



Enhancing Student Learning Report

Part 2 - September 2026

**In Review of Year Four of Pacific Rim School District's
Strategic Plan 2023/24 -2027/28**



Approved by Board on
September 29, 2026

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Introduction: District Context

The Pacific Rim School District Board Office and Alberni Valley Schools are situated on the ɥaɥuuti of the c̓šaaʔaɥ and huupačasʔaɥ.

In commitment to reconciliation and learning, we acknowledge and show gratitude for the lands on which we are able to work on, live on, and gather. These lands, the ɥaɥuuti, of the c̓šaaʔaɥ and huupačasʔaɥ, continue to sustain, teach, and nurture us.

We also honour and recognize that the Pacific Rim School District also operates schools in the ɥaɥaɥuuti of the ʔaʔuukʷiʔaɥ, huuɥiiʔaɥ and yuuʔuʔiʔaɥ Government and we work alongside all nuučaanʔ 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 nuučaanʔ culture, history, and language in all Pacific Rim School District schools.

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 1,346 self-identify as Indigenous (32% of the population), 1100 self-identify as First Nations, 246 self-identify as Métis, 517 are students with disabilities or diverse abilities, and at least 58 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 2025/2026 overall budget of nearly \$69 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

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



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.

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.

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.

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.

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.

Pacific Rim School District Continuous Improvement Process

This graphic illustrates the Pacific Rim School District's Continuous Improvement Process, which is used for both the District's Enhancing Student Learning Report and individual school planning processes. It outlines a cyclical approach:



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. ([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 2025/2026 Operational Plan, alongside the development of the 2026/2027 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 2026/2027 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 September 29, 2026, Public Board Meeting, an Operational Plan Update was presented to review progress and adjustments made during the 2025/2026 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 2026/2027 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.

2026/27 Operational Plan

Strategy	Identified Gap or Problem	Metrics to Measure Impact	Strategy Effectiveness	2026/27 Operational Plan
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?	How did we do based on our metrics	Start/Stop/Continue

Strategy	Identified Gap or Problem	Metrics to Measure Impact	Strategy Effectiveness	Recommendation for 2026/27 Operational Plan
UDL Provide teachers with opportunities to refine and learn Universal Design for Learning (UDL) strategies by way of: • Learning series • Guest Speakers • Supporting NOIIE	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 – over time. Reduction of achievement gap between designated students and all students – over time.	Three sets of visits took place, Oct, Feb, April AND a Pro D Day in April. Over the three sets of dates, the district released many teachers and Principals internally covered additional teachers to participate in learning sessions with Leyton Schnellert. Had a total of 40 school-based teachers and 6 district itinerant staff participate in the learning sessions. Principals and Vice Principals report overall increase in teacher	The implementation of UDL should continue as a focus. Continue bringing Leyton Schnellert into school district to support teacher and Admin learning around UDL and student regulated instruction – three sets of dates set for 2026-2027 school year. Develop more opportunities for Administrators to participate or work with Leyton as instructional leaders in their buildings. Increase opportunities for more teachers to participate – Pro Days? Perhaps focus on Middle Years (6-9)?

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			engagement and implementing one or more strategies presented during learning sessions. Difficult to determine student impact until end of year data is processed. Principals report students in classroom where demos took place had full student engagement. In secondary, Principals report increased interest and motivation to participate in learning sessions or attend the Pro D opportunity if not a part of the learning sessions. Pro D participation – Leyton Schnellert reported full breakout sessions during the April 24 Pro D day. Keynote had District and School based Admin attend, as well as teachers and some CUPE support staff. District Resource Teacher reports overflow of interest evident in secondary PLC group – UDL became a part of discussions.	

