews, Elder partnerships, and wellness tracking processes.

## Reflect and Adjust



The review of the 2024/2025 Operational Plan, alongside the development of the 2025/2026 Plan, highlights key adjustments and adaptations. Each strategy has been considered through the lens of whether to Continue, Discontinue, Adapt, or Introduce and Implement, ensuring that our actions remain responsive to student needs and system priorities.

The Pacific Rim School District's 2025/2026 Operational Plan is a living document that guides our collective efforts to improve student learning. It is developed and refined through ongoing review and collaboration with the Board of Education, staff, rightsholders, and partner groups.

At the June 10, 2025, Public Board Meeting, an [Operational Plan Update](#) was presented to review progress and adjustments made during the 2024/2025 school year. This review provided valuable insight into what has been working, where challenges remain, and what refinements are necessary as we move forward.

The 2025/2026 Operational Plan builds on that learning. It demonstrates how our operational goals align with the Board's Strategic Plan and reflects our continued commitment to ensuring student learning remains at the heart of all decisions. The chart below outlines each strategy, the gaps or problems it seeks to address, and the metrics used to measure impact.

## 2025/2026 Operational Plan

Strategy	Identified Gap or Problem	Metrics to Measure Impact
What targeted actions are being taken?	What gap or problem does this strategy aim to address?  Why was this particular strategy chosen?	How will we measure the impact of our strategies?
<b>Quality Instruction and Assessment</b> Linked to Strategic Priorities: Student Achievement, Indigenous Learner Success		
Strategy	Identified Gap or Problem	Metrics to Measure Impact
<b>UDL</b> Provide teachers with opportunities to refine and learn Universal Design for Learning (UDL) strategies by way of: <ul style="list-style-type: none"> <li>• Learning series</li> <li>• Guest Speakers</li> <li>• Supporting NOIIE</li> </ul>	Current data regarding students with diverse abilities and/or disabilities indicate a need to implement strategies and practices that provide effective access points for learning.  Building skills in our classroom and resource teachers will assist in enhancing our instructional strategies.	Leading indicator – Participation and engagement in professional learning series. Feedback collected.  Observable increase in the use of UDL strategies as reported by school leaders.  Improved literacy results as measured by FSA, Grad Assessments, District Assessments, Indicators for Success, Learning Update Performance Indicators and Graduation Rate.  Reduction of achievement gap between designated students and all students.



Strategy	Identified Gap or Problem	Metrics to Measure Impact
<b>FOCUSSED CONVERSATIONS</b> Continue with focused conversations and data dives at: <ul style="list-style-type: none"> <li>The school level</li> <li>School based admin meetings</li> </ul>	<p>Current achievement results are below the provincial average across most measures, highlighting the need for strategic adjustments.</p> <p>Success with focused conversations and data dives in the 2024/25 operational plan need to continue in order to remain focused on student achievement at the school and classroom level</p> <p>School plan reviews allow district staff to understand school goals at a deeper level and allow administrators to reflect on purpose and effectiveness of chosen goals.</p>	<p>Key success indicators will include discussions and observable adjustments/adaptations based on these conversations.</p> <p>Improved alignment and more effective data utilization as reported in the School Planning Review.</p> <p>Long-term indicator: improved student achievement measures</p> <p>Improved school plans that see achievement increase</p> <p>Increased collaboration in schools related to student achievement</p>
<b>SECONDARY PLC</b> Create and support a competency focused Professional Learning Community at the secondary level.	<p>Competency focused instruction is rarely found at secondary.</p> <p>Competency focused instruction is the path to increase engagement with students, increase course completion and increase graduation rates.</p>	<p>Representatives from USS, ADSS, BCS and EALC volunteer to form the PLC.</p> <p>Samples of units/themes are developed and implemented.</p> <p>Participation in NOIEE/Inquiry Projects</p>



