



Public Board Meeting Agenda

Tuesday, June 23, 2026 at 4:00 PM

Administration Office Board Room

Page

1. Meeting Opening

1.1 Call to Order/Land Acknowledgement

We acknowledge that we are meeting on the ʔaʔuuti of the C̓iʂaaʔaʔ (Tseshaht) and Hupačasath (Hupacasath) First Nations. We acknowledge that we also have schools located on the ʔaʔuuti of the Huu-ay-aht (Huu-ay-aht), and ʔaʔuukʷiʔaʔ (Tla-o-qui-aht) First Nations and the Yuuʔuʔiʔaʔ (Yuu-cluth-aht) Government.

1.2 In Attendance:

2. Approval of Agenda

THAT the Board of Education approve the June 23, 2026 Public Board Meeting agenda as presented/amended.

3. Conflict of Interest Declaration

Are there any conflicts to declare?

4. Adoption of Minutes

THAT the Board of Education approve the May 26, 2026 Public Board Meeting Minnutes as presented/amended.

4.1 2026-05-26 Public Board Meeting Minutes

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[2026-05-26 Public Board Meeting Minutes.pdf](#) 

5. Announcements of the Chair

6. Student Voice


6.1 Wood Elementary School student presentation (10 minutes)


7. Trustee & Selected Representative Statements

7.1 Acknowledgements for Superintendent Peter Klaver

8. Petitions/ Delegations/ Presentations


8.1 Governor General Award 2025 Craig McAulay, Principal ADSS

8.2	Audit Plan Presentation Lenora Lee, Lead Audit Engagement Partner Ayomide Kolawole-Osafehinti, Senior Manager 2026 SD70 Audit Planning Report.pdf 	14
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8.3	ADTU Member Survey Presentation 2025/26 Wendy Arnett, ADTU VP / Ryan Dvorak, ADTU President ADTU Member Survey Presentation 2026.pdf 	42
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9. Unfinished Business/ New Business

10. Staff Report


10.1	2026/27 Amended Capital Plan Bylaw Alex Taylor, Director of Operations Amended Capital Plan Bylaw binder.pdf 	54
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THAT the Board of Education approve all three readings of Capital Bylaw No. 2026/27-CPSD70-02 in the June 23, 2026, Public Board Meeting.

THAT the Capital Plan Bylaw of the Board for the 2026/27 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated June 19, 2026, is hereby adopted.

THAT this Capital Bylaw may be cited as School District Pacific Rim Capital Bylaw No. 2026/27-CPSD70-02.

THAT it be resolved as having been read a first, second and third time as provided for in the bylaws that the Board Chair and the Secretary-Treasurer be authorized to execute this Bylaw on behalf of the Board and that the corporate seal of the Board be affixed thereon.

10.2	ADSS Artificial Turf Field James Messenger, Assistant Superintendent 2026-06-23 - Action Sheet - Turf Field.pdf 	63
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THAT the Board formally request letters of support from First Nations within the District to support funding and advocacy efforts.

THAT the Board of Education direct staff to prepare and submit an advocacy letter to the Ministry of Education and Child Care, with copies to relevant provincial ministries and the local MLA, requesting reconsideration of funding eligibility for the ADSS Artificial Turf Field Replacement Project.

THAT the Board approve the release and public distribution of the ADSS Artificial Turf Field Sponsorship Package to support community fundraising efforts.

10.3	2026/27 Trustee Remuneration Teri Fong, Secretary Treasurer Trustee Remuneration.pdf 	64
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Optional Motion:

THAT the Board of Education decline the 3% increase in Trustee remuneration for the

2026/27 fiscal year.

- 10.4 2026/27 Preliminary Budget 65
Teri Fong, Secretary Treasurer
[2026-27 Annual Budget Bylaw binder.pdf](#) 

THAT the Board of Education approve all three readings of School District No. 70 (Pacific Rim) Annual Budget Bylaw for fiscal year 2026/27 in the June 23, 2026 Public Meeting of the Board.

THAT the Board of Education approve the 2026/27 Annual Budget as presented.

Be it resolved as having been read a first, second and third time as provided for in the bylaws, THAT the Board Chair and the Secretary-Treasurer be authorized to execute this Amended Annual Budget Bylaw 2026/27 on behalf of the Board and that the corporate seal of the Board be affixed thereon.

- 10.5 2025/26 Operational Plan Review 95
Peter Klaver, Superintendent
[Operational Plan Review 2025-26 binder.pdf](#) 

- 10.6 Elections Proceedings Bylaw 108
Paula Mason, Manager of Corporate Services
[Trustee Elections Bylaw binder.pdf](#) 

THAT the Board of Education approve all three readings of School District No. 70 (Pacific Rim) Trustee Elections Bylaw No. 2026-01 in the June 23, 2026 Public Meeting of the Board.

THAT the Board of Education approve the Trustee Elections Bylaw No. 2026-01 as presented.

Be it resolved as having been read a first, second and third time as provided for in the bylaws, **THAT** the Board Chair and the Secretary-Treasurer be authorized to execute this Trustee Elections Bylaw No. 2026-01 on behalf of the Board and that the corporate seal of the Board be affixed thereon.

- 10.7 2027/28 Minor Capital Plan Submission Approval 114
Alex Taylor, Director of Operations
[Minor Capital Program Request.pdf](#) 

THAT the Board of Education direct staff through the Superintendent to apply to the 2027/2028 School Enhancement Program for Wickaninnish Community School Phase 2 Interior Construction for \$400,000. And that this project be at no additional cost to the Board other than that provided through this targeted funding.

THAT the Board of Education direct staff through the Superintendent to apply to the 2027/2028 School Enhancement Program for Eighth Avenue Learning Center's Re-Roofing Project for \$900,000. And that this project be at no additional cost to the Board other than that provided through this targeted funding.

THAT the Board of Education direct staff through the Superintendent to apply to the 2027/2028 School Enhancement Program for various school Re-Roofing Projects for

\$200,000. And that this project be at no additional cost to the Board other than that provided through this targeted funding.


THAT the Board of Education direct staff through the Superintendent to apply to the 2027/2028 Carbon Neutral Capital Program at Alberni District Secondary School for the remediation of the existing geothermal system for \$600,000.

THAT the Board of Education direct staff through the Superintendent to apply to the 2027/2028 Carbon Neutral Capital Program at Alberni Elementary School for phase 1 unit ventilator upgrade for \$500,000. And that this project be at no additional cost to the Board other than that provided through this targeted funding.

THAT the Board of Education direct staff through the Superintendent to apply to the 2027/2028 Playground Enhancement Program at Wood Elementary School for a new accessible playground for \$200,000. And that this project be at no additional cost to the Board other than that provided through this targeted funding.

THAT the Board of Education direct staff through the Superintendent to apply to the 2027/2028 Bus Acquisition Program for the replacement of unit #5700, A9700, A9701 and 4702. And that this project be at no additional cost to the Board other than that provided through this targeted funding.

THAT the Board of Education direct staff through the Superintendent to apply to the 2027/2028 Food Infrastructure Program for a commercial kitchen renovation at Eight Avenue Learning Centre for \$200,000. And that this project be at no additional cost to the Board other than that provided through this targeted funding.

- 10.8 Letter of Gratitude to the Indigenous Education Council 116
 Peter Klaver, Superintendent
[Letter to IEC.pdf](#) 

THAT the Board direct the Board Chair to send a letter of appreciation to the Indigenous Education Council, acknowledging their productive and positive work in the 2025/26 school year, their ongoing commitment to Indigenous students, and expressing the Board of Education’s desire to continue building a strong and respectful working relationship in the coming years ahead; and

THAT the letter be copied to MOECC Minister Beare, Deputy Minister Krishna, and IEC Secretariat Ian Caplette.









11. Policy Development

- 11.1 Policies for Adoption
- 610: Inclusive Education Programs (P)** 117
[Inclusive Education Programs \(P\).pdf](#) 

THAT the Board of Education adopt the following Policy as presented:
610: Inclusive Education Programs (P)

- 11.2 Policies for Public Consultation
- THAT the Board of Education approve the following policies and administrative procedure to be published for a 30-day public consultation period, as presented:



Video Surveillance - Facilities and School Bus (P)
 7200: Health and Safety (P)
 P:100 Mission, Vision and Values (P)
 Confined Space Entry (P)
 Working From Heights (P)
 Rental of District Facilities (AP)
 Provision of Menstrual Products to Students (P)
 Scent Considerate Environment (P)

Video Surveillance - Facilities and School Bus (P)	118
XXXX Video-Surveillance - Facilities and School Bus (P).pdf 	
7200: Health and Safety (P)	119
XXX Health and Safety (P).pdf 	
P:100 Mission, Vision and Values (P)	120
100 Mission, Vision and Core Values (P).pdf 	
Confined Space Entry (P)	121
Confined Space Entry (P).pdf 	
Working From Heights (P)	122
Working from Heights Policy (P).pdf 	
Rental of District Facilities (AP)	123
Rental of District Facilities AP.pdf 	
Provision of Menstrual Products to Students (P)	134
XXXX Provision of Menstrual Products to Students (P).pdf 	
Scent Considerate Environment (P)	135
XXXX Scent Considerate Environment (P).pdf 	

12. Notice of Motion


13. Correspondence - Action Required

14. Correspondence - For Information

14.1	2026-06-12 Sproat Lake and Area (Electoral Area D) Official Community Plan Referral OCP Bylaw Response Summary binder.pdf 	136
14.2	2026-06-12 Letter to Parents, Guardians and Caregivers 2026-06-12 Letter to Parents, Guardians and Caregivers_en_fr.pdf 	140
14.3	Public Engagement Survey: Child Care in BC https://feedback.engage.gov.bc.ca/829274?lang=en	

15. External Board Committees

16. Internal Board Committees

- 16.1 2026-06-02 Special Policy Committee Meeting Minutes 144
[2026-06-02 Special Policy Committee Meeting Minutes.pdf](#) 

17. Audience Question Period

This item is reserved for members of the audience to ask questions related to topics discussed on today's agenda. Questions/Comments regarding topics not discussed on today's agenda should be directed to the Board Office via email at pmason@sd70.bc.ca

18. Next Meeting

The next regular meeting of the Board of Education will be held on September 29, 2026 at 4:00pm, at the Administration Office Board Room.

19. Adjournment

Public Board Meeting Minutes

Tuesday, May 26, 2026 at 4:00 PM
Administration Office Board Room

Page

1. Meeting Opening

1.1 Call to Order/Land Acknowledgement

The Chair acknowledged that we are meeting on the l)al)uuti of the Cisaa7atl) (Tseshaht) and Hupacasath (Hupacasath) First Nations, and acknowledged that we also have schools located on the l)al)al)uuti of the HUU-ay-aht (Huu-ay-aht), and 181a7uuk^wi7atl) (Tla-o-qui-aht) First Nations and the Yuutu7itatl) (Yuu-cluth-aht) Government.

1.2 In attendance:

Cynthia Orr - Board Chair
Cherilyn Bray - Trustee
Pam Craig - Trustee
Janis Joseph - Trustee
Larry Ransom - Trustee
Chris Washington - Trustee
Helen Zanette - Trustee
Peter Klaver- Superintendent
James Messenger-Assistant Superintendent
Teri Fong- Secretary Treasurer
Jaslene Atwal- Director of Instruction, Human Resources
Michell Bennett- Director of Instruction, Inclusive Education (Teams)
Alex Taylor - Director of Operations
Michelle Colyn - Manager of Indigenous Language & Culture
Kirsten Nesbitt - Healthy Schools Manager
Paula Mason - Manager of Corporate Services
Asya Touchie- Selected Rep, Yuutu7itatl) Government (Teams)
Brandy Lauder - Selected Rep, Hupacasath First Nation
Asma-na-hi Antoine - Selected Rep, Toquaht First Nation (Teams)
Rob Souther - Principal, Alberni Elementary School
Ryan Dvorak - ADTU President
Wendy Arnett - ADTU Vice President
Nadine White - CUPE President
Charles Mealey - City of Port Alberni Representative
Audience:
Tricia Clayton (Teams)

2. Approval of Agenda

THAT the Board of Education approve the May 26, 2026 Public Board Meeting agenda as presented.

Moved by: Larry Ransom; seconded by: Cherilyn Bray

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3. Conflict of Interest Declaration

There were no conflicts declared.

4. Adoption of Minutes

4.1 April 28, 2026 Public Board Meeting Minutes
[2026-04-28 Public Board Meeting Minutes.pdf](#) &

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Order of attendance needs to be fixed.

THAT the Board of Education approve the April 28, 2026 Public Board Meeting Minutes as amended.

Moved by: Pam Craig; seconded by: Janis Joseph

Carried

5. Announcements of the Chair

6. Student Voice

Alberni Elementary School students (in-person)

7. Trustee & Selected Representative Statements

Trustee Washington attended the unveiling of the student carving, led by artist Gordon Dick at Eighth Avenue Learning Centre.

Trustee Craig commented on the trustee school visit to Bamfield Community School, noting the student presentation/tour. She also attended the April 29 Wrestling Awards night.

Trustee Zanette attended the Indigenous Education Council's meeting in Uchucklesaht. She acknowledged the work going into all students and noted how amazing the Indigenous Focused Non-Instructional Day was.

Trustee Bray thanked Stewart & Jess Aldridge, owners of the local McDonalds for the McHappy Day event and thanked Manager Nesbitt for the collaboration - loved to be a part of volunteering. She also noted it was great to be part of the Recruitment Process!

Trustee Ransom requested a June 2026 calendar of events be sent out.

8. Petitions/ Delegations/ Presentations

9. Unfinished Business/ New Business

9.1 Superintendent Recruitment Update
Cynthia Orr, Board Chair

Chair Orr provided a speech, honouring all candidates. Thanks to Scott Benwell, Recruitment Advisor & Manager Mason for the execution of the process.

Trustee Washington commented that the process was fantastic; she appreciated the openness of all participants.

10. Emergent Issues

- 10.1 Maquinna Elementary School 14
Alex Taylor, Director of Operations
[Maguinna Elementary School binder.pdf](#) &

Director Taylor provided an overview of his report, answering questions from Trustees.

THAT the Board of Education direct staff through the Superintendent to request an emergent School

Enhancement Program funded project from the Ministry of Infrastructure to upgrade the electrical and

network infrastructure at Maquinna Elementary for \$160,000.

Moved by: Cherilyn Bray; seconded by: Pam Craig

Carried

11. Staff Reports

Please note: For detailed conversation on each agenda item, please refer to the meeting recording located on our [Board and Committee Meetings](#) page.

- 11.1 Annual Budget 2026/27 Update 16
Teri Fong, Secretary Treasurer
[Annual Budget 2026-27 Update.pdf](#) &

Secretary Treasurer Fong provided an overview of her report answering questions from Trustees.

- 11.2 2026/27 Board Governance Budget 30
Teri Fong, Secretary Treasurer
[2026-27 Preliminary Budget - School District Governance.pdf](#) &

Secretary Treasurer Fong provided an overview of her report answering questions from Trustees.

THAT the Board of Education approve the planning assumptions, including a total of \$282,149 for the School District Governance budget, for inclusion in the 2026/2027 annual budget bylaw to be presented for the Board's consideration at the June 2026 Public Board Meeting.

Moved by: Cherilyn Bray; seconded by: Janis Joseph

Carried

- 11.3 2027/28 Major Capital Plan Submission 32
Alex Taylor, Director of Operations
[2027-28 Major Capital Program Request.pdf](#) &

THAT the Board of Education direct staff through the Superintendent to apply to the 2027/2028 Major Capital Funding Program for a Seismic Upgrade to John Howitt Elementary school for \$25,000,000, and that this project be at no additional cost to the Board other than that provided through this targeted funding.

Moved by: Cherilyn Bray; seconded by: Pam Craig

Carried

THAT the Board of Education direct staff through the Superintendent to apply to the 2027/2028 Major Capital Funding Program for a Seismic Upgrade to Eight Avenue Learning Centre for \$31,000,000, and that this project be at no additional cost to the Board other than that provided through this targeted funding.

Moved by: Pam Craig; seconded by: Janis Joseph

Carried

THAT the Board of Education direct staff through the Superintendent to apply to the 2027/2028 Major Capital Funding Program for a Seismic Upgrade to Wickaninnish Community School for \$20,000,000, and that this project be at no additional cost to the Board other than that provided through this targeted funding.

Moved by: Larry Ransom; seconded by: Cherilyn Bray

Carried

THAT the Board of Education direct staff through the Superintendent to apply to the 2027/2028 Major Capital Funding Program for a Seismic Upgrade to Eric J Dunn Elementary School for \$20,000,000, and that this project be at no additional cost to the Board other than that provided through this targeted funding.

Moved by: Helen Zanette; seconded by: Pam Craig

Carried

THAT the Board of Education direct staff through the Superintendent to apply to the 2027/2028 Major Capital Funding Program for a Seismic Upgrade to Wood Elementary school for \$15,000,000, and that this project be at no additional cost to the Board other than that provided through this targeted funding.

Moved by: Janis Joseph; seconded by: Cherilyn Bray

Carried

THAT the Board of Education direct staff through the Superintendent to apply to the 2027/2028 Major Capital Funding Program for a modular expansion project at Wickaninnish Community School for \$15,000,000, and that this project be at no additional cost to the Board other than that provided through this targeted funding.

Moved by: Chris Washington; seconded by: Janis Joseph

Carried

THAT the Board of Education direct staff through the Superintendent to apply to the 2027/2028 Major Capital Funding Program for a modular expansion project at Alberni District Secondary School for \$15,000,000, and that this project be at no additional cost to the Board other than that provided through this targeted funding.

Moved by: Cherilyn Bray; seconded by: Pam Craig

Carried

THAT the Board of Education direct staff through the Superintendent to apply to the 2027/2028 Major Capital Funding Program for a conventional expansion project at Wickaninnish Community School for \$25,000,000, and that this project

be at no additional cost to the Board other than that provided through this targeted funding.

Moved by: Pam Craig; seconded by: Larry Ransom

Carried

THAT the Board of Education direct staff through the Superintendent to apply to the 2027/2028 Major Capital Funding Program for a conventional expansion project at Alberni District Secondary School for \$30,000,000, and that this project be at no additional cost to the Board other than that provided through this targeted funding.

Moved by: Larry Ransom; seconded by: Janis Joseph

Carried

THAT the Board of Education direct staff through the Superintendent to apply to the 2027/2028 Major Capital Funding Program for a new staff accommodation through the Rural District Program in the municipality of Ucluelet for \$5,500,000, and that this project be at no additional cost to the Board other than that provided through this targeted funding.

Moved by: Helen Zanette; seconded by: Pam Craig

Carried

11.4 2026/27 Annual Board & Committee Meeting Schedule 34

Paula Mason, Manager of Corporate Services

[Proposed 2026-27 Annual Board and Committee Meeting Schedule binder.pdf](#) &

The Board decided to hold the December 15, 2026 In-Camera meeting before the Public Board Meeting that same day.

THAT the Board of Education approve the proposed 2026/27 Board and Committee Meeting Schedule, including the Board's preferred December 2026 meeting structure, as presented.

Moved by: Chris Washington; seconded by: Janis Joseph

Carried

11.5 Suspension of Delegations during Election Period 37

Paula Mason, Manager of Corporate Services

[Temporary Suspension of Petition, Presentation, Delegation and Audience Question Period.pdf](#) &

Trustees discussed the topic and decided that meeting Chairs can address any issues that may arise in meetings. The second potential motion brought forward by staff was not put on the table, as the first motion was defeated.

THAT the Board of Education suspend the application of sections 1.3(1) and 1.3(17) of the Board Procedure administrative procedure commencing the first day of the Nomination Period (September 1, 2026) and continuing until General Voting Day (October 17, 2026) for the 2026 school trustee elections in School District No. 70 (Pacific Rim). During this time the Board will not hold Petitions/Presentations/Delegations or Audience Question Periods during regular

Public Meetings of the Board. During this period, the Board will accept written questions and inquiries from the public submitted to the Secretary-Treasurer.

Moved by: Helen Zanette; seconded by: Janis Joseph

Defeated

- 11.6 Healthy School Manager Update 39
Kirsten Nesbitt, Healthy Schools Manager
[Healthy Schools Manager Update.pdf](#) &
Manager Nesbitt provided an informative update to the Board and answered questions from trustees.
- 11.7 Indigenous Student Voice Event 42
Michelle Colyn, Manager of Indigenous Language & Culture
[Indigenous Student Voice Presentation.pdf](#) &
[Indigenous Student Voice Update.pdf](#) &
Manager Colyn provided a beautiful review of the event to the Board and answered questions from trustees.

12. Policy Development

- 12.1 Policies for Adoption 55
[XXX: Employee Performance Assessment \(Non-Teaching StafO \(P\)](#)
[611: Learning Enrichment/Gifted Program \(P\)](#)
[610: Inclusive Education Programs {P}](#)
Feedback Received: [Policy 610-ADTU Feedback Redacted.pdf](#) &
Policy 610 was referred back to the Policy Committee to review the feedback provided at their June 2,206 meeting prior to adoption.
THAT the Board of Education adopt the following policies as presented:
1 XXX: Employee Performance Assessment (Non-Teaching Staff) (P)
2 611: Learning Enrichment/Gifted Program (P)
Moved by: Helen Zanette; seconded by: Pam Craig
Carried.
ADTU President Dvorak left the meeting.