Strategy	Identified Gap or Problem	Metrics to Measure Impact	Strategy Effectiveness	Recommendation for 2026/27 Operational Plan
FOCUSED CONVERSATIONS Continue with focused conversations and data dives at: - The school level - School based admin meetings	Current achievement results are below the provincial average across most measures, highlighting the need for strategic adjustments. 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 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.	Key success indicators will include discussions and observable adjustments/adaptations based on these conversations. Improved alignment and more effective data utilization as reported in the School Planning Review. Long-term indicator: improved student achievement measures Improved school plans that see achievement increase Increased collaboration in schools related to student achievement	Focused conversations and data-informed discussions have been sustained at both the school and district levels. Adjustments were made throughout the year to better support administrators and teachers, based on feedback gathered through these reflections. Monthly topics and evidence-sharing processes supported ongoing dialogue and refinement of practice. While formal school plan reviews are still in progress, anecdotal feedback indicates improved alignment between school plans and the district operational plan, along with more regular monitoring and use of evidence to inform decisions.	Focused conversations on specific areas of instruction such as assessment and data collection have been successful and have improved teacher practice. More conversations to strengthen the consistency in how evidence is gathered, shared, and used across schools needs to occur. There should be further alignment between school and district planning cycles to support ongoing monitoring and adjustment. Conversation between administrators and teachers needs to focus on differentiated supports for students with diverse abilities. This is linked to the UDL strategy. Embed focused conversations as a routine part of school and district improvement processes, with clearer expectations for documentation and impact. This strategy may need to be folded into other strategies such as UDL and Numeracy/Literacy.

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SECONDARY PLC Create and support a competency focused Professional Learning Community at the secondary level.	Competency focused instruction is rarely found at secondary. Competency focused instruction is the path to increase engagement with students, increase course completion and increase graduation rates.	Representatives from USS, ADSS, BCS and EALC volunteer to form the PLC. Samples of units/themes are developed and implemented. Participation in NOIIE/Inquiry Projects	15 Secondary educators from ADSS, USS & EALC participated in PLC (wide variety of subject-areas, years of experience and backgrounds represented) Met three times between November and April Using NOIIE Spiral as a framework of 'inquiry' Group highly engaged, some worked together outside of formal gatherings Leyton Schnellert did a 'self-regulated learning' session with PLC at January's meeting and most attended Leyton's April Pro-D session Projects/work include; competency-based instruction, UDL strategies, assessment for learning, student engagement, student-led inquiry, and trauma-informed teaching.	This has been a highly successful strategy to bring teachers together at the secondary level to discuss instruction. Continue with PLC – group wants to continue with 'focused' work/projects Group would like more small learning opportunities to add to their work Release-time to meet and/or partner up for co-teaching or 'lesson study' format
EARLY CAREER TEACHERS	New and early career teachers are requesting	Participation in learning opportunities.	100% engagement/connection with all ECT in some way	This strategy has seen an increased engagement level from last year and should continue. This may be due to

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Develop a sustainable program to support Early Career Teachers (first 5 years) through: - District level meetings - District professional learning meetings - Collaborative development of a Mentorship program	support or are unsure of supports available. Surveys indicate burnout of early career teachers. Resource teachers' observations indicate a need for support with instruction, inclusion and classroom management. ADTU sees a need for support in this area.	Collaboration with ADTU in development of mentoring programs. Improved survey results. Teachers who have not accessed resource teachers are accessing support.	Provided multiple opportunities throughout year for 1:1, or small group sessions (one in Fall was released, the rest were before or after school) Sessions included; conferencing, reporting, literacy/numeracy strategies & assessment Overall feedback from Spring 2026 feedback was positive. Teachers reported feeling well supported (average 4.2/5), with appreciation for responsive, accessible Learning Services and school-based support.	more one on one connections and support. Continue to identify ECT early on in the year and make personal connection. Provide a variety of ways to connect (before/after school, release time, 1:1 collaboration, small group, in person and virtual options) Feedback from ECT's mention a continued focus on practical, strategy-focused, and directly applicable to classroom practice topics Feedback indicates a continued need for support with long-range planning, scope and sequence, and assessment practices.
PRIMARY LITERACY Develop a Primary Literacy Initiative by: - Hiring a Primary Literacy Champion - Hire a literacy teacher focused on Indigenous achievement - Consulting teachers	District Literacy Results Below Provincial Average 2023/2024 District Literacy FSA results are below Provincial Average across all measures.	Teacher buy-in through attendance at feedback sessions. All Kindergarten teachers use a literacy assessment. Creation of a primary literacy framework.	All Kindergarten teachers used a literacy screening tool (Acadiance) at the beginning and end of this year. All current Grades 1-3 teachers have been taught how to administer the	Continue with this as this is Ministry funded. Continue to provide professional development for PVPAs, ISTs and LSTs on literacy screeners. Continued professional development for K-3 teachers focused on using screening results/data to guide instruction.