Strategy	Identified Gap or Problem	Metrics to Measure Impact
<p><b>EARLY CAREER TEACHERS</b>  Develop a sustainable program to support Early Career Teachers (first 5 years) through:</p> <ul style="list-style-type: none"> <li>• District level meetings</li> <li>• District professional learning meetings</li> <li>• Collaborative development of a Mentorship program</li> </ul>	<p>New and early career teachers are requesting support or are unsure of supports available.</p> <p>Surveys indicate burnout of early career teachers.</p> <p>Resource teachers' observations indicate a need for support with instruction, inclusion and classroom management.</p> <p>ADTU sees a need for support in this area.</p>	<p>Participation in learning opportunities.</p> <p>Collaboration with ADTU in development of mentoring programs.</p> <p>Improved survey results.</p> <p>Teachers who have not accessed resource teachers are accessing support.</p>

<b>Increasing Literacy and Numeracy Proficiency</b> Linked to Strategic Priorities: Student Achievement, Indigenous Learner Success		
Strategy	Identified Gap or Problem	Metrics to Measure Impact
<b>PRIMARY LITERACY</b> Develop a Primary Literacy Initiative by: <ul style="list-style-type: none"> <li>• Hiring a Primary Literacy Champion</li> <li>• Hire a literacy teacher focused on Indigenous achievement</li> <li>• Consulting teachers</li> <li>• Providing learning opportunities</li> <li>• Reviewing universal primary screeners</li> </ul>	District Literacy Results Below Provincial Average  2023/2024 District Literacy FSA results are below Provincial Average across all measures.  Early intervention strategies have been successful at a number of schools	Teacher buy-in through attendance at feedback sessions.  All Kindergarten teachers use a literacy assessment.  Creation of a primary literacy framework.  Develop an implementation plan for K-3 universal screening for the 2026/27. Increased understanding and use of literacy learning pathways.  Closing of the achievement gap between indigenous and non-indigenous students in primary.
<b>LITERACY LEARNING SERIES</b>  Provide a Literacy Learning Series after school for teachers	District Literacy Results Below Provincial Average:  2024/2025 District Literacy FSA results are below Provincial Average across all measures.  Achievement gaps between sub populations and all students.	Leading indicator – Increased participation and engagement in professional learning series.  A clearly articulated and consistent approach to literacy intervention across District.  Improved literacy results as measured by FSA, Grad Assessments, District Assessments, Indicators for Success, Learning Update Performance Indicators and Graduation Rate.  Increased understanding and use of literacy learning pathways.

Strategy	Identified Gap or Problem	Metrics to Measure Impact
<b>NUMERACY LEARNING SERIES</b>  Provide a Numeracy Learning Series after school for teachers	Current numeracy achievement levels indicate the need to focus on Numeracy and adapt strategies  District Assessments indicate a need for support for teachers to better understand numeracy concepts.	Participation and engagement in professional learning series.  Improved numeracy results as measured by FSA, District Assessments, Indicators for Success, Learning Update  Performance Indicators and Grad Rate.
<b>COLLABORATIVE MARKING</b>  Provide opportunity for group marking of district assessment	District assessments are critical to triangulate achievement data.  Assessments are not being marked consistently across the district.	Teachers attend and report the usefulness of meetings.  District assessments are more consistently marked not only in district led marking opportunities but also in schools.

Support for Priority Learners		
Linked to Strategic Priorities: Student Achievement, Indigenous Learner Success, Mental Health and Social-Emotional Well Being, Safe Welcoming and Modern Learning Environments		
Strategy	Identified Gap or Problem	Metrics to Measure Impact
<b>CO-GOVERNANCE</b> Continue to support the Board of Education as it implements a Co-governance model with First Nations	Need to implement DRIPA, BC Tripartite Education Agreement, and Truth and Reconciliation Calls to Action.  Persistent performance gaps across all measures (lower completion rate, disproportionate students in alternate programs and adult dogwood recipients).  Indigenous peoples have the right to self-determination (DRIPA).	Hosting of engagement meetings.  Documented and measurable progress towards Co-Governance.  Qualitative and quantitative feedback from rightsholders and partner groups.  Facilitated discussion with Nations and the Board of Education has occurred.
<b>CULTURE AND LANGUAGE</b>  Increase Nuu-Chah-Nulth language and culture in schools.  Increase visibility of Nuu-Chah-Nulth artifacts in schools.  Consistent use of District Song in celebrations.  Continue and expand the Elders in Schools program including having knowledge keepers visible and active in schools.	Persistent performance gaps across all measures (lower completion rate, disproportionate students in alternate programs and adult dogwood recipients).  Need to co-create supports and interventions.  Feedback from students and staff indicates Elders in Schools improve well-being and the willingness to include culture and language in schools.	Leading Indicator – Elders in School Program accessed consistently by all schools.  Documented impact of Elders on school climate through feedback.  Enhanced student achievement rates.  Consistent use of District Song in celebrations.  Completed feasibility study for a Nuu-Cha-Nulth language program.