- 12.2 Policies for Public Consultation

13. Notice of Motion

14. Correspondence - Action Required

- 14.1 2026-04-14 DOT - Mini Pitch Grant Funding 57
[2026-05-14 DOT Mini Pitch Grant Funding.pdf](#) &
THAT the Board of Education direct staff through the Superintendent to engage with District of Totino staff regarding the May 2026 Mini Pitch Grant Funding process.

Moved by: Chris Washington; seconded by: Pam Craig

Carried

15. Correspondence - For Information

- 15.1 2026-05-19 ACRD OCP Bylaw Referral 58
[2026-05-19 ACRD OCP Bylaw Referral.pdf](#) fP

16. External Board Committees

- 16.1 2026-04-15 Traffic Advisory Committee Meeting Minutes 64
[2026_04_15_TAC_Minutes.pdf](#) fP
- 16.2 2026-04-01 Heritage Commission Meeting Minutes 67
[26.04.01 - HC Minutes - DRAFT.pdf](#) fP

17. Internal Board Committees

- 17.1 2026-03-03 Policy Committee Meeting Minutes 76
[2026-03-03 Policy Committee Meeting Minutes.pdf](#) fP
- 17.2 2026-04-07 Finance Committee Meeting Minutes 81
[2026-04-07 Finance Committee Meeting Minutes.pdf](#) fP
- 17.3 2026-05-05 Education Committee Meeting Minutes 143
[2026-05-05 Education Committee Meeting Minutes.pdf](#) fP

18. Audience Question Period

This item is reserved for members of the audience to ask questions related to topics discussed on today's agenda. Questions/Comments regarding topics not discussed on today's agenda should be directed to the Board Office via email at pmason@sd70.bc.ca

19. Next Meeting

The next regular meeting of the Board of Education will be held on June 23, 2026 at 4:00pm, at the Administration Office Board Room.

20. Adjournment

The meeting was adjourned at 6:02pm.

Board Chair

Secretary Treasurer



School District No. 70 (Pacific Rim)

Audit Planning Report
for the year ending
June 30, 2026



Prepared for presentation to the Board of Education on June 23, 2026

kpmg.ca/audit

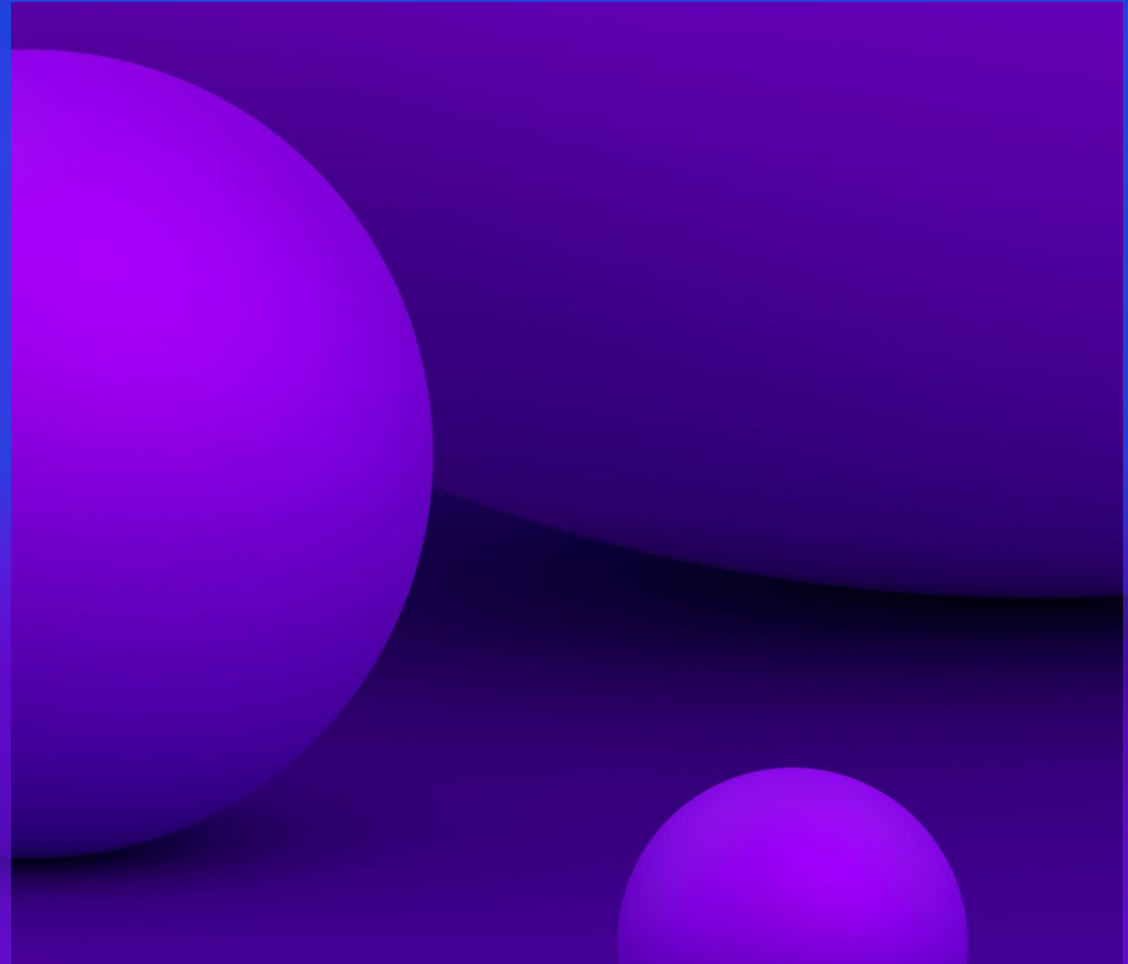


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Digital use information

This Audit Planning Report is also available as a “hyper-linked” PDF document.

If you are reading in electronic form (e.g. In “Adobe Reader” or “Board Books”), clicking on the home symbol on the top right corner will bring you back to this slide.



Click on any item in the table of contents to navigate to that section.



Highlights



Audit strategy



Risk assessment



Key milestones and deliverables



Appendices

This report to the Board of Education (“the Board”) is intended solely for the information and use of management, and the Board and should not be used for any other purpose or any other party. KPMG shall have no responsibility or liability for loss or damages or claims, if any, to or by any third party as this report to the Board has not been prepared for, and is not intended for, and should not be used by, any third party or for any other purpose.



Audit highlights



No matters to report



Matters to report – see link for details

Scope

Our audit of the financial statements (“financial statements”) of School District No.70 (Pacific Rim) (“the District”) as of and for the year ending June 30, 2026, will be performed in accordance with Canadian generally accepted auditing standards.

Audit strategy

Materiality \$1.3 million

- Financial reporting framework
- Updates to our prior year audit plan
- Audit timelines
- Required audit communications



Risk assessment

- Risks required by professional standards
- Other significant risks

We have not identified any other significant audit risks in addition to the presumed risks required by the professional standards.

- Presumed risk of fraudulent revenue recognition
- Other risks of material misstatement

- Revenues
- Procurement
- Payroll expenses and liabilities
- Tangible capital assets



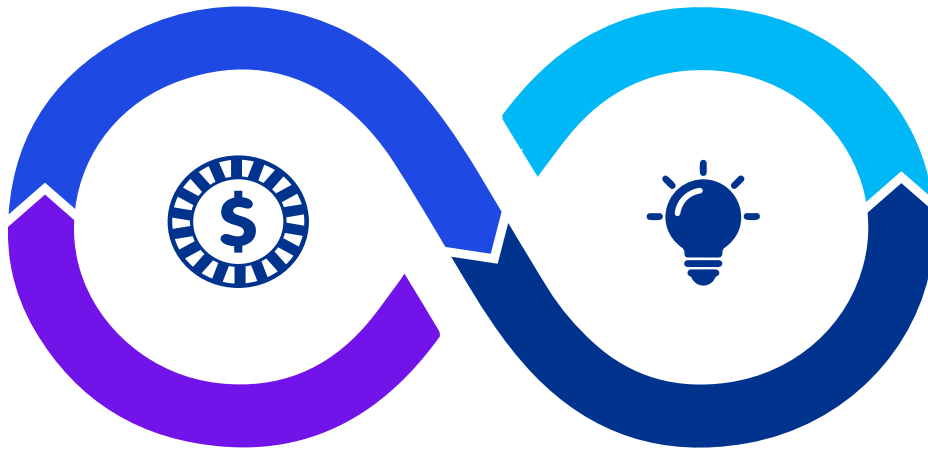
Financial reporting framework

Financial Reporting Framework

- The financial statements are prepared under Canadian Public Sector Accounting standards (“PSAS”), supplemented by the requirements of Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board.
- These regulations direct the District to apply PSAS, except in regard to accounting for restricted contributions. Under the regulations, capital contributions are deferred and amortized on the same basis as the amortization of the related tangible capital assets, not in accordance with the underlying stipulations on the funding, as required under PSAS.
- As a result, the District’s revenue recognized in the statement of operations and certain related deferred capital revenue would have been recorded differently under Canadian Public Sector Accounting Standards.
- The Office of the Auditor General (“OAG”) is the auditor of the Province of BC, in which the financial statements of the District are included. We have received a letter of instruction from OAG. We are required to provide certain reporting to the OAG on completion of our audit, including confirmation of compliance with professional standards.
- We have also been engaged by the Office of the Auditor General to perform certain procedures over balances as at and for the Province’s fiscal year ending March 31, 2026. This is first year we will be performing these procedures. We plan to perform these procedures in combination with our interim audit work in June 2026.



Materiality



We **initially determine materiality** at a level at which we consider that misstatements could reasonably be expected to influence the economic decisions of users. Determining materiality is a matter of **professional judgment**, considering both quantitative and qualitative factors, and is affected by our perception of the common financial information needs of users of the financial statements as a group. We do not consider the possible effect of misstatements on specific individual users, whose needs may vary widely.

We **reassess materiality** throughout the audit and revise materiality if we become aware of information that would have caused us to determine a different materiality level initially.

Plan and perform the audit

We **initially determine materiality** to provide a basis for:

- Determining the nature, timing and extent of risk assessment procedures;
- Identifying and assessing the risks of material misstatement; and
- Determining the nature, timing, and extent of further audit procedures.

We design our procedures to detect misstatements at a level less than materiality in individual accounts and disclosures, to reduce to an appropriately low level the probability that the aggregate of uncorrected and undetected misstatements exceeds materiality for the financial statements as a whole.

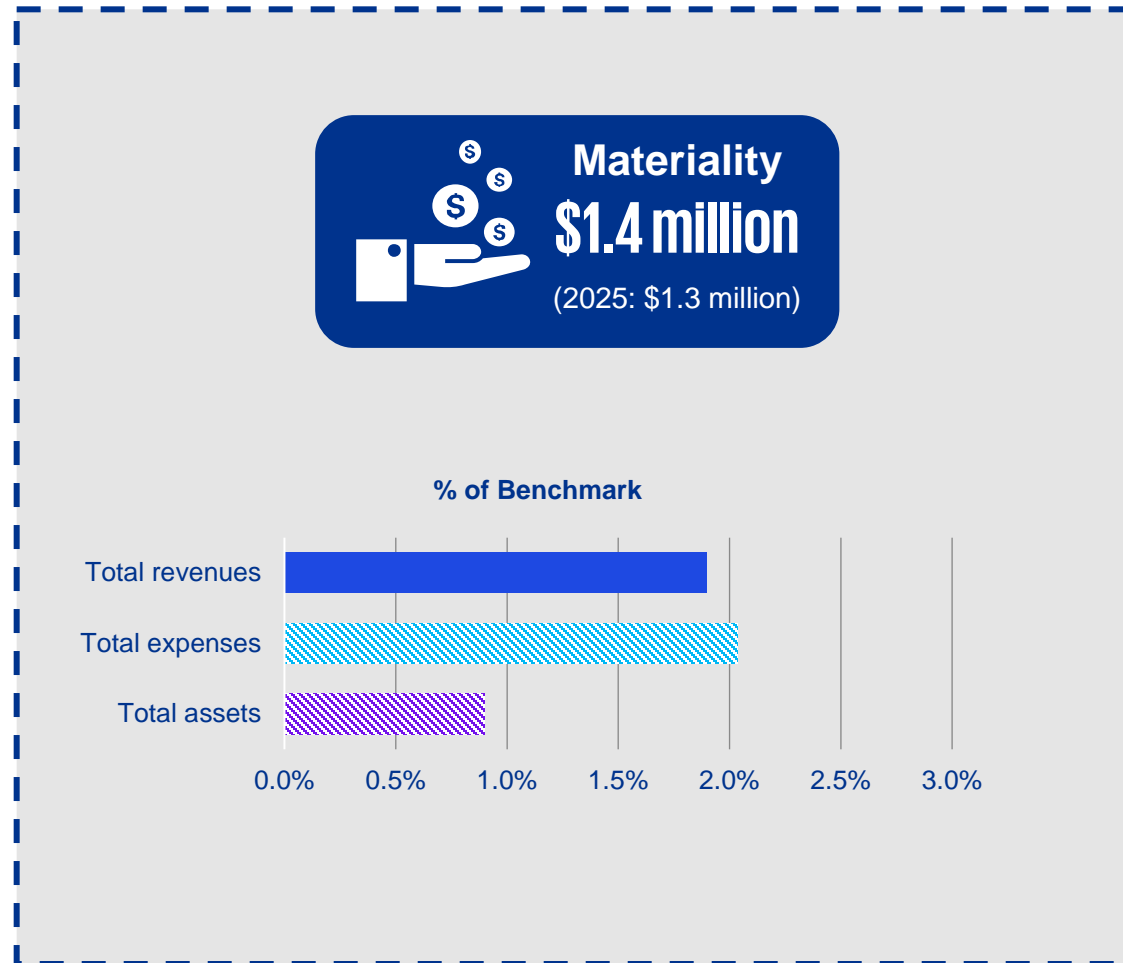
Evaluate the effect of misstatements

We also **use materiality** to evaluate the effect of:

- Identified misstatements on our audit; and
- Uncorrected misstatements, if any, on the financial statements and in forming our opinion.



Initial materiality



Budgeted Revenues
\$68 million
 (2025 : \$67 million)

% Benchmark
2.0%
 (2025 : 2.0%)

Audit Misstatement Posting Threshold
\$70,000
 (2025 : \$65,000)



Updates to our prior year audit plan

New significant risks



New significant risks



During our preliminary risk assessment process, we did not identify any significant risks other than those required by professional standards. Any changes to the audit plan will be communicated to Management and Those Charged with Governance.



Risks of material misstatement



Our risks of misstatement and of material misstatement are outlined in our risk assessment summary. There are no changes in assessed risk level in the current year. We have made changes in our audit approach in response to employee turnover and observations identified by new finance team members during the year.

[Risk assessment summary](#)



Other significant changes



Newly effective auditing standards



There are narrow-scope amendments to enhance transparency about the relevant ethical requirements for independence applied by the auditor when performing an audit of financial statements.

[Newly effective auditing standards](#)



Newly effective accounting standards



There are no new accounting standards effective for the year ending June 30, 2026. There are other accounting standards effective for subsequent years. See Appendix 4.

[Newly effective accounting standards](#)





Audit approach

Our planning begins with an assessment of risks of material misstatement in your financial statements based on our understanding and risk assessment procedures. In assessing inherent risk, the auditor uses professional judgment in determining the significance of the combination of the likelihood and magnitude of a misstatement along a spectrum. We assess inherent risk at one of three levels: Base, Elevated, or Significant, depending on where it is on the spectrum.

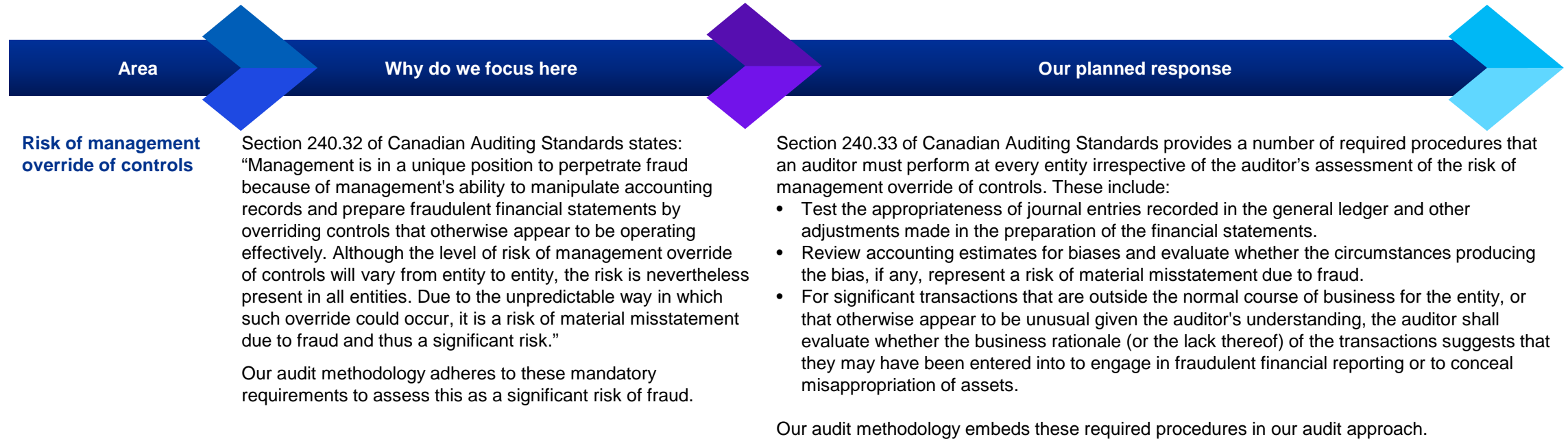
Based on our assessment, we have identified the following areas of audit focus. Risk assessment is iterative in nature rather than something we perform only at the beginning of the audit. As we perform the audit, we will continue to consider our risk assessment throughout the audit.

		Risk of fraud	Risk of error	Risk rating
●	Management override of controls	✓		Significant
●	Revenues		✓	Base
●	Procurement		✓	Base
●	Payroll expenses and liabilities		✓	Base
●	Tangible capital assets		✓	Base

● PRESUMED RISK OF MATERIAL MISSTATEMENT ● OTHER RISK OF MATERIAL MISSTATEMENT



Significant risks





Significant risks (continued)

The following are inquiries that we are required to make to those charged with governance:



Inquiries regarding risk assessment, including fraud risks

- What are the Board's views about fraud risks, including management override of controls, in the Entity? And have you taken any actions to respond to any identified fraud risks?
- Is the Board aware of, or has the Board identified, any instances of actual, suspected, or alleged fraud, including misconduct or unethical behavior related to financial reporting or misappropriation of assets?
 - If so, have the instances been appropriately addressed and how have they been addressed?
- How does the Board exercise oversight over management's assessment of fraud risk and the establishment of controls to address/mitigate fraud risks?
- Is the Board aware of any instances of actual or possible violations of laws and regulations, including illegal acts (irrespective of materiality threshold)?
- Is the Board aware of any correspondence with regulators or licensing authorities?
- Is the Board aware of any additional matters relevant to the audit?



Inquiries regarding Entity processes

- Is the Board aware of or have they received tips or complaints regarding the Entity's financial reporting (including those received through the Board's internal whistleblower program, if such programs exist)? If so, what was the Board's responses to such tips and complaints?
- Has the Entity complied with all covenants during the financial statement period and before the date of the auditor's report?
- Have there been any events of default during the financial statement period and before the dates of the auditor's report?

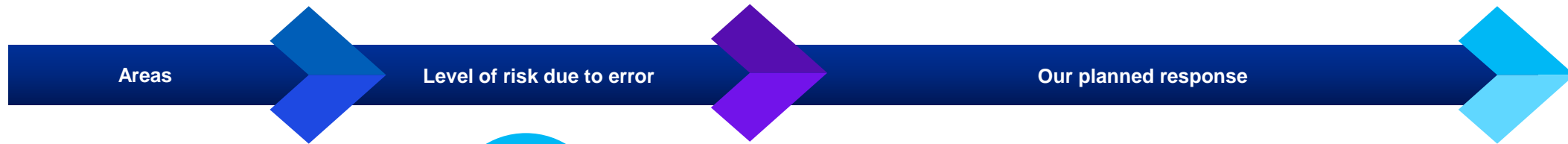


Inquires regarding related parties and significant unusual transactions

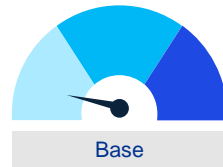
- Is the Board aware of any instances where the Entity entered into any significant unusual transactions?
- What is the Board's understanding of the Entity's relationships and transactions with related parties that are significant to the Entity?
- Is the Board concerned regarding relationships or transactions with related parties? If so, what is the substance of those concerns?