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- Providing learning opportunities - Reviewing universal primary screeners	Early intervention strategies have been successful at a number of schools	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.	Acadiance literacy screening tool. Feedback from teachers has been positive. All current K-3 teachers are ready to begin screening in Fall of 2026. All K-3 teachers were consulted in the development of a district primary literacy framework. 98% of teachers contributed. Draft framework is out for feedback. Teacher collaboration, including co-planning and demonstration lessons, to support the integration of Indigenous principles into current literacy practices.	Plan to release of district primary literacy framework in early fall to support school planning and classroom instruction. Increase development of resources and communication with parents and caregivers. Continue learning opportunities for educational assistants and ISWs. Continue to expand opportunities for teacher collaboration to support the integration of Indigenous principles within diverse classroom contexts.

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LITERACY LEARNING SERIES 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 progressions.	Continued to see teacher participation in literacy learning bursts. Provided 7 after school learning opportunities for elementary, intermediate and secondary at a variety of grade levels. Total Participants =70 Jen Kelly led 4 days of literacy learning on foundational literacy skills and small group instruction. Many teachers shared that they were implementing strategies they learned in their classrooms. Teachers are building awareness and understanding of the Ministry literacy learning progressions. The progressions were discussed during learning series sessions, and they closely connect to early literacy screeners and the revised district writing rubrics for Grades 1-4.	More work needs to be done on having a consistent approach to literacy intervention across the district. Continued literacy learning series offerings including increased intermediate and secondary focus should be included in next year's plan. Consideration should be made to support secondary teachers with literacy assessment and instruction.

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NUMERACY LEARNING SERIES 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.	Provided several (4+) learning opportunities (learning bursts) throughout year. Topics included high-yield routines, patterns and algebra, math fact fluency, & Learning progressions. Total number of participants = 41 Most virtual. Provided in person both in Valley and West Coast options. Carole Fullerton provided 5 days of workshops/lesson studies (HES, ADSS, AES & DES). Curriculum resource teachers provided 1:1 collaboration when requested across district with teachers in classrooms.	Numeracy results continue to be below expectations, and this should be a focus for the next operational plan. Continue with learning bursts focused on strategies, instructional planning, routines Focus on middle years/secondary teachers. Due to financial pressure and a possible over saturation, put a pause on Fullerton visits for next year while continuing to implement best practices provided by her visits. Develop more learning opportunities for educational assistants and ISWs to support teachers with the implementation of numeracy plans.
COLLABORATIVE MARKING 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.	Hosted an open after-school session (drop-in) after school in Spring in Valley Spring - Offered marking session to all West Coast Schools . WCS facilitated a session for all staff with	Collaborative marking has been highly successful with creating consistency across the district as well as encouraging conversations between teachers about best practice. Continue to explore options for collaborative marking

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			Resource teacher collaboration and support. Resource teachers supported individual teachers 1:1 or small group at various schools in both Fall and Spring Collaborative marking for gr 8/9 was offered to ADSS and USS Hosted 2 half day release for collaborative marking in Fall – Grade 2/3 and 4/5 Participants found it very helpful and valued time to collaborate.	Provide learning opportunities for ‘next steps’ for planning with data/results that come from the district assessments.
CO-GOVERNANCE 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).	Hosting of engagement meetings. Documented and measurable progress towards Co-Governance. Qualitative and quantitative feedback from rightsholders and stakeholder groups. Facilitated discussion with Nations and the Board of Education has occurred.	Co-governance has been implemented. There continues to be a need for communication with all Nations to ensure all Nations have a voice at committee and public board meeting tables. While the structure is in place, more participation is required.	Co-governance has been implemented as envisioned, and further development should now rest with the Board of Education plan to encourage more participation. This should be a priority for the new Board of Education in the fall.