Strategy	Identified Gap or Problem	Metrics to Measure Impact
<b>INDIGENOUS TRACKING</b>  Implement an Indigenous Student tracking system to better assess use of resources	Persistent performance gaps for Indigenous students particularly those living on reserve.  Resources intended to support indigenous learners is not being targeted, documented or used efficiently.	The software is implemented and works at a technical level.  Staff are using the software consistently.  All services are being tracked for all Indigenous students
<b>INDIGENOUS STUDENT VOICE</b>  Develop processes for Indigenous student voice	Persistent performance gaps for Indigenous students particularly those living on reserve.  Indigenous individuals particularly children have the right to all levels and forms of education of the state without discrimination (DRIPA).	Increased student engagement and participation in student voice initiatives.  Utilization of student input to inform new strategies, incorporated into School and District Plans.  Measurable improvements in student achievement metrics.  Reduction in the achievement gap. Student recommendations are implemented.
<b>CEDARS PROGRAM</b>  Review ADSS Cedars Programs	Inclusive practices could be more robust at ADSS.  A formal review of the ADSS Cedars Program has never occurred.	The review is complete and recommendations are made.  Recommendations form part of the 2026/27 operational plan.

Strategy	Identified Gap or Problem	Metrics to Measure Impact
<p><b>CYIC ACHIEVEMENT</b></p> <p>Intentional conversations with schools and staff around CYIC achievement and transitions at all school planning meetings.</p> <p>Improve collection and interpretation of data.</p>	<p>CYIC, as a priority population, is the most vulnerable and at-risk population to not graduate.</p> <p>This population of students has underperformed in comparison to provincial average academically, and in comparison, to other priority populations.</p> <p>It is necessary to customize our existing systems for transitions and student support to enhance the opportunities for CYIC to find success while being a student in Pacific Rim School District</p>	<p>Develop CYIC dashboard to support accurate tracking and monitoring</p> <p>At all school sites, create CYIC care team within existing staffing and within existing processes to ensure appointed students are welcomed, supported and experience success in their school program.</p> <p>Routine contact from classroom teacher to Social Worker/Case Manager and Caregiver. Consultation around frequency of contact.</p> <p>Routine contact with school site CYIC Care teams from district to support implementation of best practice and address challenges and barriers faced by this intervention. Set routine connection to consult.</p> <p>Explore collaboration opportunities between systems (Education/MCFD/USMA) to ensure consistent and enhanced support for CYIC.</p>

Increase Student Voice		
Linked to Strategic Priorities: Student Achievement, Indigenous Learner Success, Mental Health and Social-Emotional Well Being, Safe Welcoming and Modern Learning Environments, Environmental Stewardship and Global Citizenship		
Strategy	Identified Gap or Problem	Metrics to Measure Impact
<b>STUDENT VOICE DISTRICT PLAN</b>  Develop a District plan for voice at the School level, District level, and Board level	Currently there is no consistent or system-wide method for students to voice their opinion about district performance or their experiences within the system.	A district wide strategy is developed that allows for student voice at the school level, the district staff level, IEC and the board level.  This strategy has started to be implemented and will live beyond any one champion or staff member.



### Strengthening Early Years to Kindergarten Transitions

Linked to Strategic Priorities: Student Achievement, Indigenous Learner Success, Mental Health and Social-Emotional Well Being