Other risks



Revenues

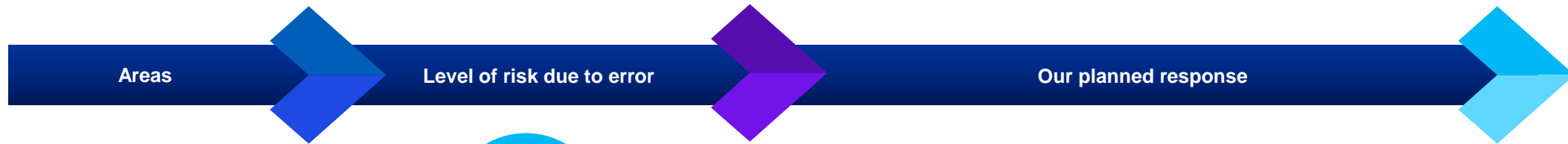


There is a risk associated with the accuracy, existence and completeness of funding from Ministry of Education and Child Care (“MECC”) and other sources, including fee revenue, and international student tuition revenue. To address this risk our planned response will include the following:

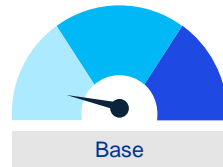
- ✓ Obtain confirmation from MECC of funding received for the year and assess if it is reported accurately between operating, special purpose and capital funds.
- ✓ Perform analytical review over fee revenues from other sources, including international student tuition revenue.
- ✓ Understand and test one-time, non-recurring adjustments, including existence, accuracy and presentation in the appropriate fund.
- ✓ Test receipt and use of Classroom Enhancement Funds to determine if funds have been used for their intended purpose based on funding restrictions.
- ✓ Substantive testing of unspent funding to assess appropriateness of deferral (if applicable) in accordance with related restrictions.



Other risks (continued)



Procurement

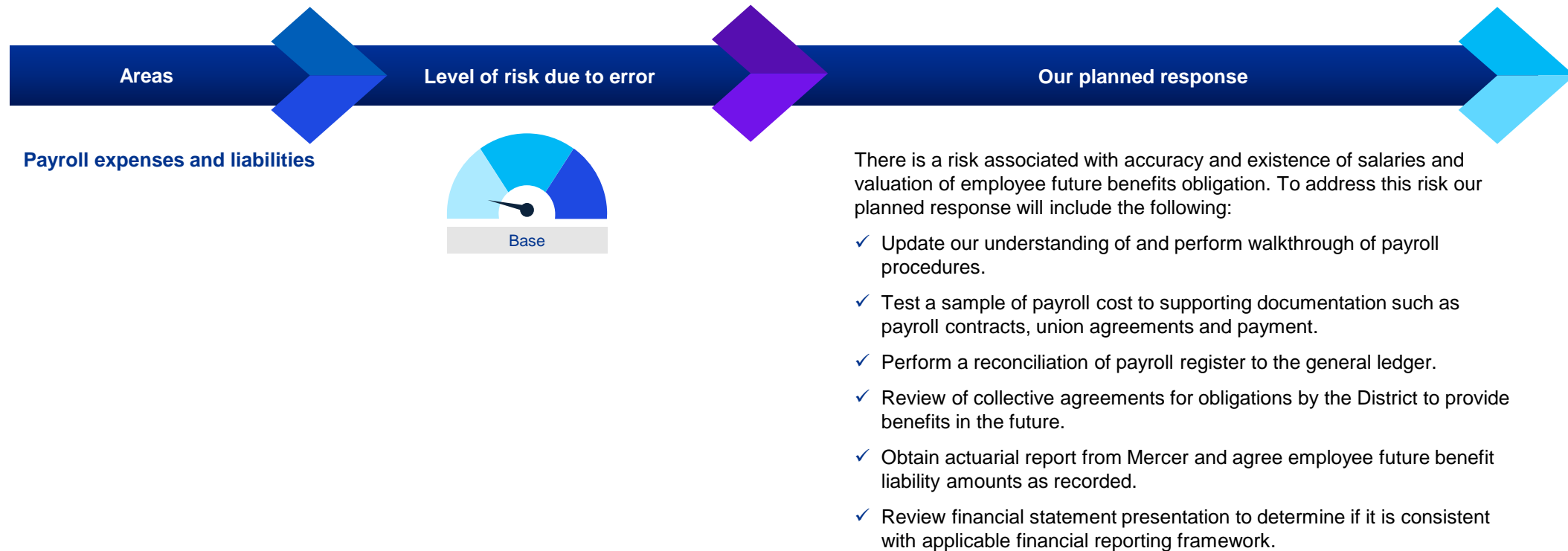


There is a risk associated with completeness and existence of payables, and accuracy and existence of expenses. To address this risk our planned response will include the following:

- ✓ Update our understanding of the District's procurement and payables process and relevant policies.
- ✓ Review the District's policy for expenditure reimbursements and perform a walkthrough of the process from initiation to completion to test compliance to policy.
- ✓ Perform analytical procedures over expenses other than payroll, by fund and function, with expectation that actual expenses will not exceed or be less than budget within acceptable threshold.
- ✓ Substantive tests of details over appropriate existence, accuracy, classification and allocation of expenses based on source documentation maintained.
- ✓ Test payments made after year end to assess completeness of liabilities and expenses recorded in the correct fiscal year.

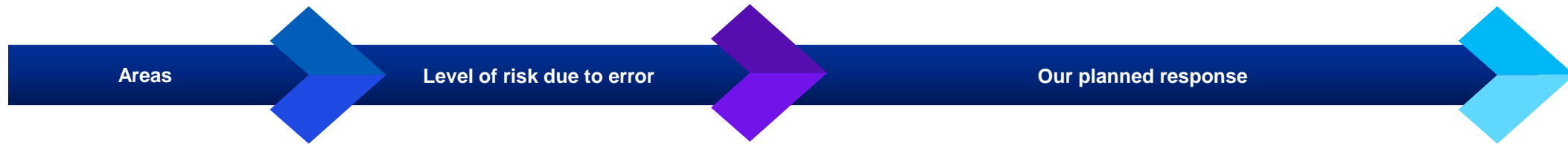


Other risks (continued)

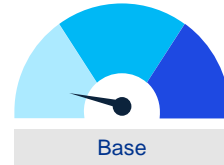




Other risks (continued)



Tangible capital assets

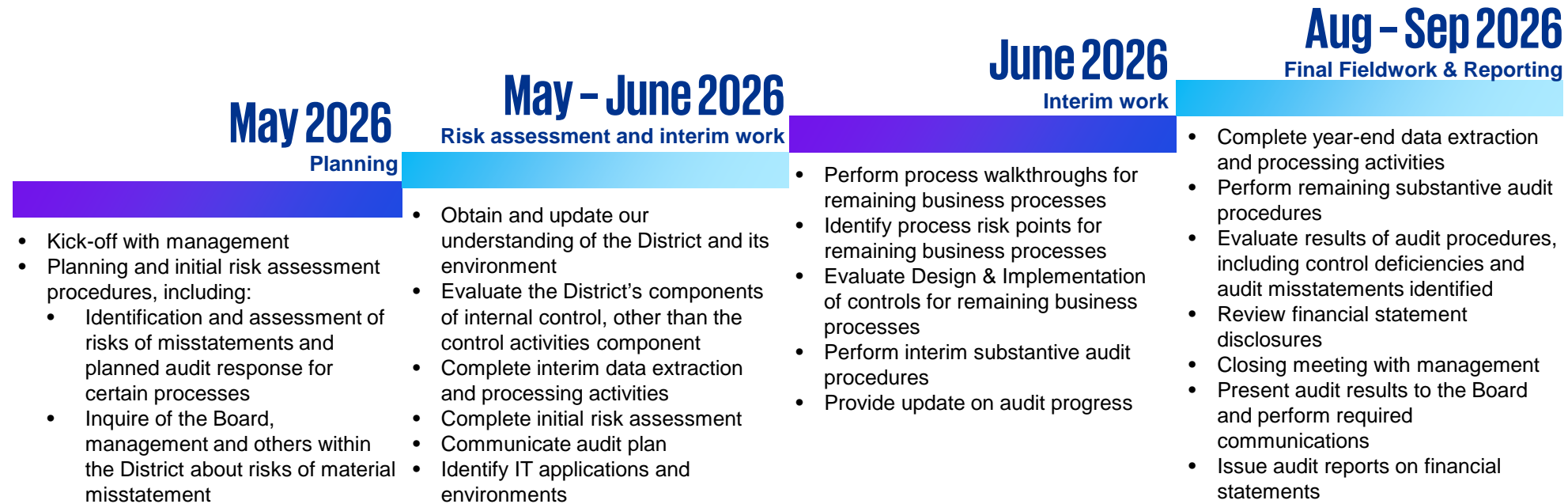


The District receives funding to construct and purchase tangible capital assets, which are based on approved budgets. There is a risk associated with completeness, existence and accuracy of capital additions and capital projects in process. To address this risk our planned response will include the following:

- ✓ Understand the approval and related review process for capital expenditures for consistency with approved budgets and Ministry approval.
- ✓ Obtain an understanding of the funding sources for tangible capital asset additions incurred during the year. Review processes in place to ensure that only capital expenditures that are approved via the budget process can be processed.
- ✓ Detailed testing of asset purchases, including school construction costs, and disposals and recalculation of the allocation of proceeds between Ministry restricted funds and internally restricted District funds.
- ✓ Evaluate the status of capital projects and work in progress to determine if capitalization remains appropriate and/or costs are written down when project plans no longer support future value.
- ✓ Review agreements for contractual commitments and related disclosure requirements.
- ✓ Assess maintenance of asset retirement obligations (ARO) accounting, additions for new liabilities, reductions for obligations remediated and revaluation for other changes in amount of ARO.



Key milestones and deliverables



Appendices

1

Required communications

2

Audit quality

3

Independence

4

Newly effective and upcoming changes to auditing standards

5

Current developments: changes in accounting standards

6

Thought leadership and insights



Appendix 1: Required communications



Auditor's report

A copy of our draft auditor's report setting out the conclusion of our audit will be provided at the completion of the audit.

Engagement letter

The objectives of the audit, our responsibilities in carrying out our audit, as well as management's responsibilities, are set out in the service agreement and engagement letter.



Audit findings report

At the completion of the audit, we will provide our findings report to the Board.

Management representation letter

We will obtain from management certain representations at the completion of the audit. In accordance with professional standards, a copy of the representation letter will be provided to the Board.



Independence

We are independent and have a robust and consistent system of quality control. We provide complete transparency on all services and follow the District's approved protocols. At the completion of our audit, we will re-confirm our independence to the Board.

Internal control deficiencies

Significant control deficiencies identified during the audit will be communicated to management and the Board.



Appendix 2: Audit quality - Our commitment to delivering audit quality

We define 'audit quality' as being the outcome when:

- audits are **executed consistently**, in line with the requirements and intent of **applicable professional standards** within a strong **system of quality management**; and
- all of our related activities are undertaken in an environment of the utmost level of **objectivity, independence, ethics and integrity**.

KPMG is committed to fulfilling our public interest role in providing robust assurance that can benefit investors and other stakeholders.


Businesses are integrating technology in ways once unimaginable. Geopolitical changes and inflationary pressures continue to drive uncertainty, and businesses need to take action to respond to societal threats like climate change.

The pace and scale of change only strengthens our resolve to ensure the quality, consistency and adaptability of our services are fit for this new future. Audit and assurance quality remains the highest priority at KPMG.

Through sustained innovation, we aim to consistently deliver superior audit quality. Across the global organization:

- KPMG firms have implemented a consistent risk-based approach to our system of quality management to drive audit and assurance quality, enabling us to meet the requirements of the International Standard on Quality Management 1 (ISQM 1).
- We are utilising powerful technologies on audit and assurance engagements, including artificial intelligence, and leveraging our alliances with technology leaders such as Microsoft to further enhance quality and provide even more value through deeper analysis of businesses, no matter their size.
- We believe the same level of rigour, quality, consistency and trust that is applied to financial statement information by companies should also apply to ESG reporting. Therefore, across the global organization we have deployed an assurance methodology, KPMG Clara workflow and learning tools to upskill and build teams to provide assurance on ESG reporting that helps our clients build a more sustainable future.

We encourage you to read our Transparency Report to learn more about our system of quality management and our firm's statement on the effectiveness of our SoQM:

 [KPMG Canada Transparency Report](#)




Appendix 2: Audit quality: How do we deliver audit quality?


Quality essentially means doing the right thing and remains our highest priority.

We have strengthened the consistency and robustness of our system of quality management to meet the requirements of ISQM 1 (CSQM 1), issued by the International Audit and Assurance Standards Board. Foundational for quality management, KPMG's globally consistent approach to ISQM 1 drives compliance with the standard and our efforts to strengthen trust and transparency with clients, the capital markets and the public we serve.

Aligned with ISQM 1 (CSQM 1), our SoQM meets the requirements of the International Code of Ethics for Professional Accountants (including International Independence Standards) issued by the International Ethics Standards Board for Accountants (IESBA) and the relevant rules of professional conduct / code of ethics applicable to the practice of public accounting in Canada, which apply to professional services firms that perform audits of financial statements.

Our **Global Quality Framework** outlines how we deliver quality and how every KPMG professional contributes to its delivery.

 **'Perform quality engagements'** sits at the core, along with our commitment to continually monitor and remediate to fulfil our quality drivers.

 Our **quality value drivers** are the cornerstones to our approach underpinned by the **supporting drivers** and give clear direction to encourage the right behaviours in delivering audit quality.



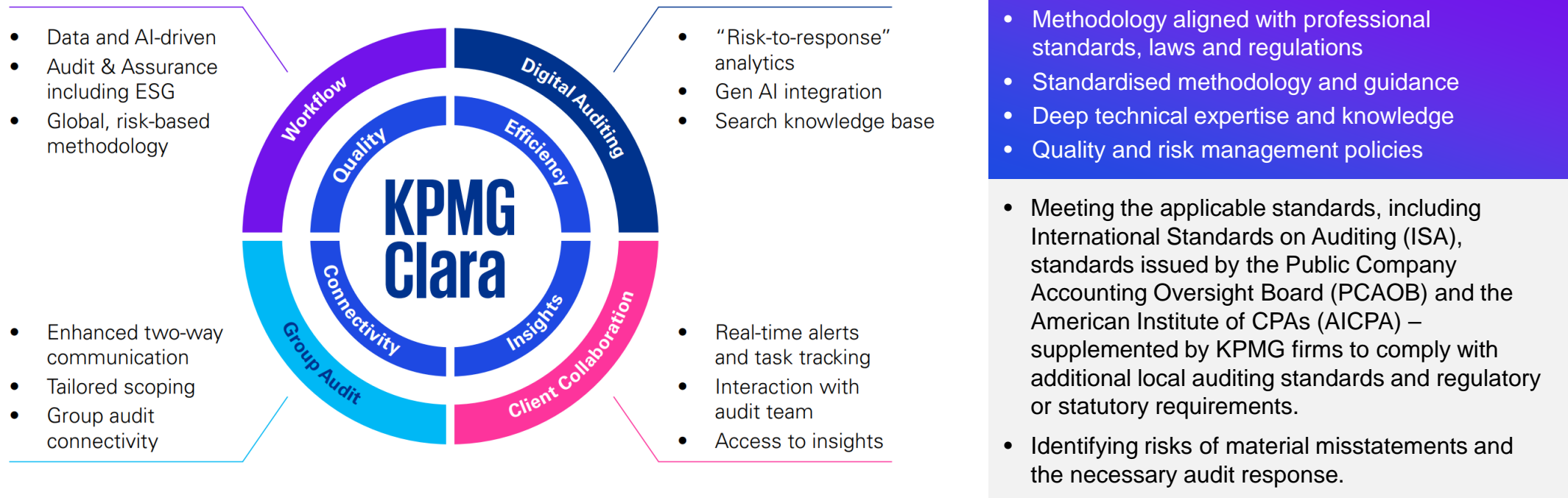
Doing the right thing. Always.



Appendix 2: Audit quality - The KPMG Audit

Globally consistent audit and assurance methodology and tools

As a scalable, intuitive cloud-based platform, KPMG Clara is driving globally consistent execution across all KPMG member firms. It enables delivery of KPMG audit and assurance methodologies through data-enabled workflows, which align with the applicable audit and assurance standards and provide an improved experience to audit and assurance professionals.





Appendix 3: Independence: Shared responsibilities

Auditor independence is a shared responsibility and most effective when management, audit committees, and audit firms work together in considering compliance with relevant independence rules. In order for KPMG to fulfill its professional responsibility to maintain and monitor independence, management, the Board of Directors, and KPMG each play an important role. We apply the following ethical requirements, including independence requirements, in:

- the rules of professional conduct / code of ethics applicable to the practice of public accounting issued by various professional accounting bodies in Canada (“CPA code”) that are relevant to audits of financial statements of reporting issuers; and
- the International Code of Ethics for Professional Accountants (including International Independence Standards) issued by the International Ethics Standards Board for Accountants (“IESBA independence rule”) that are relevant to audits of financial statements of public interest entities.



The firm maintains a system of quality control over compliance with independence rules and firm policies. Timely information before the effective date of transactions or other business changes is necessary to effectively maintain the firm’s independence in relation to:

- New related entities
- Any former KPMG professional who are directors, officers, or employee in a position to exert significant influence over the preparation of the client’s accounting records or the financial statements.



- The CPA Code and IESBA independence rules require the audit committee to pre-approve all audit and permitted non-audit services to be provided by the auditor.
- IESBA also has requirements to obtain the audit committee’s concurrence with the provision of non-assurance services and the auditor’s conclusion on the impact to independence.



- We are required report to the Board of Directors all relationships that may reasonably be thought to bear on our independence, including fees charged, and discuss the potential effects of such relationships on our independence. We are also required report to the related safeguards that have been applied, as applicable, to eliminate identified threats to independence or reduce them to an acceptable level.
- This communication will be provided during our year-end communications.



Appendix 4: Newly effective and upcoming changes to auditing standards

For more information on newly effective and upcoming changes to auditing standards - see Current Developments 

Effective for periods beginning on or after December 15, 2024

ISA 260/CAS 260

.....
Communications with those charged with governance

Summary of Changes:

New requirements for the auditor to communicate:

- about the relevant ethical requirements, including those related to independence, that the auditor applied to the audit of the financial statements; and
- any enhanced independence requirement that the auditor applied specific to the audit of financial statements of certain entities.

ISA 700/CAS 700

.....
Forming an opinion and reporting on the financial statements

Summary of Changes:

New requirements for the auditor to publicly disclose when the auditor applied independence requirements specific to audits of financial statements of certain entities WHEN the ethical requirements require public disclosure.



Appendix 5: Current developments

Accounting standards

Conceptual Framework for Financial Reporting in the Public Sector

Effective for years commencing on or after April 1, 2026 with early adoption permitted.

- The framework provides the core concepts and objectives underlying Canadian public sector accounting standards.
- The ten chapter conceptual framework defines and elaborates on the characteristics of public sector entities and their financial reporting objectives. Additional information is provided about financial statement objectives, qualitative characteristics and elements. General recognition and measurement criteria, and presentation concepts are introduced.

Financial Statement Presentation

Effective for years commencing on or after April 1, 2026 with early adoption permitted.

- The proposed section PS 1202 *Financial statement presentation* will replace the current section PS 1201 *Financial statement presentation*.
- The proposed section includes the following:
 - Relocation of the net debt indicator to its own statement called the statement of net financial assets/liabilities, with the calculation of net debt refined to ensure its original meaning is retained.
 - Separating liabilities into financial liabilities and non-financial liabilities.
 - Restructuring the statement of financial position to present total assets followed by total liabilities.
 - Changes to common terminology used in the financial statements, including re-naming accumulated surplus (deficit) to net assets (liabilities).
 - Removal of the statement of remeasurement gains (losses) with the information instead included on a new statement called the statement of changes in net assets (liabilities). This new statement would present the changes in each component of net assets (liabilities), including a new component called “accumulated other”.
 - A new provision whereby an entity can use an amended budget in certain circumstances.
 - Inclusion of disclosures related to risks and uncertainties that could affect the entity's financial position.

Example of a Typical Implementation Approach

Phase 1

- Understand the existing financial reporting processes.
- Examine chart of accounts and trial balance.
- Review accounting policy.
- Gap assessment and implementation plan.

Phase 2

- Data gathering and financial data analysis.
- Budget and performance reporting.
- System and software impacts.
- Implementation and compliance adjustments



Appendix 5: Current developments (continued)

Accounting standards (continued)

Employee Benefits

Proposed to be effective for years commencing on or after April 1, 2029 with early adoption permitted.