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	Indigenous peoples have the right to self-determination (DRIPA).			
CULTURE AND LANGUAGE 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-chah-nulth language program.	Progress has been made. Efforts to educate school ISW and teacher staff on best ways to access Elders/Knowledge Holders Resource List has been done. Meet and greet Elders at May 11th Indigenous Focused Non-Instructional Day occurred to strengthen relationships. Some support is still needed. In-class, integrated lessons co-developed and delivered with the District Indigenous Resource Teacher and Language and Cultural Worker, offered to schools. Nuu-chah-nulth Language learning is expanding in classrooms. Additional learning methods (incorporating sign language to complement language learning) are being incorporated.	Continuing to expand language and cultural learning is important for all students. This should continue to be an operational goal for the 2026-27 school year. Expanded opportunities for in-class, integrated lessons while broadening lesson topics to reflect the diversity of the classroom should be explored. The feasibility study for the implementation of a Nuu-Chah-Nulth language immersion program should continue into the 2026-27 operational plan. Information gathered for feasibility study so far indicates a need for Indigenous Teacher capacity building and promotion as well as a need for increased advanced Nuu-chah-nulth language speakers.

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			Art Inventory has been created. Further work on instruction of use and maintenance is needed as well as proper labelling is still required. District song use is increasing; more support is needed to ensure confidence of song leaders. Feasibility study is in progress. Research outreach and surveying is underway. Survey has 34 responses to date. Preliminary findings are recorded.	
INDIGENOUS TRACKING 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.	All services are being tracked for all Indigenous students.	Due to technical and privacy issues, an external software was not feasible. Instead MyEd will be used as the tracking system going forward.	This will not form part of the 2026-27 operational plan; however, the Director of Indigenous Education will continue to consult with IEC on how to collect data and ensure accountability with the funds directed to Indigenous students.

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INDIGENOUS STUDENT VOICE 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.	Indigenous metrics are improving across all measures. Indigenous students feel connected to school, graduation rates are improving and involvement with alternate programs is decreasing. Results still have significant room for improvement. Participation at the District Indigenous Student Voice day was excellent with USS, ADSS, EALC and Bamfield attending. Valuable data was collected regarding how to improve Indigenous Student achievement.	This should continue to be an operational goal for the coming school year; however, it should also become part of the District's regular practice without needing a special focus. The second annual Indigenous Student Voice coming together produced very important information for schools regarding indigenous student success.
CEDARS PROGRAM Review of 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 completed and recommendations are identified. Recommendations form part of the 2026/27 operational plan.	ADSS teachers and CUPE support staff were surveyed, and CEDARS teachers additionally participated in a feedback Q & A discussion regarding the CEDARS program. Identified strengths and areas for consideration	This goal needs one more year to facilitate positive change in the Cedars program. Recommendations are to: • Review feedback with school admin and CEDARS teachers • Set some goals for the program to develop in 2026-2027 school year to implement when possible

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			and improvement were gleaned from the survey. Parents were surveyed via an electronic survey and paper format survey. Parents identified strengths, areas for improvement and recommendations for the program for future years. Students did not complete the survey. Director Bennett observed classroom and talked with various students in each class and asked questions about what they liked in the CEDARS classes and what they wished was different. Some of the information shared was supported in parent feedback and staff feedback.	- Explore funding sources to support resource and programming tools and equipment (adaptive bikes/tandems) - Consider reviewing grade 8 and 9 placements
CYIC ACHIEVEMENT Intentional conversations with schools and staff around CYIC achievement and transitions at all school planning meetings.	CYIC, as a priority population, is the most vulnerable and at-risk population to not graduate. This population of students has underperformed in comparison to provincial	Develop accurate tracking and monitoring using MyEd. At all school sites, create CYIC care team within existing staffing and within existing processes to ensure appointed students are welcomed, supported and	This work plan was too ambitious for a one-year plan. Unfortunately, many of the set objectives were not accomplished. Accurate tracking and monitoring have been	As this is a priority population and more work needs to be done around the collection of data and best practice for students ‘ever’ in care. Recommendations: Continue strengthening collaboration with MCFD and