Strategy	Identified Gap or Problem	Metrics to Measure Impact
<p><b>K TRANSITIONS</b></p> <p>Continue expanding and adapting Kindergarten transition supports with a focus on culturally safe, strengths-based, and relationship-centered practices for Indigenous children and families.</p>	<p>Indigenous children in the Pacific Rim region have historically faced barriers to accessing early learning experiences that are culturally relevant and grounded in community values. While programs like StrongStart, Ready Set Learn, and K Days are available, participation remains low among Indigenous families, who report feeling more welcomed and engaged in community-based outreach events like Pop-Up Play or StrongStart within Nations.</p> <p>Wave 8 EDI data indicates that Indigenous children in the district are experiencing elevated developmental vulnerability, and there is a continued call to action, aligned with the Truth and Reconciliation Commission (TRC), to create culturally responsive, relationship-based early learning and transition supports.</p>	<p>Increased participation of Indigenous families in transition activities (e.g., Pop-Up Play, Ready Set Learn, family visits, cultural events on and off reserve)</p> <p>Families report feeling welcomed, connected, and respected in the transition process (through verbal feedback, sharing circles, or short surveys)</p> <p>Educators observe stronger social-emotional confidence, cultural pride, and connection in children entering Kindergarten after community-based outreach and support</p> <p>Cultural elements (language, Elders, traditional food, songs, teachings) are consistently embedded in transition events across sites</p> <p>Stronger alignment between school staff and community partners around culturally responsive transition practices (measured through collaborative planning sessions and joint programming)</p> <p>Year-over-year improvement in transition satisfaction, as captured through annual feedback from families, educators, and Indigenous education staff</p> <p>Track improvements in EDI vulnerability rates in future waves (2026/2027), particularly in Emotional Maturity, Social Competence, and Communication Skills domains.</p>

Strategy	Identified Gap or Problem	Metrics to Measure Impact
<p><b>CHILDCARE PROGRAMS</b></p> <p>Partnering with childcare programs on school district property to support high-quality engagement, social-emotional development, and confident transitions into Kindergarten.</p>	<p>There is a need to <b>strengthen connections between early years childcare programs and school communities</b>, ensuring shared approaches to pedagogy, relationship-building, and transition support that reflect the district's values of inclusion, well-being, and continuity of care.</p>	<p>Feedback from Kindergarten teachers about children arriving with a sense of familiarity, strong relationships, and the confidence to engage socially and emotionally in the classroom community.</p> <p>Childcare educators reporting stronger connections with school staff and feeling included in the broader learning community.</p> <p>Reflections from families noting a smoother or more supported transition Increase in use of common frameworks or tools (e.g., social-emotional language, Calm Curriculum, learning stories, or BC Early Learning Framework principles)</p>

School Engagement		
Linked to Strategic Priorities: Student Achievement, Indigenous Learner Success, Mental Health and Social-Emotional Well Being		
Strategy	Identified Gap or Problem	Metrics to Measure Impact
<b>ATTENDANCE PLAN</b>  Develop a District Attendance Response Plan, inclusive of policy and Administrative Procedures to guide school practice	Data indicates increasing absenteeism  No consistent approach to chronic absences.  Deeper understanding of data is required.  Indicators of Success show poor attendance is impacting well-being and achievement and is not improving despite existing interventions.  Nations have indicated a concern	A plan is developed and consultation with education partners has occurred.  Develop a multi-community long-term awareness campaign on the importance of attendance at school and school participation. Partners to consult with are IEC, individual Nations (Chief and Council), broader communities with district.  Creative messaging to families about school district programming, the benefits of regular attendance at school and benefits to social, emotional and economic health.  Increased attendance and new enrollments at school sites
<b>MENTAL HEALTH</b>  Increase staff and student Mental Health  Engage with BC Children Hospital <i>Health Promotion in Schools Coaching</i>	All measures including YDI, MDI, EDI, Adolescent Health Survey, Indigenous Student Voice, Island Health Survey indicate poor mental health among students.  District surveys of staff indicate mental health is a concern	Improved survey results for staff and students.  Develop an annual action plan that includes consultation, review of current practices and establishing goals for a three year plan.

Strategy	Identified Gap or Problem	Metrics to Measure Impact
<b>GRAD RATES</b>  Increase Dogwood Diploma Graduation rates	<p>The district graduation rates are below the provincial average.</p> <p>While indigenous student graduation rates continue to increase, non-indigenous rates have seen a decline.</p> <p>The adult grad rate has been too high and more emphasis needs to be on credit recovery and graduation with a dogwood.</p>	<p>Dogwood graduation rates increase overall and for each identified sub-group.</p> <p>Priority population students are engaging in the appropriate learning pathways.</p>