- The Public Sector Accounting Board has issued proposed new standard PS 3251 *Employee benefits* which would replace the current sections PS 3250 *Retirement benefits* and PS 3255 *Post-employment benefits, compensated absences and termination benefits*.
- After evaluating comments received about the July 2021 exposure draft, a new re-exposure draft was released in October 2024. The re-exposure draft continues to use principles from International Public Sector Accounting Standard 39 *Employee benefits* as a starting point to develop the Canadian standard.
- The proposed standard would result in public sector entities recognizing the impact of revaluations of the net defined benefit liability (asset) immediately on the statement of financial position.
- The re-exposure draft also proposes that fully funded post-employment benefit plans use a discount rate based on the expected market-based return of plan assets and unfunded plans use a discount rate based on the market yield of government bonds, high-quality corporate bonds or another appropriate financial instrument. A simplified approach to determining a plan's funding status is provided.
- For most other topics, the re-exposure draft is consistent with the original exposure draft. A few exceptions are:
 - Deferral provisions – Remeasurement gains and losses will be presented as part of accumulated remeasurement gains and losses.
 - Valuation of plan assets – Public sector entities may continue to recognize non-transferable financial instruments that meet the definition of plan assets under existing PS 3250 guidance.
 - Joint defined benefit plans – Defined benefit accounting will be used for measurement of the proportionate share of the plan, instead of previously proposed multi-employer plan accounting which was based on defined contribution plan concepts.
 - Disclosure of other long-term employee benefits and termination benefits – The re-exposure draft does not include prescriptive disclosure requirements for other long-term employee benefits and termination benefits.
- The proposed section PS 3251 *Employee benefits* guidance will be applied retroactively, with or without prior period restatement.



Appendix 5: Current developments (continued)

Accounting standards (continued)

Intangible Assets

Proposed to be effective for years commencing on or after April 1, 2030 with early adoption permitted.

- The Public Sector Accounting Standards Board has issued proposed new standard PS 3155 *Intangible Assets* which would replace Public Sector Guideline 8 *Purchased Intangibles*.
- The standard will include foundational guidance on acquired and internally generated intangibles. It excludes intangible assets addressed in other public sector accounting standards and other intangible items such as exploration and extraction costs for non-renewable resources or intangible assets related to insurance contracts.
- The definition of “intangible assets” requires an intangible resource to be separate and identifiable from goodwill. It also requires that the entity has control over the intangible resource, future economic benefits flow from the intangible resource, and the intangible resource is the result of a past transaction and/or other events.
- Internally generated goodwill is not permitted to be recognized as an asset.
- An intangible resource is recognized when it meets the definition of an intangible asset and the asset’s cost can be measured in a faithfully representative way. The generation of the asset is classified into a research phase and a development phase. Expenditures from the research phase of an internally generated project are expensed. An intangible asset arising from the development phase can be recognized if it meets certain requirements.
- Intangible assets are initially measured at cost and subsequently carried at cost less accumulated amortization and accumulated impairment losses. Intangible assets acquired through a non-exchange transaction are measured at fair value as of the date it is acquired.

Cloud Computing Arrangements

- As part of its intangible assets project, the Public Sector Accounting Standards Board is also developing guidance on cloud computing arrangements. To ensure the development of this accounting guidance reflects current practices and needs, a survey was used to gather insights. The survey will inform the Public Sector Accounting Board about the types of cloud computing arrangements being encountered, magnitude of costs, key arrangement terms, current accounting policies and unique challenges in practice.



Appendix 6: Thought Leadership and Insights

Half of Public Servants Turn to AI Raising Risks

KPMG survey finds public sector unready for AI, low literacy, need for digital sovereignty.

While less than a quarter (**22 per cent**) of Canadian public sector organizations have adopted artificial intelligence (AI), half of the public servants who use AI in their jobs rely on publicly available AI tools, exposing governments to potential risks including data privacy and security breaches, intellectual property theft and exposure to biased or inaccurate information that can lead to legal and ethical issues, finds a new KPMG in Canada research.

[Click here for more information](#)

Intelligent Government

The emergence of generative AI, alongside advanced autonomous and agentic systems, is transforming how government and the public sector innovate and operate. Our findings reveal an actionable blueprint for governments and organizations aiming to leverage AI's potential to drive efficiency, reduce time-to-market and improve patient outcomes. This report provides insights into how they can take a value-based approach to AI that helps to accelerate innovation, unlock new growth opportunities, and maximize the impact of their AI investments.

[Click here for more information](#)

KPMG 2025 Canadian CEO Outlook

Our 2025 CEO Outlook survey reveals a compelling paradox: Canadian CEOs are increasingly confident in the growth of their companies and industries, yet their optimism about the Canadian and global economies is waning.

Despite the evolving pressures, CEOs alike are proactively focusing on making their organizations more resilient to external shocks. They are not just reacting to changes, but are actively seeking ways to mitigate external risks, improve productivity and optimize revenue.

[Click here for more information](#)

Midyear Observations on the 2025 Board Agenda

Disruption, volatility, and uncertainty aren't new operating conditions by any means. But the assumptions that have long driven corporate thinking - the role of government, geopolitical norms, and consistency in US policies as administrations change, and the speed of technological advances—are being upended. Few business leaders have experienced the scope, complexity, and combination of issues companies are facing today—and many will earn their stripes in the months ahead.

[Click here for more information](#)

Accelerate – Delving Deeper: The New Standing Items on Audit Committee Agendas

Geopolitical risks are continuing to evolve, generative artificial intelligence (AI) is reshaping the work world and ESG reporting is now mandatory for some organizations. At the same time, cyberattacks are becoming more frequent and sophisticated, but so are the tools to fight them.

Until recently, many of the biggest drivers of this new era were of only cursory interest to audit committees. Now, AI, ESG and cyber are being examined more rigorously and increasingly becoming standing items on the audit committee agenda.

[Click here for more information](#)





Appendix 6: Thought Leadership and Insights (continued)

Our latest thinking on the issues that matter most to Boards, Committees and management.

KPMG Audit & Assurance Insights

Curated research and insights for audit Committees and Boards.

Board Leadership Centre

Leading insights to help board members maximize boardroom opportunities.

Sustainability Reporting

Resource centre on implementing the new Canadian reporting standards.

Audit Committee Guide – Canadian Edition

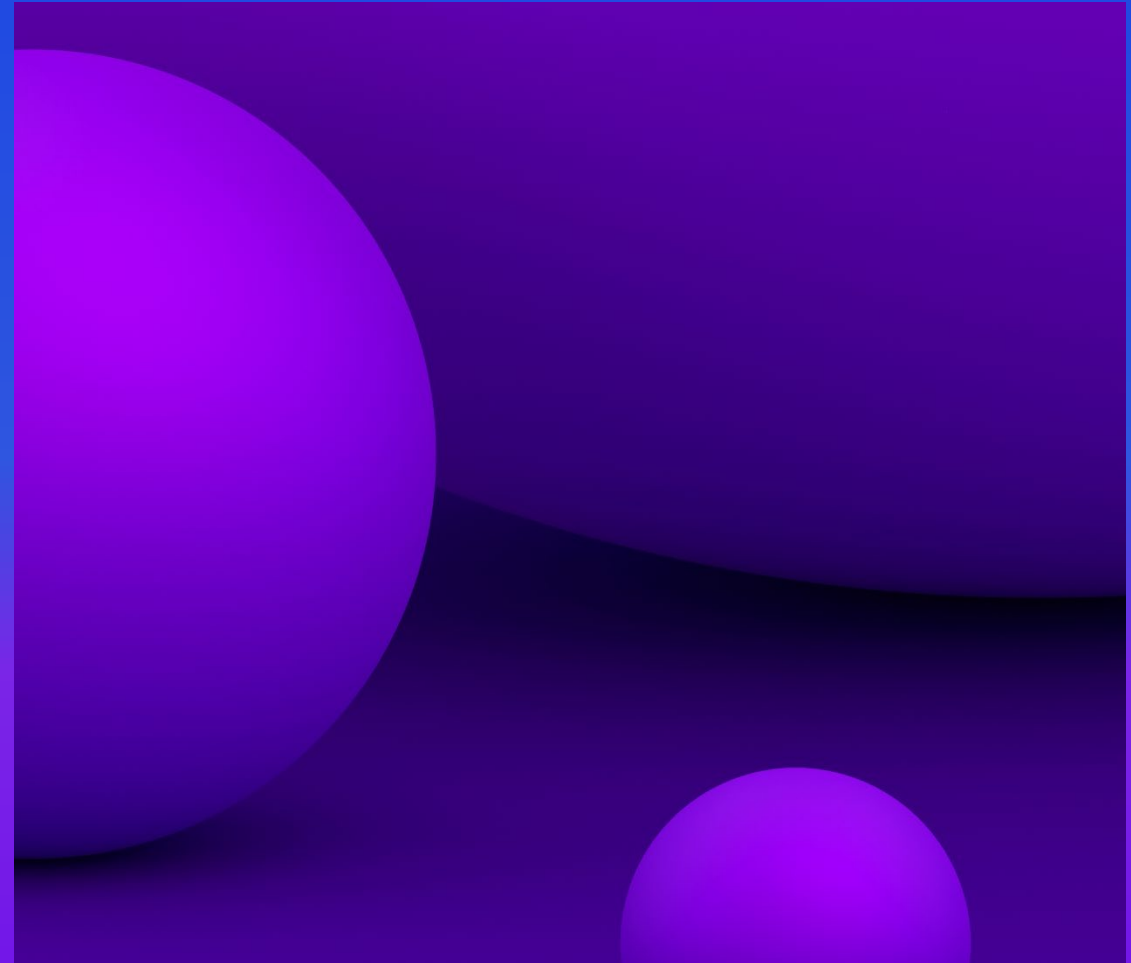
A practical guide providing insight into current challenges and leading practices shaping audit committee effectiveness in Canada.





[kpmg.ca](https://www.kpmg.ca)

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ADTU Member Survey

2025-2026

WE BELIEVE...

Teachers are the backbone of public education.

When teachers are meaningfully supported, they thrive.

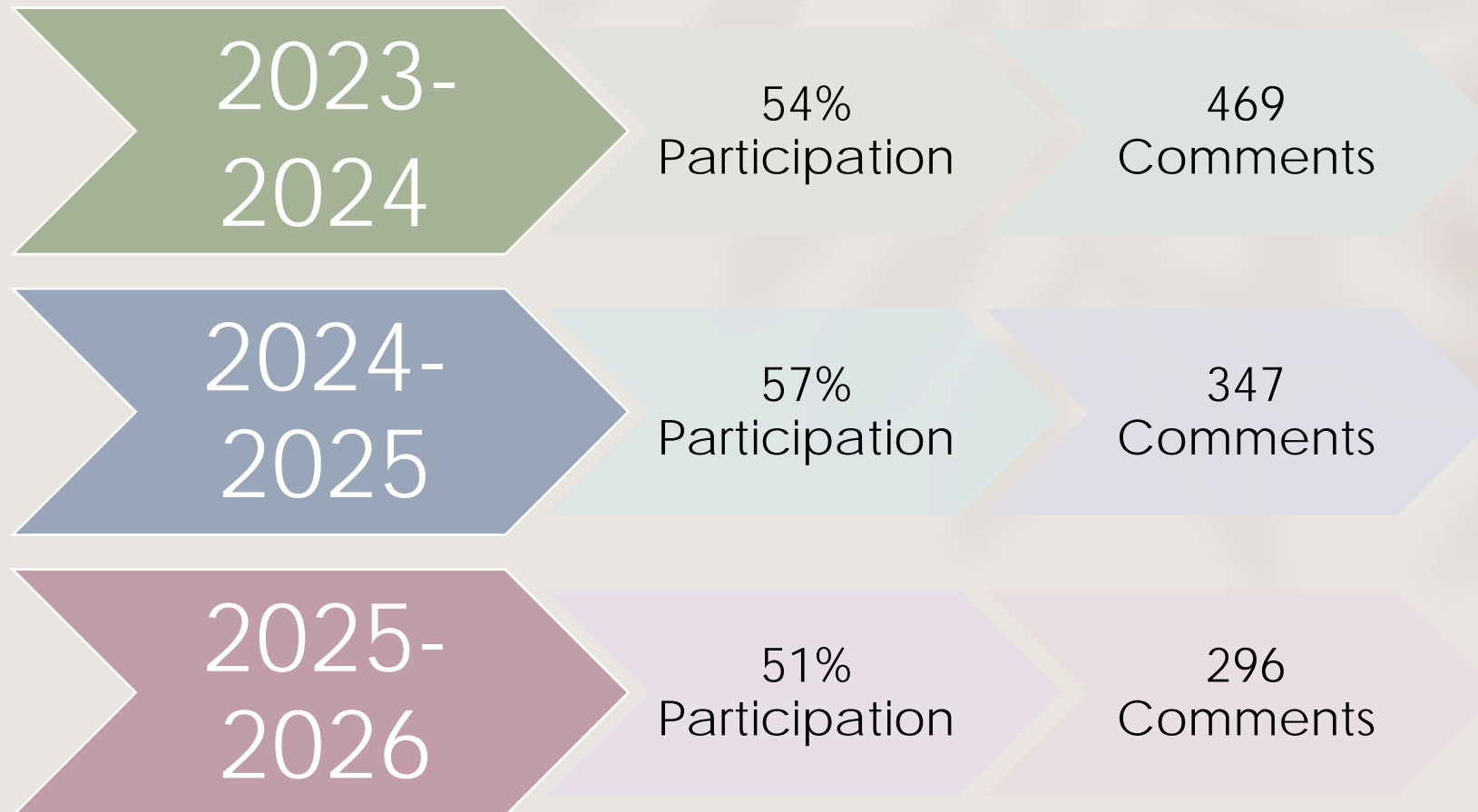
And when teachers thrive — students thrive.

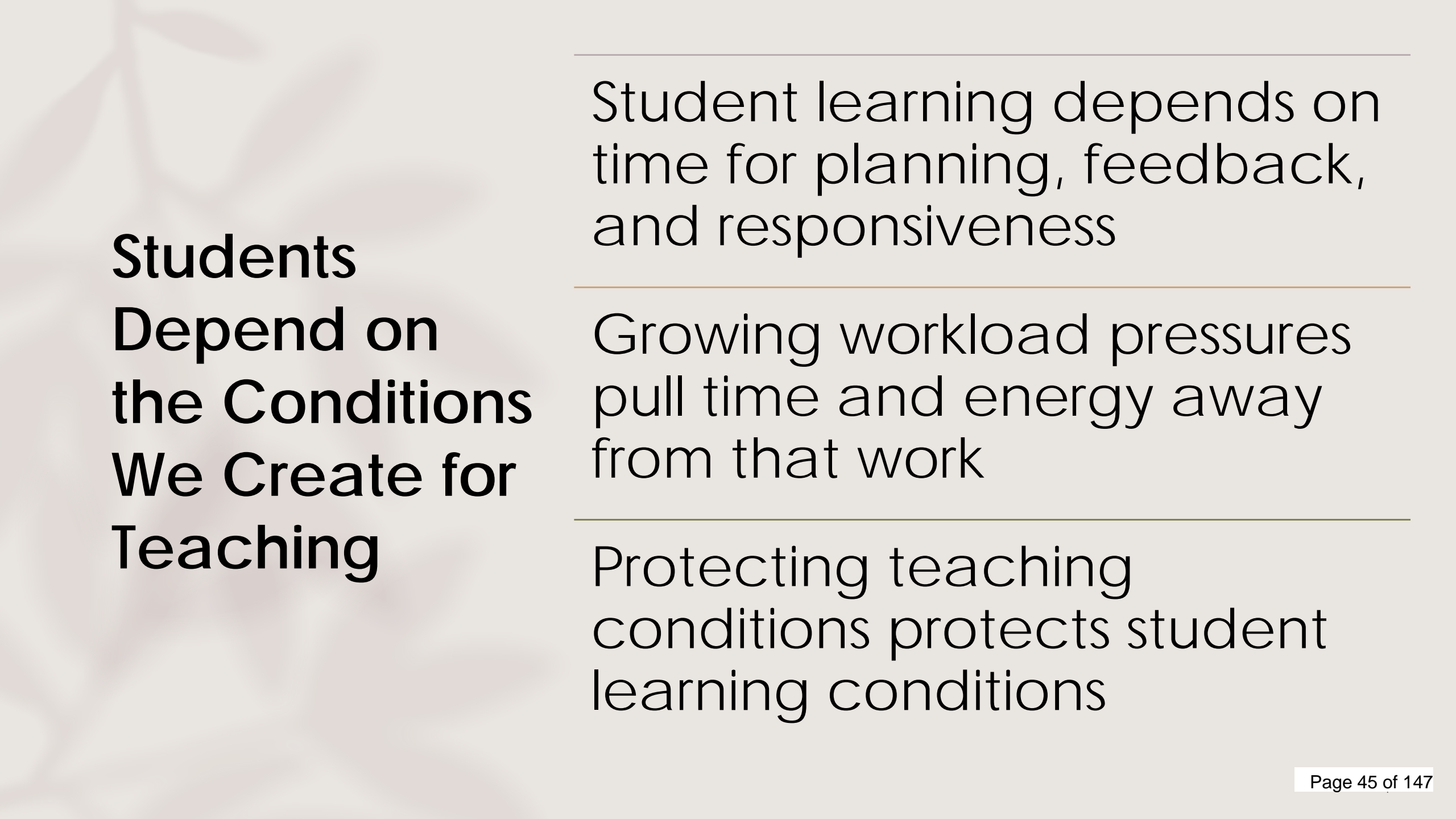
WE RECOGNIZE...

Everyone is working hard within real constraints.

The job is more complex than ever.

What this evidence represents





**Students
Depend on
the Conditions
We Create for
Teaching**

Student learning depends on time for planning, feedback, and responsiveness

Growing workload pressures pull time and energy away from that work

Protecting teaching conditions protects student learning conditions

**Across three
years, the
same
warning
signs persist**

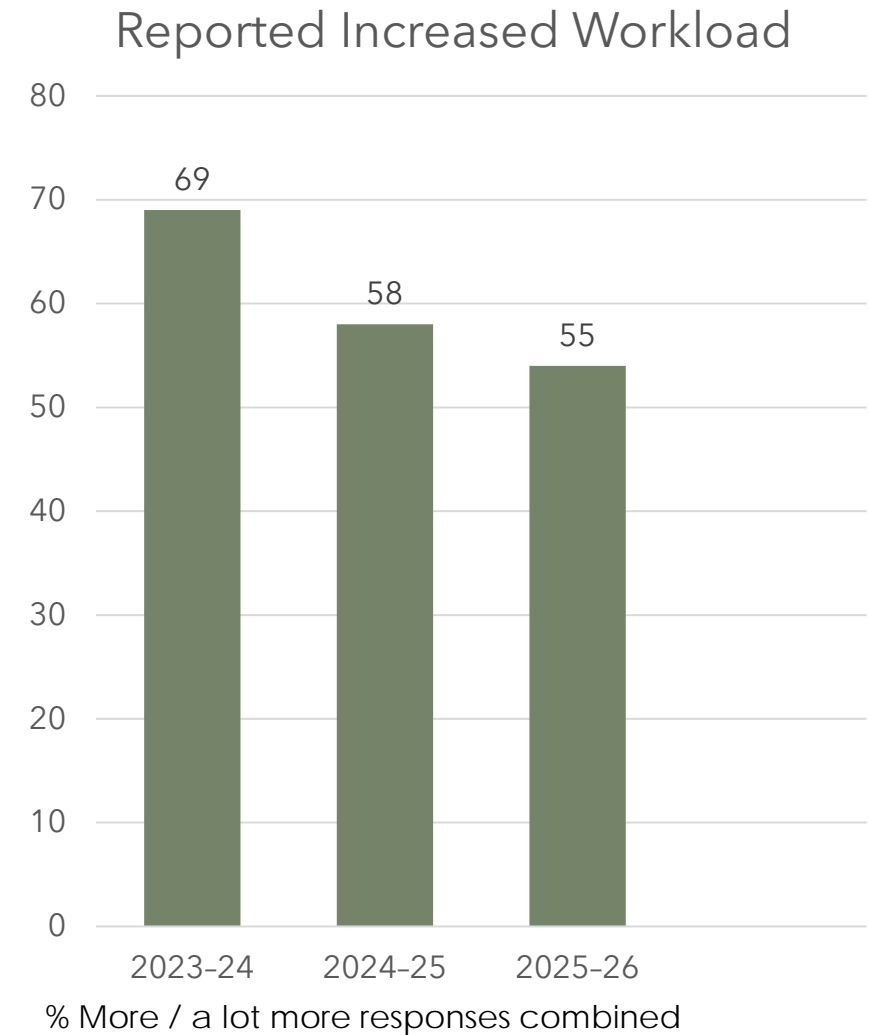
Workload stays high

Energy after work
remains low

Reported district
support remains low

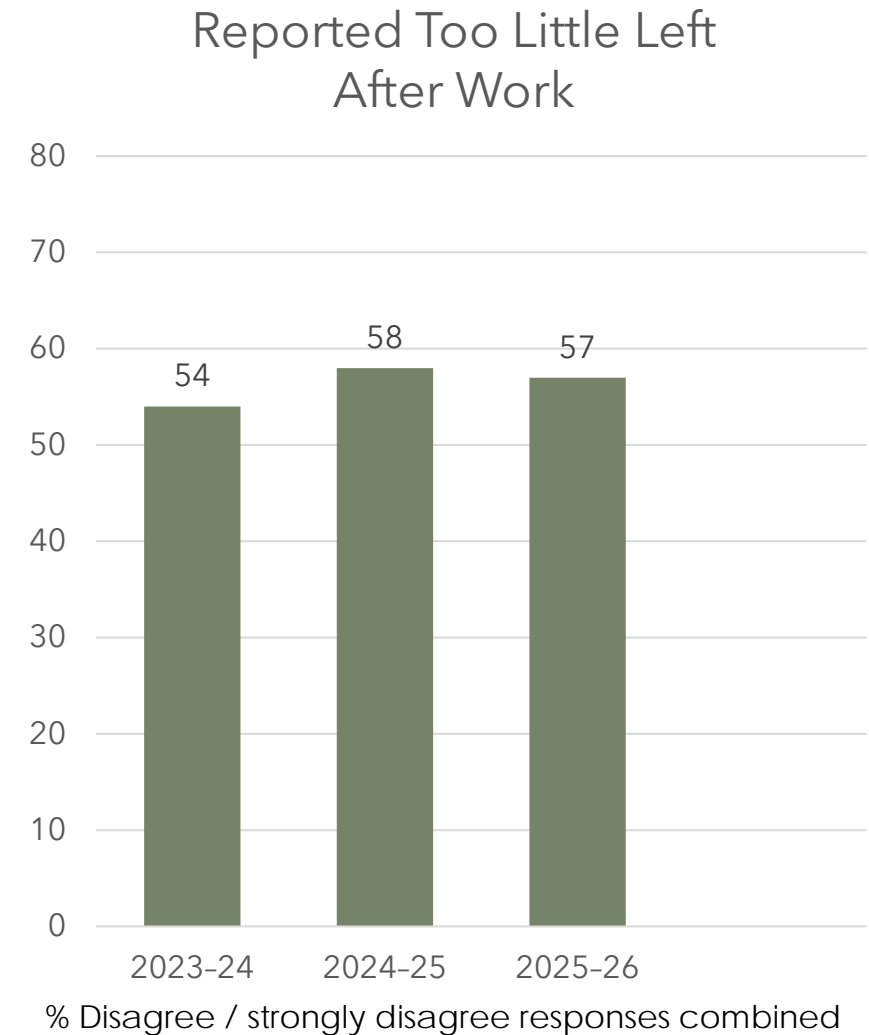
Workload Stays High

- **Survey Question:** *Compared to last year, how would you describe your overall workload?*
- The results show a sustained pattern of increased workload across survey years.