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Improve collection and interpretation of data.	average academically, and in comparison, to other priority populations. 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.	experience success in their school program. Routine contact from classroom teacher to Social Worker/Case Manager and Caregiver. Consultation around frequency of contact. 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. Explore collaboration opportunities between systems (Education/MCFD/USMA) to ensure consistent and enhanced support for CYIC.	challenging, as the district relies on data from MCFD and USMA, which can receive regularly but is not necessarily accurate and current data about what students are in care at the time. Also, the data does not always include Kinship Care, which is where students are placed with extended family members. School Admin teams were asked in fall (Nov 2025) to share names of members on the school care team who support CYIC. Most teams include Admin, school counsellor, and sometimes IST. Principal Maher continues to support and help facilitate the Chaputs Program offered by USMA for Indigenous CYIC. Principal Maher advocates the Chaputs program be offered for groups of Indigenous students in care and class wide groups that have CYIC as students to support Indigenous teachings	USMA, create a quarterly meeting schedule to discuss opportunities to support CYIC in schools. - Consider monitoring CYIC, as a priority population in 2026-2027 work plans focused on Attendance, Inclusion, Equity and Diversity, Mental Health Literacy Framework - Establish a consistent procedure for schools to follow and support monitoring and supporting CYIC and identify and address barriers - Build resources for schools to access to help support CYIC in schools

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			through a trauma informed practice. Not accomplished: - Set procedure for schools to monitor success for CYIC. - Dashboard for accurate tracking	
STUDENT VOICE DISTRICT PLAN 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.	Some schools have informal student voice input. The district for the first time had a district wide student voice focused on safety. This was the second year for the Indigenous Student Voice Day.	This should continue to be a goal for the 2026-27 operational plan. A structure should be developed with clear expectations in order to establish student voice as a regular process in the District thereby not requiring a special focus in the operational plan.
K TRANSITIONS Continue expanding and adapting Kindergarten transition supports with a focus on culturally safe, strengths-based, and relationship-centered practices for Indigenous children and families.	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	Increased participation of Indigenous families in transition activities (e.g., Pop-Up Play, Ready Set Learn, family visits, cultural events on and off reserve) Families report feeling welcomed, connected, and respected in the transition process (through verbal	- Holding transition activities within Nations and community spaces increased engagement from some Indigenous families and supported stronger relationships and trust. - We observed families begin attending StrongStart after participating in programs	This should continue to be a goal with more data collect to determine whether activities are improving transitions and achievement. The strategies of K Transitions and Childcare Programs could be combined. Schools will take an active role in K transitions for the 2026/27 school year.

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	Indigenous families, who report feeling more welcomed and engaged in community-based outreach events like Pop-Up Play or StrongStart within Nations. 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.	feedback, sharing circles, or short surveys) Educators observe stronger social-emotional confidence, cultural pride, and connection in children entering Kindergarten after community-based outreach and support Cultural elements (language, Elders, traditional food, songs, teachings) are consistently embedded in transition events across sites Stronger alignment between school staff and community partners around culturally responsive transition practices (measured through collaborative planning sessions and joint programming) Year-over-year improvement in transition satisfaction, as captured through annual feedback from families, educators, and Indigenous education staff Track improvements in EDI vulnerability rates in future waves (2026/2027), particularly in Emotional Maturity, Social Competence, and Communication Skills domains.	held in familiar, community-based spaces, suggesting these approaches helped reduce barriers to accessing early learning supports. - Families responded positively to transition opportunities that included culture, language, relationships, and community partnerships. - Collaboration with Nations, Indigenous education staff, Elders, and community partners strengthened culturally responsive approaches to Kindergarten transitions. - While connections have increased, there continue to be Indigenous children and families not engaged in childcare, StrongStart, or transition programming. Continued efforts are needed to reach families experiencing barriers to participation and connection. - Provincial EDI data continues to indicate developmental	Continue expanding transition supports within Nations and community spaces to increase access and reduce barriers to participation. Strengthen outreach to families not currently connected to childcare, StrongStart, or other early years programs. Continue embedding language, culture, and family voice into transition activities. Strengthen partnerships with Nations, Indigenous education staff, Elders, and community organizations to support relationship-based approaches. Continue using participation data, family feedback, and community input to monitor impact and identify gaps in service reach.