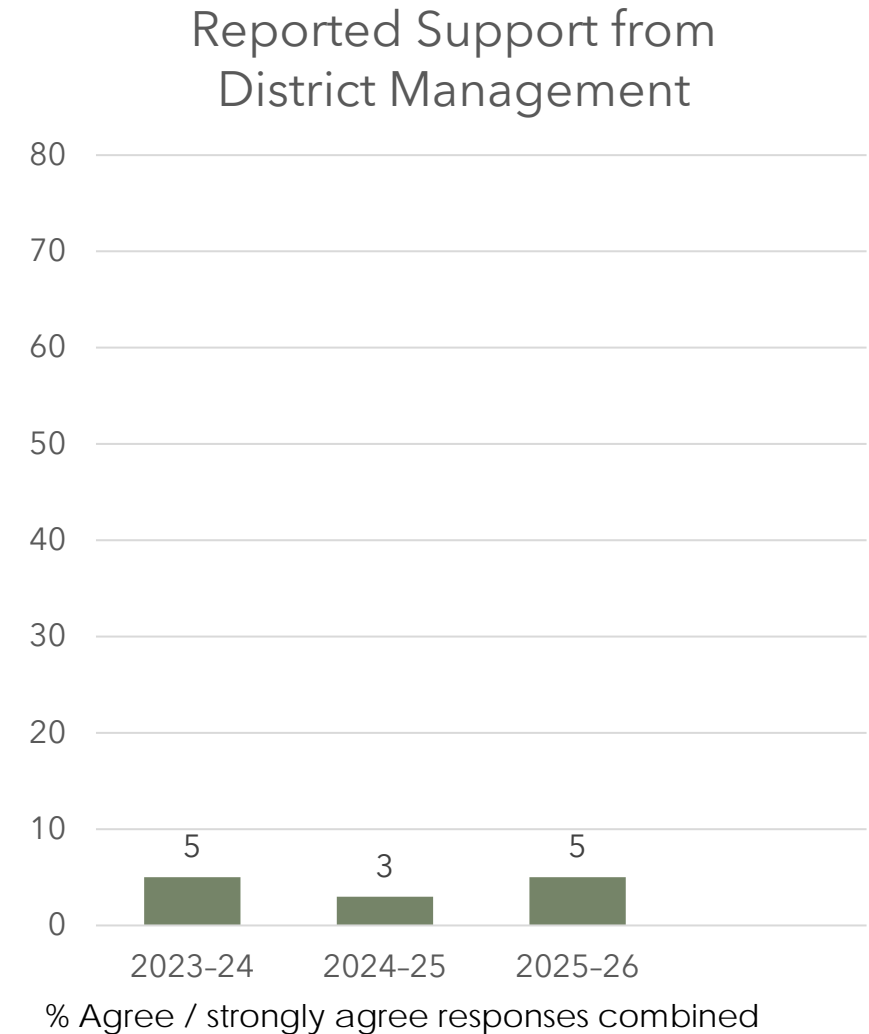
Energy After Work Remains Low

- **Survey Question:** *When I leave work, there is enough of me left over to meet the responsibilities of my personal life.*
- The graph shows the percentage of members who disagreed or strongly disagreed with this statement.
- Across all three years, more than half of respondents reported having too little left after work to meet personal responsibilities.



Reported District Support Remains Low

- **Survey Question:** *I feel adequately supported by district management.*
- Across all three years, only a very small percentage reported feeling supported at the district level.
- This suggests a persistent disconnect that warrants closer examination of district processes, communication, implementation demands, and support structures.



System Pressures Driving the Pattern

System pressures identified across survey comments:

- reporting, assessment, and documentation requirements
- paperwork and clerical workload
- rising behavioural and classroom complexity
- gaps in staffing and support
- work extending beyond the regular workday



What gets crowded out

teaching time

responsiveness to students

planning and feedback

recovery needed to sustain the work

A Practical Next Step

We respectfully ask the Board to consider requesting, by fall 2026, a report from the Superintendent that:

- identifies key system-level workload pressures affecting teaching and learning
- outlines opportunities to reduce, streamline, or better support district-related demands
- recommends next steps, timelines, and indicators of progress
- includes a plan for regular reporting to the Board during 2026–27



Thank you

Presented by the

Alberni District Teachers' Union



PACIFIC RIM SCHOOL DISTRICT
Public Board Meeting
Action SHEET

Date: 23-June-26
To: Board of Education
From: Alex Taylor, Director of Operations
Subject: AMMENDED 2026/2027 Minor Capital Program Funding
Attachments: Capital Budget Outcomes & Next Steps and Child Care Programs Funding Agreement

Background- School Boards are issued Capital Budget Outcomes and Next Steps (CBONS) letters as approval for Major and Minor capital funded projects.

Upon receipt of the CBONS, School Boards are required to adopt a single Capital Plan Bylaw, in accordance with section 143 (1) of the School Act. This capital bylaw encompasses all capital projects included in the CBONS.

On May 15th, 2026, The Pacific Rim School District applied for three Minor Capital Child Care Projects for additional licensed child care spaces in current school facilities. School Aged Care on School Grounds at Alberni Elementary (AES), Ucluelet Elementary(UES) and John Howitt Elementary (JHE).

Information- On March 31st, 2026 the Pacific Rim School District (PRSD) received our initial CBONS letter outlining our Major and Minor Capital programs funded for the 2026/2027 funding period. On June 19th, 2026, we received an Amended CBONS letter with the addition of two new Minor Capital Child care Projects for School Aged Care on School Grounds at AES and UES. Below table summarizes all Minor capital Funding found on the attached amended CBONS

Program Name	Description	Funding Requested	Funding Approved
CNCP	DES HVAC 2 nd phase	\$400,000	\$400,000
CNCP	BC Hydro COP Implementation	\$100,000	\$100,000
SEP-FIP	Cold Vehicle for Foods Program	\$100,000	\$100,000
SEP	WCS Phase 1 Interior Refresh	\$400,000	\$400,000
SEP	MES Re-Roof	\$950,000	\$950,000
PEP	BCS Playground Upgrade	\$200,000	\$200,000
CC-SASG	AES Cooled Child care Space	144,000	144,000
CC-SASG	UES Enriched Child care Space	102,000	102,000

(BUS- Bus Acquisition Program, CNCP- Carbon Neutral Capital Program, SEP- School Enhancement Program, FIP- Food Infrastructure Program, AFG- Annual Facilities Grant, PEP- Playground Enhancement Program, CC-SASG- Child care School Aged on School Grounds)

Next Steps- Our Secretary Treasurer will need to email a signed copy of the Child Care Annual Programs Funding Agreement (CCPFA) to the Ministry at CMB@gov.bc.ca

The Board must pass a Capital Bylaw for the approved capital projects.

The Capital Bylaw and signed CCPFA will then be loaded into MyCAPS where the Ministry will assign Certificates of Approval (COA) which the School District will draw from as we incur expenses related to these capital projects.

Action- That the Board of Education of School District No. 70 (Pacific Rim) approve the Minor Capital projects as listed on the Amended Capital Budget Outcomes and Next Steps letter provided by the Ministry of Infrastructure, and in accordance with section 143 of the School Act, prepare a Capital Bylaw.

Recommended Motions

THAT the Board of Education approve all three readings of Capital Bylaw No. 2026/27-CPSD70-02 in the June 23, 2026, Public Board Meeting.

THAT the Capital Plan Bylaw of the Board for the 2026/27 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated June 19, 2026, is hereby adopted.

THAT this Capital Bylaw may be cited as School District Pacific Rim Capital Bylaw No. 2026/27-CPSD70-02.

THAT it be resolved as having been read a first, second and third time as provided for in the bylaws that the Board Chair and the Secretary-Treasurer be authorized to execute this Bylaw on behalf of the Board and that the corporate seal of the Board be affixed thereon.

**CAPITAL BYLAW NO. 2026/27-CPSD70-02
CAPITAL PLAN 2026/27**

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 70 (Pacific Rim) (hereinafter called the "Board") has submitted a capital plan to the Minister of Infrastructure (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2026/27 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Superintendent, dated *June 19, 2026*, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 70 (Pacific Rim) Capital Bylaw No. 2026/27-CPSD70-02.

READ A FIRST TIME THE *23rd* DAY OF *June 2026*;
READ A SECOND TIME THE *23rd* DAY OF *June 2026*;
READ A THIRD TIME, PASSED THE *23rd* DAY OF *June 2026*.

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 70 (Pacific Rim) Capital Bylaw No. 2026/27-CPSD70-02 adopted by the Board the *23rd* DAY OF *June 2026*.

Secretary-Treasurer



June 19, 2026
Our Ref. 27673

Peter Klaver
Superintendent
Pacific Rim School District (SD70)

Email Address: pklaver@sd70.bc.ca

Dear Peter Klaver:

Thank you for your organization's Capital Plan Submission, which was provided last year to the Ministry of Infrastructure.

This **AMENDED** letter provides:

- 1) Direction for advancing supported capital projects in your submission including the amended capital projects listed in the table below and in Appendix A:

Funding allocation for child care capital projects

Facility Name	Program Project Description	Amount funded by Ministry	New Spaces
Alberni Elementary	SASG - Minor renovations and installation of fixtures, furniture, and equipment.	\$144,000	24
Ucluelet Elementary	SASG - Minor renovations and installation of fixtures, furniture, and equipment.	\$102,000	24

- 2) Important information regarding your upcoming Capital Planning submission (Appendix B).

.../2

Ministry of Infrastructure

Education and Child
Care Capital Branch,
Capital Planning and
Delivery Division

Mailing Address:
PO Box 9192 Stn Prov Govt
Victoria BC V8W 9E6

Location:
835 Humboldt Street
Victoria BC V8W 9B5

Due to the amendments, a newly signed/dated Capital Plan Bylaw will be required (using the Capital Plan Bylaw # shown at the top of Appendix A), which you will need to upload into MyCAPS.

If the amendment pertains to a minor capital project(s), then a newly signed/dated **AMENDED** Annual Programs Funding Agreement (see attached) will also be required, which you will need to email to CMB@gov.bc.ca

If the amendment pertains to a child care capital project(s), then a newly signed/dated Child Care Programs Funding Agreement (see attached) will also be required, which you will need to email to CMB@gov.bc.ca

Please see all **bolded** projects below for detailed information.

If you have questions about the information provided, please reach out to me or the contacts provided in the attached materials.

Sincerely,



Damien Crowell
Executive Director

pc: Education and Child Care Capital Branch

Appendix A (**AMENDED**): Direction for advancing supported capital projects

Capital Bylaw No.: 2026/27-CPSD70-02

Projects in Business Case Development

New Projects

There are no new projects identified at this time to proceed to business case development.

Minor Capital Projects

The table below reflects minor capital projects that are approved for funding and can proceed to procurement in the following program areas:

- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

Funding allocation for minor capital projects

Facility Name	Program Project Description	Amount funded by Ministry
Maquinna Elementary	SEP - Roofing Upgrades	\$950,000
Wickaninnish Community School	SEP - Interior Construction Upgrades	\$400,000
Eric J Dunn Elementary	CNCP - HVAC Upgrades	\$400,000
Alberni District Secondary, Alberni Elementary, Eric J Dunn Elementary, Tsuma-as Elementary, Ucluelet Secondary	CNCP - Energy Upgrades	\$100,000
District Wide	FIP - Delivery Vehicle	\$100,000
Bamfield Community School	PEP - Universally Accessible Playground	\$200,000

Child Care Capital Projects

The table below reflects child care capital projects that are approved for funding and can proceed to procurement in the following program areas:

- School Age Care on School Grounds (SASG)

Funding allocation for child care capital projects

Facility Name	Program Project Description	Amount funded by Ministry	New Spaces
Alberni Elementary	SASG - Minor renovations and installation of fixtures, furniture, and equipment.	\$144,000	24
Ucluelet Elementary	SASG - Minor renovations and installation of fixtures, furniture, and equipment.	\$102,000	24

These projects are now to proceed to design, tender and construction and to be completed by March 31, 2027.

If the amendments pertain to a minor capital project (s), then an **AMENDED** Annual Programs Funding Agreement (APFA) accompanies this Letter which outlines specific Ministry and Board-related obligations associated with the approved Minor Capital projects for the 2026/27 fiscal year. Please email a signed/dated copy of the **AMENDED** Annual Programs Funding Agreement to the Ministry at CMB@gov.bc.ca

If the amendments pertain to a child care capital project(s), then a Child Care Programs Funding Agreement (CCPFA) accompanies this Letter which outlines specific Ministry and Board-related obligations associated with the approved Child Care Capital projects for the 2026/27 fiscal year. Please email a signed/dated copy of the Child Care Capital Programs Funding Agreement to the Ministry at CMB@gov.bc.ca.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw. A Capital Bylaw identifies the Board’s acknowledgement of the approved project and its responsibility to meet capital projects scope, schedule, and budget. The template for the Capital Bylaw can be found on the Ministry’s website in the [Publications and Resources](#) section. Please use the Capital Bylaw Number provided at the top of Appendix A for the supported and/or approved 2026/27 Five-Year Capital Plan projects as identified in this letter. The Capital Bylaw must be adopted by your Board and uploaded onto your School District’s online MyCAPS portal in order for the Ministry to issue Certificates of Approval. A step-by-step guide of this process is attached for your reference.

Note on Public Announcements

Prior to any public announcements pertaining to any of the projects identified in this document, please have your communications staff contact the Ministry of Infrastructure's communications lead - Preet Grewal, Communications Director, Ministry of Infrastructure Government Communications and Public Engagement, at preet.grewal@gov.bc.ca.

Project Signage

Projects proceeding to construction require a BC Government '[StrongerBC](#)' construction sign. Signs should be affixed once fencing is up. Please connect with your Ministry of Infrastructure contact when you are ready to begin design work on the construction sign for the project.

Terms on Management of Capital Projects

Existing terms and conditions for capital projects remain in effect. For more information and resources, please visit the [Capital Management Site](#).

Capital Procurement

Please ensure that all procurement is undertaken in accordance with the [Capital Asset Management Framework \(CAMF\)](#) for public sector bodies. Specifically, procurement must be fair, open, competitive, transparent, and must effectively manage budget and schedule risk. This includes conducting conflict of interest checks to identify any business or professional relationships between members of the capital project procurement team (and their advisors) and the proponents.

All priority investment projects require a procurement options analysis and may be audited to confirm that all procurement activities have been undertaken in accordance with CAMF.

School Site Acquisition Charge

As part of the Board's 2026/27 approved capital plan, the eligible school site requirement set out in the final resolution of the Board of Education in accordance with s. 574(5) of the *Local Government Act*, is accepted by the Ministry.

The local government may commence the collection of an applicable per dwelling unit charge from residential developers on behalf of a Board after the Board's adoption of a bylaw setting the School Site Acquisition Charges for the School District as s. 575(3) of the *Local Government Act* prescribes. The School Site Acquisition Charge may only come into effect 60 days (including weekends and holidays) after that bylaw is adopted by a Board of Education.

Please contact CMB@gov.bc.ca with any questions regarding School Site Acquisition Charges.

Appendix B: Information for Annual Five-Year Capital Planning submissions

Updated Capital Plan Instructions for the Annual Five-Year Capital Plan submission process will be available on the Ministry's [Capital Management Site](#) in early April 2026.

School districts' capital plan submission deadlines are:

- **May 15, 2026 (Closed)**
 - 2026/27 Child Care Capital Program (SASG)
- **May 15, 2026 (Closed)**
 - 2026/27 Minor Capital Programs (AFG)
- **June 30, 2026**
 - 2027/28 Major Capital Programs (SMP, EXP, REP, RDP)
- **September 29, 2026**
 - 2027/28 Minor Capital Programs (SEP, CNCP, PEP, BUS, FIP, BEP)

For school district project planning purposes, the Annual Facility Grant (AFG) Allocation Table will be available on the Ministry's website in the [K-12 Capital Planning Resources](#) section in early April 2026.

The Ministry recommends school districts discuss draft versions of their intended capital projects requests with Child Care, Minor and Major [Capital Branch Staff](#) well in advance of the submission deadlines noted above.

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the current and next budget cycle, while enabling school districts additional time and flexibility to plan over the summer.



PACIFIC RIM SCHOOL DISTRICT PUBLIC BOARD MEETING ACTION SHEET

Date: June 23, 2026
To: Board of Education
From: James Messenger – Assistant Superintendent
Alex Taylor – Director of Operations
Subject: ADS Artificial Turf Field Replacement – Motions for Approval

Purpose:

To seek Board approval on key actions to advance the ADSS Artificial Turf Field Replacement Project, including advocacy, partnership engagement, and fundraising.

Background

The District continues to work with partners to advance planning, funding, and advocacy efforts for the artificial turf field replacement at ADSS.

An [ADSS Artificial Turf Replacement Project - Community Sponsorship Package](#) has been co-developed by District staff and partner organizations to support a coordinated community fundraising approach.

The package reflects shared priorities and provides a structured framework to pursue sponsorships, grants, and community contributions in support of the project.

Recommended Motion:

THAT the Board formally request letters of support from First Nations within the District to support funding and advocacy efforts.

THAT the Board of Education direct staff to prepare and submit an advocacy letter to the Ministry of Education and Child Care, with copies to relevant provincial ministries and the local MLA, requesting reconsideration of funding eligibility for the ADSS Artificial Turf Field Replacement Project.

THAT the Board approve the release and public distribution of the ADSS Artificial Turf Field Sponsorship Package to support community fundraising efforts.

References and Resources:

[ADSS Artificial Turf Replacement Project - Community Sponsorship Package](#)



PACIFIC RIM SCHOOL DISTRICT
Public Board Meeting
ACTION SHEET

Date: June 23, 2026
To: **Board of Education**
From: Teri Fong, CPA, CGA, Secretary Treasurer
Subject: **Trustee Remuneration Increase July 1, 2026**

Information:

In accordance with Pacific Rim School District's (PRSD's) Administrative Procedure (AP) for Trustee Remuneration and Expenses, Trustee remuneration is 'subject to yearly increases in line with the unionized staff in the district, effective July 1 of each year'. The relevant rate for the increase on July 1, 2026, is 3%. The budget impact of the July 1, 2026, increase is approximately \$3,500 for the Board of Education as a whole.

Per the AP, the Trustees 'have the ability to vote and turn down the increase at a Board meeting prior to July 1 of each year'. This report has been provided to allow an opportunity for Trustees to pass a motion to decline the increase if desired. No motion is required to approve and receive the 3% increase for the 2026/27 fiscal year as the increase is automatic. Any change to remuneration will be reflected in the 2026/27 Amended Budget.

Wording for Potential Motion:

THAT the Board of Education decline the 3% increase in Trustee remuneration for the 2026/27 fiscal year.



PACIFIC RIM SCHOOL DISTRICT

Public Board Meeting

ACTION SHEET

Date: June 23, 2026
To: **Board of Education**
From: Teri Fong, CPA, CGA, Secretary Treasurer
Subject: **2026/27 Annual Budget**
Attachments: 2026/27 Annual Budget Overview
2026/27 Annual Budget Bylaw

Under Section 113 of the *School Act*, the Board of Education must submit a balanced budget to the Ministry of Education and Child Care (MOECC) by June 30 each year in the required format. The annual budget must be prepared in accordance with Section 23.1 of the *Budget and Transparency Act* and regulations specified by the provincial government.

The draft 2026/27 Annual Budget is presented to the Board for consideration in the amount of \$70,154,497. The attached 2026/27 Annual Budget Overview provides highlights of planning assumptions from enrolment projections, staffing assignments to revenues.

Development of the annual budget reflects direction from local First Nations through the Indigenous Education Council and internal consultations with senior leadership on operational requirements and educational priorities. Discussions with the Alberni District Teachers' Union, CUPE 727, and Alberni Valley Principals and Vice-Principals Association also occurred during the development of the proposed budget from April to June 2026.

Recommended Motions

1. **THAT** the Board of Education approve all three readings of School District No. 70 (Pacific Rim) Annual Budget Bylaw for fiscal year 2026/27 in the June 23, 2026 Public Meeting of the Board.
2. **THAT** the Board of Education approve the 2026/27 Annual Budget as presented.
3. Be it resolved as having been read a first, second and third time as provided for in the bylaws, **THAT** the Board Chair and the Secretary-Treasurer be authorized to execute this Amended Annual Budget Bylaw 2026/27 on behalf of the Board and that the corporate seal of the Board be affixed thereon.

PACIFIC RIM SCHOOL DISTRICT



2026/27 Annual Budget Overview

Summary

The following is an overview of the Pacific Rim School District's 2026/27 Annual Budget bylaw. The 2026/27 Annual Budget provides a financial plan to guide the staffing and operational plans for the District in the upcoming fiscal year. Revenue projections are based on student enrolment forecasts prepared in February and staffing projections are based on class size and compensation requirements in collective agreements based on student enrolment forecasts.

The foundation for the direction of the school district is the mandate for K-12 public education, educational priorities in the [2023/24 -2027/28 Strategic Plan](#), and student outcomes from the 2025 Enhancing Student Learning Report. Development of the annual budget reflects direction from local First Nations through the Indigenous Education Council and internal consultations with senior leadership on operational requirements and educational priorities. Discussions with the Alberni District Teachers' Union, CUPE 727, and Alberni Valley Principals and Vice-Principals Association also occurred during the development of the proposed budget from April to June 2026.

Another key consideration in developing the annual budget is the fiscal reality that there is negligible surplus available from prior years to absorb unexpected expenses moving forward. Past practice has relied on the surplus to balance the budget; however, this reserve is assumed to have been entirely depleted. Development of the 2026/27 annual budget must consider the need to prudently and progressively rebuild the operating surplus.

Budget Overview

In developing this budget, conservative planning assumptions were essential to minimize financial risks. Some planning assumptions are more certain (such as changes in compensation) while other assumptions are based on historical patterns, known assumptions or informed estimates (such as consumption and rates for utilities). Undoubtedly, there will be some planning assumptions that are realized while other planning assumptions will be incorrect. Key to managing the budget in its entirety, is ensuring that the materiality of any assumptions not achieved, can be absorbed within the overall budget or revised operational plans.

Under Section 113 of the *School Act*, PRSD must submit a balanced budget to the Ministry of Education and Child Care (MOECC) by June 30 each year. The annual budget must be prepared in accordance with Section 23.1 of the *Budget and Transparency and Accountability Act* and regulations specified by the provincial government. Financial

reporting for school districts is prepared using three different funds that have different purposes and financial reporting requirements.

The budget is a consolidation of the Operating Fund, Special Purpose Fund and Capital Fund. The funds are defined as follows:

Operating Fund: The Operating Fund captures the day-to-day operations of the school district including instructional programs, administration, facilities operations, maintenance and transportation. The revenues are provided by MOECC based on student enrolment and specific factors unique to the school district. Operating revenues and expenses are reported in Schedules 2 to 2C.

Special Purpose Fund: The Special Purpose Fund includes separate, designated funds for a specific use or program. Revenues received for a targeted program, initiative, or service, and related expenses are tracked separately from the general operating budget. Special Purpose revenues and expenses are reported in Schedules 3 and 3A.

Capital Fund: The Capital Fund includes a combination of MOECC capital grants and internally allocated funding to support technology, furniture and equipment and vehicle purchases. Capital revenues and expense are reported in Schedule 4.

Guiding Principles

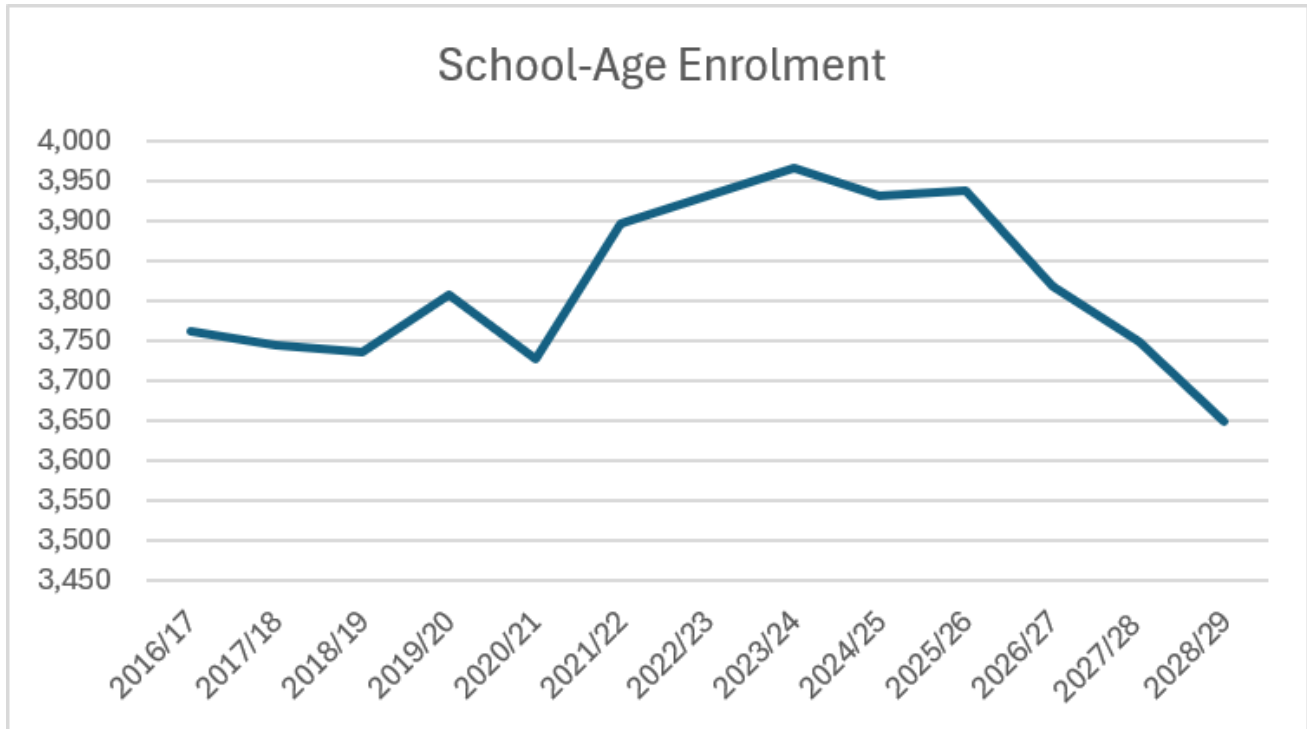
The development of the 2026/27 Annual Budget reflects the District's current fiscal realities, including declining enrolment projected over the next three year, which will be partially mitigated by funding protection. In alignment with the educational priorities outlined in the Enhancing Student Learning Report, senior leadership prioritized the delivery of educational programs and services while recognizing obligations under collective agreements and existing fiscal constraints. Given recent financial challenges, the District has focused on minimizing impacts to the classroom while implementing necessary operational adjustments to maintain financial stability.

2026/27 Annual Budget Highlights

Student Enrolment

The student enrolment forecast anticipates that enrolment in the school district will decline by 3.0% or 120 full time equivalent (FTE) students in 2026/27 with further declines forecasted in 2027/28 and 2028/29. Enrolment projections are based on an analysis of current enrolment and other factors such as birth rates and local knowledge. Projections

over the next three years forecast declining student enrolments as seen in the following table:



The enrollment numbers by category compared to prior year are as follows:

Enrolment Summary - Full Year	2024/25 Actual	2025/26 Amended	2026/27 Preliminary	Change - 2026/27 to 2025/26	% Change - 2026/27 to 2025/26
Standard (Regular) Schools	3,797.6875	3,816.4375	3,734.3750	(82.0625)	-2%
Alternate Schools	141.0000	145.0000	70.0000	(75.0000)	-52%
Online Learning	19.2500	13.1875	13.2346	0.0471	0%
School-Age Enrolment	3,957.9375	3,974.6250	3,817.6096	(157.0154)	-4%
Adult	24.2500	50.6250	2.0000	(48.6250)	-96%
Total Funded Enrolment	3,982.1875	4,025.2500	3,819.6096	(205.6404)	-5%
Level 1 Inclusive Education	5	5	4	(1)	-20%
Level 2 Inclusive Education	164	202	184	(18)	-9%
Level 3 Inclusive Education	38	56	45	(11)	-20%
English Language Learning	63	63	59	(4)	-6%
Indigenous Education	1,326	1,317	1,277	(40)	-3%

Enrolment Decline and Funding Protection revenue is provided by the MOECC for school districts to mitigate funding declines larger than 1.5% when compared to the previous year. The school district anticipates receiving \$1.1 million dollars in Enrolment Decline and Funding Protection in 2026/27, however the actual amount will be updated during the recalculation of the Operating Grant following the September 30th enrolment count. The

Operating Grant will not be adjusted in September for additional enrolment numbers unless enrolment increases by greater than 120 FTE students.

Operating Grant

The basic allocation and supplement funding rates in the 2026/27 Operating Grant are unchanged. Funding for Labour Settlement Funding will be provided separately, as discussed later in this report. The anticipated Operating Grant is as follows:

Funded Category	2024/25 Actual	2025/26 Amended	2026/27 Preliminary	Change - Preliminary to Amended	% Change - Preliminary to Amended
Basic Allocation					
Standard (Regular) Schools	33,607,878	34,067,122	33,662,010	(405,112)	-1%
Continuing Education	-	3,381	3,381	-	0%
Alternate Schools	1,257,015	1,307,175	631,050	(676,125)	-52%
Online Learning	138,600	96,005	96,348	343	0%
Home School	1,000	1,500	1,500	-	0%
Course Challenges	3,906	3,102	3,102	-	0%
Total September Funded Enrolment	35,008,399	35,478,285	34,397,391	(1,080,894)	-3%
Enrolment Decline	-	-	362,963	362,963	N/A
Level 1 Inclusive Education	253,650	256,500	205,200	(51,300)	-20%
Level 2 Inclusive Education	3,947,480	4,916,680	4,478,560	(438,120)	-9%
Level 3 Inclusive Education	462,080	688,800	553,500	(135,300)	-20%
English Language Learning	113,085	114,345	107,085	(7,260)	-6%
Indigenous Education	2,347,020	2,357,430	2,285,830	(71,600)	-3%
Adult Learners	37,696	11,510	11,510	-	0%
Equity of Opportunity	360,459	359,982	356,247	(3,735)	-1%
Supplement for Unique Student Need	7,521,470	8,705,247	8,360,895	(344,352)	-4%
Salary Differential	787,981	628,994	609,851	(19,143)	-3%
Unique Geographical Factors	4,655,123	4,729,480	4,683,871	(45,609)	-1%
Funding Protection	-	-	746,868	746,868	N/A
Curriculum and Learning Support	35,697	35,371	35,438	67	0%
Indigenous Education Councils	108,591	165,265	62,080	(103,185)	-62%
Other Funding	5,587,392	5,559,110	6,138,108	578,998	10%
July Enrolment Count	-	-	-	-	0%
February Enrolment Count	442,208	151,845	197,700	45,855	30%
May Enrolment Count	129,951	264,519	63,094	(201,425)	-76%
Other Enrolment Counts	572,159	416,364	260,794	(155,570)	-37%
Operating Grant	48,689,420	50,159,006	49,157,188	(1,001,818)	-2%

Other Revenues

Other revenue sources include tuition for international education and out of province students as well as rental revenue and investment income. Amortization of Deferred Capital Revenue is also listed as a revenue source, which is the portion of previously received capital funding that is recognized as revenue over time to match the expense of using the related asset. Total revenue for the 2026/27 Annual Budget is approximately \$70 million.

In preparing the 2026/27 Annual Budget, senior leadership reviewed the student enrolment forecast submitted in February. Based on a careful review, it was determined that the planning assumptions understated enrolments for February and May 2027. An additional \$275,000 Operating Grant revenue has been included as a result of this review.

Operating Expenses

Schedule 2B provides details on the categories of expenses in the 2026/2027 Annual Budget. Operating expenses total \$52.5 million; 90% of operating expenses are allocated to salaries and employee benefits. The remaining 10% is related to services and supplies such as student transportation, school supplies, utilities, contract expenses, insurance and professional development. Total operating expenses by object are as follows:

Operating Expenses by Object	2025/26 Amended	2026/27 Preliminary	Change - 2026/27 to 2025/26
Salaries	37,509,196	37,180,062	(329,134)
Employee Benefits	8,849,392	9,951,289	1,101,897
Services and Supplies	5,232,583	5,426,815	194,232
Total Expense	51,591,171	52,558,166	966,995

Staffing

The development of the staffing budget for 2026/27 reflects the District’s need to align resources with student needs while operating within a reduced Operating Grant. Staffing levels were established in accordance with legislated class size and composition requirements, ensuring compliance with collective agreements and maintaining support for student learning.

Declining enrolment required a corresponding adjustment in staffing allocations across the District. As a result, reductions have been implemented across all employee groups, including teachers, principals and vice-principals, support staff and other professionals. These adjustments were made through a combination of attrition, reassignment, and

Careful workforce planning, with a continued focus on minimizing impacts to classroom instruction and educational outcomes.

The changes in the full-time equivalents of the different employee groups is seen below:

Employee Group	2025/26 Amended (Restated) FIE's	2026/27 Preliminary FIE's	Change in FIE's 2026/27 to 2025/26	% Change in FIE's 2026/27 to 2025/26
Teachers	244.215	242.100	(2.115)	-1%
Principals and Vice Principals	26.000	24.000	(2.000)	-8%
Support Staff	177.510	171.697	(5.813)	-3%
Other Professionals	21.600	19.500	(2.100)	-10%
Trustees	7.000	7.000	0.000	0%
Total	476.325	464.297	(12.028)	-3%

The overall impact of teacher staffing levels has been reduced by using the Classroom Enhancement Fund Staffing discussed later in this report. Other funding, through the Special Purpose and Capital Funds was leveraged to fund distinct roles and activities; a summary of these allocations is as follows:

Employee Group by Fund	Operating Fund	Special Purpose Fund	Capital Fund	Total
Teachers	188.890	53.210		242.100
Principals and Vice Principals	20.950	3.050		24.000
Support Staff	157.657	8.580	5.460	171.697
Other Professionals	16.400	3.000		19.400
Trustees	7.000	0.000	-	7.000
Total	390.897	67.840	5.460	464.197

Labour Settlement Funding

MOECC has allocated the school district \$1.8 million in Labour Settlement Funding as a special grant for the 2026/27 fiscal year. This funding covers costs related to the BC Teachers' Federation (BCTF) 2025-2029 Collective Agreement (for two years) and Other Professionals (for one year).

Under the 2025-2029 Collective Agreement, teachers received a 3% per year general wage in each of the four years, benefit increases and an increase in the Remote Recruitment and Retention Allowances.

The Provincial Framework Agreement has also established a four-year agreement for support staff for 2025-2029. The general wage increase for this agreement is 3% per year

and **has not been included in the 2026/27 Annual Budget**. Labour Settlement Funding will not be released until the agreement has been ratified through local bargaining tables. These changes will be reflected in the 2026/27 Preliminary Budget prepared for the Board's consideration in February 2027, assuming that the agreement has been ratified at that time.

BC Public School Employers' Association (BCPSEA), under the *Public Sector Employers Act*, has provided increases for exempt staff effective July 1, 2025:

- Up to 2.5% for exempt non-executive employees, and
- Up to 2.0% for executive employees (Superintendent, Assistant Superintendent, and Secretary Treasurer).

No further increases are known or included at this time.

Employee Benefits

The budget for Employee Benefits is based on total salary costs and employer contribution rates for each benefit. Statutory payroll taxes include Canada Pension Plan, Employment Insurance, Employer Health Tax and WorkSafeBC. The employee benefits plans include premiums for extended health, dental and life insurance which are administered through the Public Employee Benefits Trust or the BC Public Sector Employers' Association Buying Group.

The overall cost of employee benefits is increasing based on provincial collective bargaining of benefits, along with the compensation increases in employee salaries. The operating grant has not kept pace with the escalating costs of benefits, which creates inflationary pressures on the school district.

Indigenous Education Council

The District works in partnership with the Indigenous Education Council (IEC) to support the success and well-being of Indigenous learners. The IEC provides guidance, input and approves the development of programs, services, and priorities funded through the Supplemental funding for Indigenous learners in the Operating Grant. These targeted funds support a range of initiatives, including staffing, cultural programming, and student supports aimed at improving outcomes for Indigenous students. The 2026/27 Annual Budget includes \$2.29 million funding for 1,277 Indigenous Students. This funding supports 23 FTE's dedicated to these efforts as well as a supplies budget.

Additional targeted funding, of \$62,080 is provided to support the capacity of the Indigenous Education Council. The capacity funding decreased from \$165,265 provided last year.

Inclusive Education

The student enrolment forecast anticipates 30 fewer students with unique and diverse abilities. As a result of fewer students, the staffing support model was reviewed carefully and adjusted based on enrolment changes. This is an area that will be closely monitored and reviewed during the school year.

Special Purpose Funds Highlights

Special Purpose Funds are received for specific, restricted purposes and must be spent only on that purpose. Highlights of the 2026/27 Special Purpose Funds include:

- Classroom Enhancement Funds (CEF) – a careful review and analysis of class size and compositions was completed to ensure that this funding opportunity is maximized to support smaller class sizes and provide more non-enrolling supports in the schools. The school district will be requesting an additional 10 FTE's or \$1.47 million increase from the prior year for a total of \$7.32 million in CEF funding. The 2026/27 Annual Budget assumes provincial funding is successful and has included the related funding and staffing costs.
- First Nation Student Transportation. The BC Tripartite Education Agreement (BCTEA): Supporting First Nation Student Success - provides supplemental funding to support transportation of on-reserve First Nation students. This funding agreement has expired, and an interim agreement resulted in elimination of Extracurricular Transportation funding of approximately \$34,000. In addition, the Special Supports funding used to offset the dockside safety person of \$32,000 is also not guaranteed for 2026/27. This is concerning as transportation costs, such as fuel, continue to increase.
- CommunityLINK (Learning Includes Nutrition and Knowledge) Funding. This funding is designed to support the academic achievement and social functioning of vulnerable students. The 2026/27 Annual Budget includes approximately \$1 million funding to support 8.27 FTE as well as \$150,000 to support the two community school associations and the Land Based Learning Program.
- Strong Start and Family Hub. The hours related to the delivery of these programs has been reduced to operate within the \$206,000 of Special Purpose Funding received. Collectively these programs have been reduced by 18.5 hours per week to ensure there are no cost overruns requiring funding from the Operating Fund.
- Early Care & Learning. MOECC has provided a new agreement starting 2026/27 for two years. The funding will cover the new Manager of Child Care and Early Learning and other related costs.

- School Generated Funds – the budget includes \$1.75 million in non-public funds generated by schools to support student programs and activities.

The total amount of Special Purpose Funds included in the 2026/27 Annual Budget can be found on Schedule 3A and is as follows:

Special Purpose Funds	2024/25 Actual	2025/26 Amended	2026/27 Pre liminary	Change - Pre liminary to Amended	% Change - Pre liminary to Amended
Classroom Enhancement Fund					
Staffing Cost	4,871,641	5,711,813	7,187,450	1,475,637	26%
Overhead Cost	133,777	136,689	136,689	-	0%
First Nation Student Transportation Fund	154,735	134,629	100,290	(34,339)	-26%
CommunityLINK	1,019,659	1,019,659	1,019,659	-	0%
Strong Start and Family Hub	198,000	206,000	206,000	-	0%
Early Care & Learning	175,000	175,000	175,000	-	0%
School Generated Funds	1,000,000	1,000,000	1,750,000	750,000	75%
Other Special Purpose Funds	3,227,954	2,396,976	1,725,400	(671,576)	-28%
Total Special Purpose Funds	10,780,766	10,780,766	12,300,488	1,519,722	14%

Capital Fund

The following Minor Capital Projects have been approved for MOECC funding for 2026/27:

Facility Name	Program Project Description	Amount Funded by Ministry
Maquinna Elementary	School Enhancement Fund (SEP) – Roofing Upgrades	\$950,000
Wickaninnish Community School	SEP – Interior Construction Upgrades	\$400,000
EJ Dunn Elementary	Carbon Neutral Capital Program (CNCP) – HVAC Upgrades	\$400,000
Various Schools	CNCP – Energy Upgrades	\$100,000
District Wide	Food Infrastructure Program	\$100,000
Bamfield Community School	Playground Equipment Program	\$200,000
Total		\$2,150,000

In addition to Minor Capital Projects, the Annual Facilities Grant (AFG) provides capital funding for projects to support the ongoing maintenance, safety, and longevity of school district facilities. The capital portion of the 2026/27 AFG is approximately \$1.3 million. Some projects planned for the year include exterior stairway repairs at Maquinna Elementary and Tsuma-as Elementary as well as sprinkler and fire suppression system

upgrade at Bamfield Community School. Numerous other smaller projects are also planned for preventative, and renewal-focused work across district facilities and available to respond to emergent needs if required.