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			vulnerability among Indigenous children remains an area of concern. Pacific Rim School District was not involved in the most recent wave, and changes to funding mean future local EDI data may be limited. This reinforces the importance of using participation data, family feedback, and relationship-based measures to understand impact and identify ongoing gaps.	
CHILDCARE PROGRAMS Partnering with childcare programs on school district property to support high-quality engagement, social-emotional development, and confident transitions into Kindergarten.	There is a need to strengthen connections between early years childcare programs and school communities , ensuring shared approaches to pedagogy, relationship-building, and transition support that reflect the district's values of inclusion, well-being, and continuity of care.	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. Childcare educators reporting stronger connections with school staff and feeling included in the broader learning community. Reflections from families noting a smoother or more supported transition	- Childcare educators connected with schools through K Days, transition planning, and shared events, strengthening familiarity and relationships between childcare and school communities. - The Just B4 Preschool program supported familiarity with Kindergarten through regular visits to K classrooms, including shared centre time and outdoor play.	With a change in structure within the district this goal should be folded into the previous goal of Kindergarten transitions. Continue strengthening partnerships between childcare programs, schools, Indigenous Education, and families. Explore opportunities to reinstate Kindergarten teacher visits to childcare settings if funding becomes available. Continue embedding Nuu-chah-nulth language, cultural teachings, and

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		Increase in use of common frameworks or tools (e.g., social-emotional language, Calm Curriculum, learning stories, or BC Early Learning Framework principles)	• The Early Years Transition Facilitator role strengthened connections between childcare, families, and schools through individualized transition support and educator collaboration. • <i>All About Me</i> forms supported information sharing about children's strengths, interests, and support needs before Kindergarten entry. • Calm Curriculum approaches supported shared language and strategies around emotional regulation and social-emotional well-being across early years settings. • Indigenous Education staff supported childcare programs to incorporate Nuu-chah-nulth language, cultural teachings, and Indigenous perspectives into early learning environments. • Due to funding shortfalls, the Kindergarten teacher childcare visit program was not implemented,	Indigenous perspectives within childcare and transition practices. Strengthen information sharing and transition planning between childcare educators, families, and Kindergarten teams. Increase opportunities for childcare educators and school staff to collaborate and build relationships.

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			limiting opportunities for direct connections between Kindergarten educators and childcare settings. - Relationship-building with childcare operators has at times been impacted by navigating licence agreements and fee increases. Moving contract and fee administration to the Secretary Treasurer's department may create more space for collaboration focused on pedagogy, well-being, and transitions. - Progress has been made in strengthening relationships between childcare and schools, though continued efforts are needed to support deeper collaboration and more consistent transition practices.	
ATTENDANCE PLAN Develop a District Attendance Response Plan, inclusive of	Data indicates increasing absenteeism	A plan is developed and consultation with education partners has occurred.	Attendance results, particularly with Indigenous students,	This needs to continue for the 2026-27 operational plan. Supports for all students with chronic absenteeism needs to continue to be in place and

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policy and Administrative Procedures to guide school practice	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	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.	continue to be a concern for the district. Most schools have increased planning and processes around supporting students with attendance. Results are not at acceptable levels. Priority populations continue to see less achievement than non-priority populations.	must be applied consistently in schools. District level support should be developed to provide assistance with resources to schools. Data review should become a regular part of District oversight and school focus.
MENTAL HEALTH 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.	Manager of Mental Health and Wellness collaborated with BCCH Team monthly throughout the 2025-2026 school year. Student Voice data was collected from January 2026-March 2026 from each school, as well as data was collected at the Indigenous Student Voice event in May 2026. A small working group led by the Manger of Mental	This is a multi-year partnership and should continue for the next school year. Start consultation on the mental health framework with key groups (PVP, IEC, Board of Education, ADTU, CUPE) and continue coaching with BCCH as we move to implementation. Focus on reducing student substance use including vaping. Increase MH Literacy through a Trauma Informed Practice (TIP) lens.