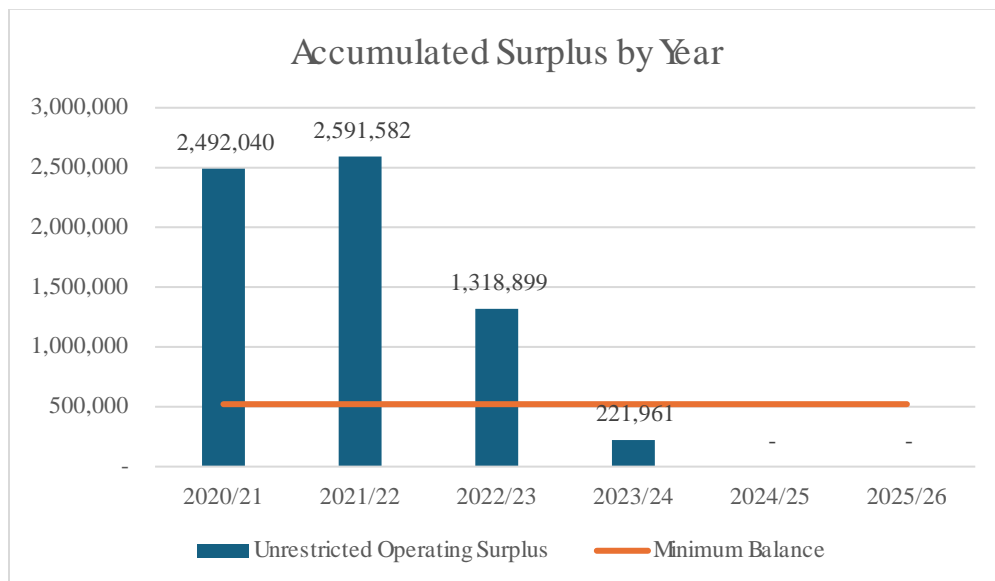
There are no Major Capital Projects approved or underway at this time.

Although the Capital Fund on Schedule 4 shows an approximate accounting deficit of \$850,000, this is primarily due to amortization, which is a non-cash expense. Amortization reflects the accounting practice of spreading the cost of buildings and equipment over their useful life, rather than an actual cash outflow in the current year. As a result, the reported deficit does not indicate a shortfall in available cash or an inability to meet financial obligations. This treatment is standard for school districts and helps provide a more accurate picture of the long-term use and value of capital assets.

Accumulated Surplus

Under Policy 340: Accumulated Operating Surplus, the Board will establish a contingency reserve from available operating surplus to mitigate any unexpected expenses that would impact the overall budget. Although policy is silent on the amount of the contingency reserve, the minimum target threshold could be established as a range, previously 1 to 3 percent of Operating Fund Expenses. One percent of the expenses in the 2026/27 Annual Budget is approximately \$527,000.

The chart below summarizes the recent changes in the Accumulated Surplus. At this time, there is little or no surplus, which will create financial challenges in the event of any unforeseen events. In the development of the 2026/27 Annual Budget, planning is made more challenging in light of declining enrolment and funding protection for the short-term.



Fiscal Reality and Risk Factors

The 2026/27 Annual Budget was developed using conservative planning assumptions to minimize financial risks, particularly given the absence of an operating surplus to absorb unexpected expenses. The fiscal reality of the District includes:

- Declining Enrolment – the forecasted enrolment decline creates challenges as the operating grant funding is based on enrolment. While funding protection provides some short-term stability, funding is time-limited and creates ongoing uncertainty as the District adjusts to a lower enrolment base and corresponding funding reductions.
- Structural Deficit – revenue is stretched to cover expenses only and does not provide an opportunity to build a reserve for future infrastructure investments. Multi-year operating and capital plans to fund replacements of technology, student transportation and vehicles must be incorporated into future budgets.
- Aged Infrastructure – the District owns many aging facilities which often creates increased maintenance cost pressures or increased risks associated with deferred maintenance. With limited or no operating surplus available, the District has reduced capacity to respond to unforeseen events or emerging capital needs, increasing financial vulnerability and operational risk.
- ADSS Artificial Turf Upgrade – the artificial turf field located at ADSS has reached end-of-life and requires approximately a \$1 million upgrade for continued use. The field is still usable, although it is expected to fail mandatory compliance testing in the near future. The field is not directly eligible for funding options normally available to the District and creative solutions are required to secure replacement funding. It is important to note that this field is a significant community recreation asset which will increase the scope negative impact on the users if the funding cannot be secured to upgrade.
- Cyber Security Risks – the increasing reliance on digital systems, combined with aging technology infrastructure and limited replacement funding, elevates the District’s exposure to cybersecurity threats. A proactive investment strategy in system modernization, monitoring, and protection measures is required to reduce the risk of disruption to operations, data breaches, and associated financial and reputational impacts.

Future Financial Planning and Sustainability

The adoption of the 2026/27 Annual Budget does not conclude budget discussions as there is a need to expand the focus to longer-term financial sustainability through thoughtful planning and responsible resource allocation. Key priorities not fully addressed within the

current budget include the development of sustainable replacement strategies for technology and other assets, including a transition from previously leased equipment.

In the fall, senior leadership will develop and present for consideration a multi-year financial plan that reflects projected enrolment decline, the phase-out of funding protection, and ongoing inflationary pressures that are not fully funded. This includes the development of a coordinated multi-year operating and capital plan to address priorities such as technology lifecycle replacement, vehicle renewal, and artificial turf replacement.

At the same time, the District must remain committed to gradually rebuilding its Operating Surplus to strengthen financial resilience, particularly in the context of short-term enrolment decline. Ongoing efforts will focus on aligning investments with educational priorities and student outcomes, while identifying operational efficiencies to ensure resources are used effectively and sustainably.

On September 30, the District will submit the first enrolment count for the 2026/27 school year. Confirmation of enrolment will result in changes to the Operating Grant, that will be announced in late Fall. These events will help inform the 2026/27 Operational Plan, provide the information required for the development of the 2026/27 Amended Budget, as well as provide additional information for the creation of the multi-year plan. One of the areas of focus for next fiscal will include on-going review of the financial outlook to ensure that the school district can successfully navigate the fiscal realities.

Annual Budget

School District No. 70 (Pacific Rim)

June 30, 2027

School District No. 70 (Pacific Rim)

June 30, 2027

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*NOTE - Statement 1, Statement 3, Statement 5, Schedule 1 and Schedules 4A - 4D are used for Financial Statement reporting only.

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 70 (PACIFIC RIM) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2026/2027 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 70 (Pacific Rim) Annual Budget Bylaw for fiscal year 2026/2027.
3. The attached Statement 2 showing the estimated revenue and expense for the 2026/2027 fiscal year and the total budget bylaw amount of \$70,154,497 for the 2026/2027 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2026/2027.

READ A FIRST TIME THE _____ DAY OF _____, 2026;

READ A SECOND TIME THE _____ DAY OF _____, 2026;

READ A THIRD TIME, PASSED AND ADOPTED THE _____ DAY OF _____, 2026;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 70 (Pacific Rim) Annual Budget Bylaw 2026/2027, adopted by the Board the _____ DAY OF _____, 2026.

Secretary Treasurer

School District No. 70 (Pacific Rim)

Annual Budget - Revenue and Expense

Year Ended June 30, 2027

	2027 Annual Budget	2026 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	3,827.610	3,957.500
Adult	2.000	52.000
Total Ministry Operating Grant Funded FTE's	3,829.610	4,009.500
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	57,621,068	57,609,214
Other	404,941	281,111
Federal Grants		7,800
Tuition	927,300	838,316
Other Revenue	6,410,718	5,446,125
Rentals and Leases	386,000	270,000
Investment Income	75,000	75,725
Amortization of Deferred Capital Revenue	3,974,839	4,000,000
Total Revenue	69,799,866	68,528,291
Expenses		
Instruction	53,232,961	52,377,459
District Administration	3,177,013	2,925,036
Operations and Maintenance	10,551,738	10,374,880
Transportation and Housing	3,038,942	3,092,916
Debt Services	33,843	52,500
Total Expense	70,034,497	68,822,791
Budgeted Surplus (Deficit), for the year	(234,631)	(294,500)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)	615,640	
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(850,271)	(294,500)
Budgeted Surplus (Deficit), for the year	(234,631)	(294,500)

School District No. 70 (Pacific Rim)

Annual Budget - Revenue and Expense
 Year Ended June 30, 2027

	2027 Annual Budget	2026 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	52,558,166	51,591,171
Operating - Tangible Capital Assets Purchased	120,000	100,000
Special Purpose Funds - Total Expense	12,300,488	12,179,120
Capital Fund - Total Expense	5,175,843	5,052,500
Total Budget Bylaw Amount	70,154,497	68,922,791

Approved by the Board

DRAFT

Signature _____ Chairperson of the Board of Education _____ Date Signed _____

Signature _____ Superintendent _____ Date Signed _____

Signature of the Secretary Treasurer _____ Date Signed _____

School District No. 70 (Pacific Rim)

Statement 4

Annual Budget - Changes in Net Financial Assets (Debt)
Year Ended June 30, 2027

	2027 Annual Budget	2026 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	(234,631)	(294,500)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(120,000)	(100,000)
Total Acquisition of Tangible Capital Assets	(120,000)	(100,000)
Amortization of Tangible Capital Assets	5,142,000	5,000,000
Total Effect of change in Tangible Capital Assets	5,022,000	4,900,000
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	4,787,369	4,605,500

School District No. 70 (Pacific Rim)

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2027

	2027 Annual Budget	2026 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	47,532,021	46,765,005
Tuition	927,300	838,316
Other Revenue	4,604,218	4,400,125
Rentals and Leases	386,000	270,000
Investment Income	75,000	75,725
Total Revenue	53,524,539	52,349,171
Expenses		
Instruction	41,378,653	40,618,557
District Administration	3,040,324	2,788,347
Operations and Maintenance	6,537,537	6,463,068
Transportation and Housing	1,601,652	1,721,199
Total Expense	52,558,166	51,591,171
Net Revenue (Expense)	966,373	758,000
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(120,000)	(100,000)
Local Capital	-	(158,000)
Other	(230,733)	(500,000)
Total Net Transfers	(350,733)	(758,000)
Budgeted Surplus (Deficit), for the year	615,640	-

School District No. 70 (Pacific Rim)

Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2027

	2027 Annual Budget	2026 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	49,157,188	49,993,741
ISC/LEA Recovery	(4,509,218)	(4,340,070)
Other Ministry of Education and Child Care Grants		
Pay Equity	595,220	595,220
Funding for Graduated Adults	-	15,744
Student Transportation Fund	71,717	71,717
Foundation Skills Assessment (FSA) Scorer Grant	4,093	5,849
Labour Settlement Funding	1,623,121	-
ICY Clinical Counsellor Funding	252,820	246,939
Indigenous Education Councils (IEC) Funding	62,080	165,265
Industry Training Authority		7,200
District Entered		3,400
February and May enrolments	275,000	
Total Provincial Grants - Ministry of Education and Child Care	47,532,021	46,765,005
Provincial Grants - Other	-	-
Federal Grants	-	-
Tuition		
International and Out of Province Students	927,300	838,316
Total Tuition	927,300	838,316
Other Revenues		
Funding from First Nations	4,509,218	4,340,070
Miscellaneous		
Other Miscellaneous Revenue	95,000	13,855
Preventure Grant		20,000
Sale of Small Assets		1,000
Collapese Unused Pro D		25,200
Total Other Revenue	4,604,218	4,400,125
Rentals and Leases	386,000	270,000
Investment Income	75,000	75,725
Total Operating Revenue	53,524,539	52,349,171

School District No. 70 (Pacific Rim)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2027

	2027 Annual Budget	2026 Amended Annual Budget
	\$	\$
Salaries		
Teachers	20,291,660	19,147,533
Principals and Vice Principals	3,747,481	4,251,562
Educational Assistants	4,032,689	4,599,155
Support Staff	5,360,751	5,759,631
Other Professionals	1,806,491	1,822,441
Substitutes	1,940,990	1,928,874
Total Salaries	37,180,062	37,509,196
Employee Benefits	9,951,289	8,849,392
Total Salaries and Benefits	47,131,351	46,358,588
Services and Supplies		
Services	1,962,587	1,772,514
Student Transportation	420,858	210,972
Professional Development and Travel	382,593	371,395
Rentals and Leases	5,000	11,160
Dues and Fees	104,853	124,801
Insurance	138,800	144,533
Supplies	1,406,895	1,649,842
Utilities	1,005,229	947,366
Total Services and Supplies	5,426,815	5,232,583
Total Operating Expense	52,558,166	51,591,171

School District No. 70 (Pacific Rim)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2027

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	15,619,273	1,123,303	34,675	574,014		1,303,756	18,655,021
1.03 Career Programs	107,426						107,426
1.07 Library Services	583,323			28,940			612,263
1.08 Counselling	671,413			73,801			745,214
1.10 Inclusive Education	2,270,986	169,886	3,327,011	14,891	204,344	310,496	6,297,614
1.30 English Language Learning							-
1.31 Indigenous Education	189,070	171,843	671,003	4,854	103,227	22,530	1,162,527
1.41 School Administration	850,169	2,114,845		463,213	52,289	42,625	3,523,141
1.62 International and Out of Province Students		167,604			89,032		256,636
Total Function 1	20,291,660	3,747,481	4,032,689	1,159,713	448,892	1,679,407	31,359,842
4 District Administration							
4.11 Educational Administration				31,215	384,045		415,260
4.40 School District Governance					118,924		118,924
4.41 Business Administration				384,586	589,124	1,500	975,210
Total Function 4	-	-	-	415,801	1,092,093	1,500	1,509,394
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				43,065	265,506		308,571
5.50 Maintenance Operations				2,846,556		203,874	3,050,430
5.52 Maintenance of Grounds				101,519			101,519
5.56 Utilities							-
Total Function 5	-	-	-	2,991,140	265,506	203,874	3,460,520
7 Transportation and Housing							
7.41 Transportation and Housing Administration				28,710			28,710
7.70 Student Transportation				765,387		56,209	821,596
7.73 Housing							-
Total Function 7	-	-	-	794,097	-	56,209	850,306
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	20,291,660	3,747,481	4,032,689	5,360,751	1,806,491	1,940,990	37,180,062

School District No. 70 (Pacific Rim)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2027

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2027 Annual Budget	2026 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	18,655,021	4,924,456	23,579,477	704,606	24,284,083	21,841,700
1.03 Career Programs	107,426	28,468	135,894	-	135,894	275,078
1.07 Library Services	612,263	161,861	774,124	17,000	791,124	634,969
1.08 Counselling	745,214	196,743	941,957		941,957	1,024,681
1.10 Inclusive Education	6,297,614	1,707,296	8,004,910	272,292	8,277,202	9,158,955
1.30 English Language Learning	-		-		-	129,283
1.31 Indigenous Education	1,162,527	300,025	1,462,552	102,378	1,564,930	2,520,156
1.41 School Administration	3,523,141	929,204	4,452,345	39,825	4,492,170	4,184,534
1.62 International and Out of Province Students	256,636	64,828	321,464	569,829	891,293	849,201
Total Function 1	31,359,842	8,312,881	39,672,723	1,705,930	41,378,653	40,618,557
4 District Administration						
4.11 Educational Administration	415,260	109,732	524,992	41,390	566,382	846,700
4.40 School District Governance	118,924	6,625	125,549	218,680	344,229	387,284
4.41 Business Administration	975,210	252,305	1,227,515	902,198	2,129,713	1,554,363
Total Function 4	1,509,394	368,662	1,878,056	1,162,268	3,040,324	2,788,347
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	308,571	78,956	387,527	11,200	398,727	472,729
5.50 Maintenance Operations	3,050,430	948,075	3,998,505	927,700	4,926,205	4,769,991
5.52 Maintenance of Grounds	101,519	25,887	127,406	79,970	207,376	282,782
5.56 Utilities	-		-	1,005,229	1,005,229	937,566
Total Function 5	3,460,520	1,052,918	4,513,438	2,024,099	6,537,537	6,463,068
7 Transportation and Housing						
7.41 Transportation and Housing Administration	28,710	7,321	36,031	300	36,331	82,047
7.70 Student Transportation	821,596	209,507	1,031,103	418,218	1,449,321	1,557,587
7.73 Housing	-		-	116,000	116,000	81,565
Total Function 7	850,306	216,828	1,067,134	534,518	1,601,652	1,721,199
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	37,180,062	9,951,289	47,131,351	5,426,815	52,558,166	51,591,171

School District No. 70 (Pacific Rim)

Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2027

	2027	2026 Amended
	Annual Budget	Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	10,089,047	10,844,209
Other	404,941	281,111
Federal Grants		7,800
Other Revenue	1,806,500	1,046,000
Total Revenue	12,300,488	12,179,120
Expenses		
Instruction	11,854,308	11,758,902
District Administration	136,689	136,689
Operations and Maintenance	209,201	211,812
Transportation and Housing	100,290	71,717
Total Expense	12,300,488	12,179,120
Budgeted Surplus (Deficit), for the year	-	-

School District No. 70 (Pacific Rim)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2027

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$		\$	\$	\$
Deferred Revenue, beginning of year	-	-	250,773	1,853,630	-	-	-	-	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	209,201	170,158			136,000	24,500	129,720	1,019,659	136,689
Provincial Grants - Other									
Other			34,900	1,470,000					
	209,201	170,158	34,900	1,470,000	136,000	24,500	129,720	1,019,659	136,689
Less: Allocated to Revenue	209,201	170,158	56,500	1,750,000	136,000	24,500	129,720	1,019,659	136,689
Deferred Revenue, end of year	-	-	229,173	1,573,630	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	209,201	170,158			136,000	24,500	129,720	1,019,659	136,689
Provincial Grants - Other									
Other Revenue			56,500	1,750,000					
	209,201	170,158	56,500	1,750,000	136,000	24,500	129,720	1,019,659	136,689
Expenses									
Salaries									
Principals and Vice Principals							34,195	224,185	91,959
Educational Assistants						1,358		336,058	
Support Staff		135,584			105,504			47,231	
Other Professionals							7,239	79,925	19,170
Substitutes									
	-	135,584	-	-	105,504	1,358	41,434	687,399	111,129
Employee Benefits		34,574			27,496	346	10,566	181,171	25,560
Services and Supplies	209,201		56,500	1,750,000	3,000	22,796	77,720	151,089	
	209,201	170,158	56,500	1,750,000	136,000	24,500	129,720	1,019,659	136,689
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 70 (Pacific Rim)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2027

	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	ECL Early Care & Learning	Feeding Futures Fund	Professional Learning Grant	National School Food Program	After School Sports & Arts Initiative
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-			350,000	-	113,624		10,733
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	7,187,450		100,290	55,000		468,846		162,910	
Provincial Grants - Other									
Other									
	7,187,450	-	100,290	55,000	-	468,846	-	162,910	-
Less: Allocated to Revenue	7,187,450	-	100,290	55,000	175,000	468,846	113,624	162,910	10,733
Deferred Revenue, end of year	-	-	-	-	175,000	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	7,187,450		100,290	55,000	175,000	468,846	113,624	162,910	
Provincial Grants - Other									10,733
Other Revenue									
	7,187,450	-	100,290	55,000	175,000	468,846	113,624	162,910	10,733
Expenses									
Salaries									
Principals and Vice Principals	5,229,034						68,390		8,552
Educational Assistants									
Support Staff					6,867				
Other Professionals				33,825	129,990	77,964			
Substitutes	498,018								
	5,727,052	-	-	33,825	136,857	77,964	68,390	-	8,552
Employee Benefits	1,460,398			8,625	34,643	19,626	17,439		2,181
Services and Supplies			100,290	12,550	3,500	371,256	27,795	162,910	
	7,187,450	-	100,290	55,000	175,000	468,846	113,624	162,910	10,733
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 70 (Pacific Rim)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2027

	Public Safety & Solicitor General	Family Hub	PRP - Kackaamin	TOTAL
	\$	\$	\$	\$
Deferred Revenue, beginning of year	20,979	-	-	2,599,739
Add: Restricted Grants				
Provincial Grants - Ministry of Education and Child Care			303,229	10,103,652
Provincial Grants - Other		70,000		70,000
Other				1,504,900
	-	70,000	303,229	11,678,552
Less: Allocated to Revenue	20,979	70,000	303,229	12,300,488
Deferred Revenue, end of year	-	-	-	1,977,803
Revenues				
Provincial Grants - Ministry of Education and Child Care				10,089,047
Provincial Grants - Other	20,979	70,000	303,229	404,941
Other Revenue				1,806,500
	20,979	70,000	303,229	12,300,488
Expenses				
Salaries				
Principals and Vice Principals			166,614	5,822,929
Educational Assistants				337,416
Support Staff		53,014		348,200
Other Professionals	16,716	13,519	11,505	389,853
Substitutes		3,467	7,452	508,937
	16,716	70,000	185,571	7,407,335
Employee Benefits	4,263		45,930	1,872,818
Services and Supplies			71,728	3,020,335
	20,979	70,000	303,229	12,300,488
Net Revenue (Expense)	-	-	-	-

School District No. 70 (Pacific Rim)

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2027

	2027 Annual Budget			2026 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Amortization of Deferred Capital Revenue	3,974,839		3,974,839	4,000,000
Total Revenue	3,974,839	-	3,974,839	4,000,000
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	3,805,000		3,805,000	3,700,000
Transportation and Housing	1,337,000		1,337,000	1,300,000
Debt Services				
Capital Lease Interest		29,921	29,921	45,000
Capital Loan Interest		3,922	3,922	7,500
Total Expense	5,142,000	33,843	5,175,843	5,052,500
Net Revenue (Expense)	(1,167,161)	(33,843)	(1,201,004)	(1,052,500)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	120,000		120,000	100,000
Local Capital			-	158,000
Capital Lease Payment		209,185	209,185	210,000
Capital Loan Payment		21,548	21,548	66,000
Reserve for Staff Housing and Asset Retirement Plan			-	224,000
Total Net Transfers	120,000	230,733	350,733	758,000
Other Adjustments to Fund Balances				
Principal Payment				
Capital Lease	179,264	(179,264)	-	
Capital Loan	17,626	(17,626)	-	
Total Other Adjustments to Fund Balances	196,890	(196,890)	-	
Budgeted Surplus (Deficit), for the year	(850,271)	-	(850,271)	(294,500)



PACIFIC RIM SCHOOL DISTRICT PUBLIC BOARD MEETING INFORMATION SHEET

Date: June 23, 2026
To: Board of Education
From: Peter Klaver, Superintendent
Subject: 2025/26 Operational Plan

Background:

The Operational Plan forms part of the Enhancing Student Learning Report (ESLR) and is the work plan for staff as they implement strategies to actualize the Strategic Plan. School Plans are then aligned with the Operational Plan. The Operational Plan is developed throughout the summer and early fall and is presented to the Board as draft at the start of the school year. Any suggestions are then incorporated into the final Operational Plan which is finalized as part of the approval of the ESLR.