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			Health and Wellness and comprised of PVP, ADTU and Excluded consulted to review student data and work with the BCCH team to determine goals, objectives and metrics, along with a presentation regarding the developed draft of a Mental Health Literacy Framework. Draft Mental Health Literacy Framework created with goals, objectives and metrics Presentation to Senior Leadership, prior to end of school year, to get feedback.	Continue with Awards program for staff wellness Continue PreVenture for grade 8's who screen in. Continue to utilize student voice opportunities to see how we are doing including the Indigenous Student Voice event. Plan for parent feedback opportunities.
GRAD RATES Increase Dogwood Diploma Graduation rates	The district graduation rates are below the provincial average. While indigenous student graduation rates continue to increase, non-indigenous rates have seen a decline. The adult grad rate has been too high and more emphasis needs to be on credit recovery and graduation with a dogwood.	Dogwood graduation rates increase overall and for each identified sub-group. Priority population students are engaging in the appropriate learning pathways.	Graduation rates have shown continued improvement. The 2024/2025 data indicates steady upward momentum, with the five-year completion rate for all students increasing to 83%. Indigenous student success continues to strengthen, with a graduation rate of 70%, exceeding provincial averages, and students	While grad rates continue to climb, particularly with indigenous students, continued focus on strengthening the graduation rate with new strategies that focus on system coherence and early identification of risk of non-graduation. • Deepen data analysis to identify and respond to student disengagement and non-attendance earlier. • Continue refining alternate referral processes to ensure access to meaningful Dogwood pathways.

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			living on reserve achieving 61%, also above provincial results. Ongoing refinements to the alternate referral process have improved pathways for students to access viable Dogwood options. Graduation-focused discussions have been embedded in quarterly secondary principal meetings, including deeper examination of courses where inequitable outcomes exist. Principals have been tasked with developing targeted action plans to address these disparities. Secondary PLC and inquiry work has supported competency-centered approaches linked to engagement and credit completion. While progress is evident, further work is required to better understand patterns of disengagement and non-attendance connected to more structured referral processes.	• Sustain focused examination of course-level inequities, with clear expectations for school-based action and monitoring. • Strengthen alignment with related strategies (attendance, student voice, CYIC, secondary PLC, competency-based learning). • Maintain regular monitoring through secondary principal meetings.

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ARTIFICIAL INTELLIGENCE Establish a District AI Working Group to develop a responsible and practical district approach to Artificial Intelligence. Develop an Administrative Procedure and supporting district guidance for the responsible use of AI.	Artificial Intelligence is rapidly changing teaching, learning, assessment, and district operations. The district does not currently have a consistent approach or Administrative Procedure to guide the responsible use of AI. Clear district direction is needed around appropriate use, AI literacy, academic integrity, privacy, information security and safety.	District AI Working Group is established. Terms of Reference and a work plan are developed. Consultation with staff, students and other relevant groups occurs. An Administrative Procedure and supporting district guidance are developed. Professional learning and resource needs are identified.		
ENVIRONMENTAL EDUCATION Develop and begin implementation of the Pacific Rim Environmental Education & Stewardship Framework 2026–2031 to strengthen K–12 environmental education, place-based learning, and student stewardship opportunities across the district.	Environmental and land-based learning occurs across the district, but opportunities are not consistently coordinated or accessible across schools and grade levels. There is no common K–12 environmental learning progression or district-wide approach to measuring participation and stewardship activity. Opportunities exist to strengthen curriculum connections, Indigenous knowledge and relationships through Nation-specific protocols, student	Environmental learning inventories are completed across district schools and baseline data is established for student participation and connection to place. Schools complete environmental stewardship projects that incorporate student voice and strengthen curriculum connections. A K–12 curriculum and project resource bank is established, supported by professional learning opportunities and a district environmental education network.		

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	leadership, community partnerships, and connections between student learning and sustainable district operations.	Nation, community and environmental partnerships are established and strengthened. A Pacific Rim Youth Environmental Stewardship Showcase is held to share student learning and stewardship projects.		