An update on how the plan is being implemented is presented mid-year and a final report is provided in June of each school year.

Strategies for operationalizing the Strategic Plan are identified as areas of focus for the District for the year. The Operational Plan is an intentional focus on specific actions to improve student achievement and improve specific sets of data. Regular work beyond the Operational Plan still carries forward but are a part of everyday business, as shown in the [Strategic Plan Goals and Activities – Review of 2025-26](#) document.

Discussion:

Attached is a final review of this year's Operational Plan with comments regarding whether to continue with a strategy, incorporate the strategy into another area or discontinue a strategy. Additional strategies will be identified as part of the development of the 2026/27 Operational Plan.

Strategy	Identified Gap or Problem	Metrics to Measure Impact	Strategy Effectiveness	Recommendation for 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
<p>UDL Provide teachers with opportunities to refine and learn Universal Design for Learning (UDL) strategies by way of:</p> <ul style="list-style-type: none"> • Learning series • Guest Speakers • Supporting NOIE 	<p>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.</p> <p>Building skills in our classroom and resource teachers will assist in enhancing our instructional strategies.</p>	<p>Leading indicator – Participation and engagement in professional learning series. Feedback collected.</p> <p>Observable increase in the use of UDL strategies as reported by school leaders.</p> <p>Improved literacy results as measured by FSA, Grad Assessments, District Assessments, Indicators for Success, Learning Update Performance Indicators, and Graduation Rate – over time.</p> <p>Reduction of achievement gap between designated students and all students – over time.</p>	<p>Three sets of visits took place, Oct, Feb, April AND a Pro D Day in April.</p> <p>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.</p> <p>Had a total of 40 school-based teachers and 6 district itinerant staff participate in the learning sessions.</p> <p>Principals and Vice Principals report overall increase in teacher 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.</p> <p>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.</p> <p>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.</p> <p>District Resource Teacher reports overflow of interest evident in secondary PLC group – UDL became a part of discussions.</p>	<p>The implementation of UDL should continue as a focus.</p> <p>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.</p> <p>Develop more opportunities for Administrators to participate or work with Leyton as instructional leaders in their buildings.</p> <p>Increase opportunities for more teachers to participate – Pro Days? Perhaps focus on Middle Years (6-9)?</p>
Strategy	Identified Gap or Problem	Metrics to Measure Impact	Strategy Effectiveness	Recommendation for 2026/27 Operational Plan
<p>FOCUSSED CONVERSATIONS Continue with focused conversations and data dives at:</p>	<p>Current achievement results are below the provincial average across most measures, highlighting the need for strategic adjustments.</p>	<p>Key success indicators will include discussions and observable adjustments/adaptations based on these conversations.</p>	<p>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</p>	<p>Focussed conversations on specific areas of instruction such as assessment and data collection have been successful and have improved teacher practice.</p>

2025/26 Operational Plan

<ul style="list-style-type: none"> The school level School based admin meetings 	<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>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>	<p>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.</p>	<p>More conversations to strengthen the consistency in how evidence is gathered, shared, and used across schools needs to occur.</p> <p>There should be further alignment between school and district planning cycles to support ongoing monitoring and adjustment.</p> <p>Conversation between administrators and teachers needs to focus on differentiated supports for students with diverse abilities. This is linked to the UDL strategy.</p> <p>Embed focused conversations as a routine part of school and district improvement processes, with clearer expectations for documentation and impact.</p> <p>This strategy may need to be folded into other strategies such as UDL and Numeracy/Literacy.</p>
Strategy	Identified Gap or Problem	Metrics to Measure Impact	Strategy Effectiveness	Recommendation for 2026/27 Operational Plan
<p>SECONDARY PLC Create and support a competency focused Professional Learning Community at the secondary level.</p>	<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 NOIE/Inquiry Projects</p>	<p>15 Secondary educators from ADSS, USS & EALC participated in PLC (wide variety of subject-areas, years of experience and backgrounds represented)</p> <p>Met three times between November and April</p> <p>Using NOIE Spiral as a framework of 'inquiry'</p> <p>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</p> <p>Projects/work include; competency-based instruction, UDL strategies, assessment for learning, student engagement, student-led inquiry, and trauma-informed teaching.</p>	<p>This has been a highly successful strategy to bring teachers together at the secondary level to discuss instruction.</p> <p>Continue with PLC – group wants to continue with 'focused' work/projects</p> <p>Group would like more small learning opportunities to add to their work</p> <p>Release-time to meet and/or partner up for co-teaching or 'lesson study' format</p>

Strategy	Identified Gap or Problem	Metrics to Measure Impact	Strategy Effectiveness	Recommendation for 2026/27 Operational Plan
<p>EARLY CAREER TEACHERS Develop a sustainable program to support Early Career Teachers (first 5 years) through:</p> <ul style="list-style-type: none"> • District level meetings • District professional learning meetings • Collaborative development of a Mentorship program 	<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>	<p>100% engagement/connection with all ECT in some way</p> <p>Provided multiple opportunities throughout year for 1:1, or small group sessions (one in Fall was released the rest were before or after school)</p> <p>Sessions included; conferencing, reporting, literacy/numeracy strategies & assessment</p> <p>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.</p>	<p>This strategy has seen an increased engagement level from last year and should continue. This may be due to more one on one connections and support.</p> <p>Continue to identify ECT early on in the year and make personal connection.</p> <p>Provide a variety of ways to connect (before/after school, release time, 1:1 collaboration, small group, in person and virtual options)</p> <p>Feedback from ECT's mention a continued focus on practical, strategy-focused, and directly applicable to classroom practice topics</p> <p>Feedback indicates a continued need for support with long-range planning, scope and sequence, and assessment practices.</p>
Strategy	Identified Gap or Problem	Metrics to Measure Impact	Strategy Effectiveness	Recommendation for 2026/27 Operational Plan
<p>PRIMARY LITERACY Develop a Primary Literacy Initiative by:</p> <ul style="list-style-type: none"> • Hiring a Primary Literacy Champion • Hire a literacy teacher focused on Indigenous achievement • Consulting teachers • Providing learning opportunities • Reviewing universal primary screeners 	<p>District Literacy Results Below Provincial Average</p> <p>2023/2024 District Literacy FSA results are below Provincial Average across all measures.</p> <p>Early intervention strategies have been successful at a number of schools</p>	<p>Teacher buy-in through attendance at feedback sessions.</p> <p>All Kindergarten teachers use a literacy assessment.</p> <p>Creation of a primary literacy framework.</p> <p>Develop an implementation plan for K-3 universal screening for the 2026/27.</p> <p>Increased understanding and use of literacy learning pathways.</p> <p>Closing of the achievement gap between indigenous and non-indigenous students in primary.</p>	<p>All Kindergarten teachers used a literacy screening tool (Acadience) at the beginning and end of this year.</p> <p>All current Grades 1-3 teachers have been taught how to administer the Acadience literacy screening tool. Feedback from teachers has been positive. All current K-3 teachers are ready to begin screening in Fall of 2026.</p> <p>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.</p> <p>Teacher collaboration, including co-planning and demonstration lessons, to support the integration of Indigenous principles into current literacy practices.</p>	<p>Continue with this as this is Ministry funded.</p> <p>Continue to provide professional development for PVPA, ISTs and LSTs on literacy screeners. Continued professional development for K-3 teachers focused on using screening results/data to guide instruction.</p> <p>Plan to release of district primary literacy framework in early fall to support school planning and classroom instruction.</p> <p>Increase development of resources and communication with parents and caregivers.</p> <p>Continue learning opportunities for educational assistants and ISWs.</p> <p>Continue to expand opportunities for teacher collaboration to support the integration of Indigenous principles within diverse classroom contexts.</p>

Strategy	Identified Gap or Problem	Metrics to Measure Impact	Strategy Effectiveness	Recommendation for 2026/27 Operational Plan
<p>PRIMARY LITERACY Develop a Primary Literacy Initiative by:</p> <ul style="list-style-type: none"> Hiring a Primary Literacy Champion Hire a literacy teacher focused on Indigenous achievement Consulting teachers Providing learning opportunities Reviewing universal primary screeners 	<p>District Literacy Results Below Provincial Average</p> <p>2023/2024 District Literacy FSA results are below Provincial Average across all measures.</p> <p>Early intervention strategies have been successful at a number of schools</p>	<p>Teacher buy-in through attendance at feedback sessions.</p> <p>All Kindergarten teachers use a literacy assessment.</p> <p>Creation of a primary literacy framework.</p> <p>Develop an implementation plan for K-3 universal screening for the 2026/27.</p> <p>Increased understanding and use of literacy learning pathways.</p> <p>Closing of the achievement gap between indigenous and non-indigenous students in primary.</p>	<p>All Kindergarten teachers used a literacy screening tool (Acadience) at the beginning and end of this year.</p> <p>All current Grades 1-3 teachers have been taught how to administer the Acadience literacy screening tool. Feedback from teachers has been positive. All current K-3 teachers are ready to begin screening in Fall of 2026.</p> <p>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.</p> <p>Teacher collaboration, including co-planning and demonstration lessons, to support the integration of Indigenous principles into current literacy practices.</p>	<p>Continue with this as this is Ministry funded.</p> <p>Continue to provide professional development for PVPA, ISTs and LSTs on literacy screeners. Continued professional development for K-3 teachers focused on using screening results/data to guide instruction.</p> <p>Plan to release of district primary literacy framework in early fall to support school planning and classroom instruction.</p> <p>Increase development of resources and communication with parents and caregivers.</p> <p>Continue learning opportunities for educational assistants and ISWs.</p> <p>Continue to expand opportunities for teacher collaboration to support the integration of Indigenous principles within diverse classroom contexts.</p>
Strategy	Identified Gap or Problem	Metrics to Measure Impact	Strategy Effectiveness	Recommendation for 2026/27 Operational Plan
<p>LITERACY LEARNING SERIES</p> <p>Provide a Literacy Learning Series after school for teachers</p>	<p>District Literacy Results Below Provincial Average:</p> <p>2024/2025 District Literacy FSA results are below Provincial Average across all measures.</p> <p>Achievement gaps between sub populations and all students.</p>	<p>Leading indicator – Increased participation and engagement in professional learning series.</p> <p>A clearly articulated and consistent approach to literacy intervention across District.</p> <p>Improved literacy results as measured by FSA, Grad Assessments, District Assessments, Indicators for Success, Learning Update Performance Indicators and Graduation Rate.</p> <p>Increased understanding and use of literacy learning progressions.</p>	<p>Continued to see teacher participation in literacy learning bursts.</p> <p>Provided 7 after school learning opportunities for elementary, intermediate and secondary at a variety of grade levels. Total Participants =70</p> <p>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.</p> <p>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.</p>	<p>More work needs to be done on having a consistent approach to literacy intervention across the district.</p> <p>Continued literacy learning series offerings including increased intermediate and secondary focus should be included in next year’s plan.</p> <p>Consideration should be made to support secondary teachers with literacy assessment and instruction.</p>

Strategy	Identified Gap or Problem	Metrics to Measure Impact	Strategy Effectiveness	Recommendation for 2026/27 Operational Plan
<p>NUMERACY LEARNING SERIES</p> <p>Provide a Numeracy Learning Series after school for teachers</p>	<p>Current numeracy achievement levels indicate the need to focus on Numeracy and adapt strategies</p> <p>District Assessments indicate a need for support for teachers to better understand numeracy concepts.</p>	<p>Participation and engagement in professional learning series.</p> <p>Improved numeracy results as measured by FSA, District Assessments, Indicators for Success, Learning Update</p> <p>Performance Indicators and Grad Rate.</p>	<p>Provided several (4+) learning opportunities (learning bursts) throughout year. Topics included high-yield routines, patterns and algebra, math fact fluency, & Learning progressions.</p> <p>Total number of participants = 41 Most virtual. Provided in person both in Valley and West Coast options.</p> <p>Carole Fullerton provided 5 days of workshops/lesson studies (HES, ADSS, AES & DES).</p> <p>Curriculum resource teachers provided 1:1 collaboration when requested across district with teachers in classrooms.</p>	<p>Numeracy results continue to be below expectations and this should be a focus for the next operational plan.</p> <p>Continue with learning bursts focused on strategies, instructional planning, routines</p> <p>Focus on middle years/secondary teachers.</p> <p>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.</p> <p>Develop more learning opportunities for educational assistants and ISWs to support teachers with the implementation of numeracy plans.</p>
Strategy	Identified Gap or Problem	Metrics to Measure Impact	Strategy Effectiveness	Recommendation for 2026/27 Operational Plan
<p>COLLABORATIVE MARKING</p> <p>Provide opportunity for group marking of district assessment</p>	<p>District assessments are critical to triangulate achievement data.</p> <p>Assessments are not being marked consistently across the district.</p>	<p>Teachers attend and report the usefulness of meetings.</p> <p>District assessments are more consistently marked not only in district led marking opportunities but also in schools.</p>	<p>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 Resource teacher collaboration and support.</p> <p>Resource teachers supported individual teachers 1:1 or small group at various schools in both Fall and Spring</p> <p>Collaborative marking for gr 8/9 was offered to ADSS and USS</p> <p>Hosted 2 half day release for collaborative marking in Fall – Grade 2/3 and 4/5</p> <p>Participants found it very helpful and valued time to collaborate.</p>	<p>Collaborative marking has been highly successful with creating consistency across the district as well as encouraging conversations between teachers about best practice.</p> <p>Continue to explore options for collaborative marking</p> <p>Provide learning opportunities for ‘next steps’ for planning with data/results that come from the district assessments.</p>
Strategy	Identified Gap or Problem	Metrics to Measure Impact	Strategy Effectiveness	Recommendation for 2026/27 Operational Plan
<p>CO-GOVERNANCE</p>	<p>Need to implement DRIPA, BC Tripartite Education Agreement, and Truth and Reconciliation Calls to Action.</p>	<p>Hosting of engagement meetings.</p>	<p>Co-governance has been implemented. There continues to be a need for communication with all Nations to ensure all</p>	<p>Co-governance has been implemented as envisioned, and further development should now rest with the Board of Education plan to encourage more participation.</p>

<p>Continue to support the Board of Education as it implements a Co-governance model with First Nations</p>	<p>Persistent performance gaps across all measures (lower completion rate, disproportionate students in alternate programs and adult dogwood recipients).</p> <p>Indigenous peoples have the right to self-determination (DRIPA).</p>	<p>Documented and measurable progress towards Co-Governance.</p> <p>Qualitative and quantitative feedback from rightsholders and stakeholder groups.</p> <p>Facilitated discussion with Nations and the Board of Education has occurred.</p>	<p>Nations have a voice at committee and public board meeting tables.</p> <p>While the structure is in place, more participation is required.</p>	<p>This will not form a part of the staff's operational plan for the 2026-27 school year; however, the Board of Education, with the selected representatives that are attending, need to work to develop a communication plan to encourage attendance at meetings and review the current structure.</p> <p>This should be a priority for the new Board of Education in the fall.</p>
<p>Strategy</p>	<p>Identified Gap or Problem</p>	<p>Metrics to Measure Impact</p>	<p>Strategy Effectiveness</p>	<p>Recommendation for 2026/27 Operational Plan</p>
<p>CULTURE AND LANGUAGE</p> <p>Increase Nuu-Chah-Nulth language and culture in schools.</p> <p>Increase visibility of Nuu-chah-nulth artifacts in schools.</p> <p>Consistent use of District Song in celebrations.</p> <p>Continue and expand the Elders in Schools program including having knowledge keepers visible and active in schools.</p>	<p>Persistent performance gaps across all measures (lower completion rate, disproportionate students in alternate programs and adult dogwood recipients).</p> <p>Need to co-create supports and interventions.</p> <p>Feedback from students and staff indicates Elders in Schools improve well-being and the willingness to include culture and language in schools.</p>	<p>Leading Indicator – Elders in School Program accessed consistently by all schools.</p> <p>Documented impact of Elders on school climate through feedback.</p> <p>Enhanced student achievement rates.</p> <p>Consistent use of District Song in celebrations.</p> <p>Completed feasibility study for a Nuu-chah-nulth language program.</p>	<p>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.</p> <p>In-class, integrated lessons co-developed and delivered with the District Indigenous Resource Teacher and Language and Cultural Worker, offered to schools.</p> <p>Nuu-chah-nulth Language learning is expanding in classrooms. Additional learning methods (incorporating sign language to complement language learning) are being incorporated.</p> <p>Art Inventory has been created. Further work on instruction of use and maintenance is needed as well as proper labelling is still required.</p> <p>District song use is increasing; more support is needed to ensure confidence of song leaders.</p> <p>Feasibility study is in progress. Research outreach and surveying is underway. Survey has 34 responses to date. Preliminary findings are recorded.</p>	<p>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.</p> <p>Expanded opportunities for in-class, integrated lessons while broadening lesson topics to reflect the diversity of the classroom should be explored.</p> <p>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.</p>

Strategy	Identified Gap or Problem	Metrics to Measure Impact	Strategy Effectiveness	Recommendation for 2026/27 Operational Plan
<p>INDIGENOUS TRACKING</p> <p>Implement an Indigenous Student tracking system to better assess use of resources</p>	<p>Persistent performance gaps for Indigenous students particularly those living on reserve.</p> <p>Resources intended to support indigenous learners is not being targeted, documented or used efficiently.</p>	<p>The software is implemented and works at a technical level.</p> <p>Staff are using the software consistently.</p> <p>All services are being tracked for all Indigenous students</p>	<p>Due to technical and privacy issues this not feasible.</p>	<p>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.</p>
Strategy	Identified Gap or Problem	Metrics to Measure Impact	Strategy Effectiveness	Recommendation for 2026/27 Operational Plan
<p>INDIGENOUS STUDENT VOICE</p> <p>Develop processes for Indigenous student voice</p>	<p>Persistent performance gaps for Indigenous students particularly those living on reserve.</p> <p>Indigenous individuals particularly children have the right to all levels and forms of education of the state without discrimination (DRIPA).</p>	<p>Increased student engagement and participation in student voice initiatives.</p> <p>Utilization of student input to inform new strategies, incorporated into School and District Plans.</p> <p>Measurable improvements in student achievement metrics.</p> <p>Reduction in the achievement gap. Student recommendations are implemented.</p>	<p>Indigenous metrics are improving across all measures. Indigenous students feel connected to school, graduation rates are improving and involvement with alternate programs is decreasing.</p> <p>Results still have significant room for improvement.</p> <p>Participation at the District Indigenous Student Voice day was excellent with USS, ADSS, EALC and Bamfield attending.</p> <p>Valuable data was collected regarding how to improve Indigenous Student achievement.</p>	<p>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.</p> <p>The second annual Indigenous Student Voice coming together produced very important information for schools regarding indigenous student success.</p>
Strategy	Identified Gap or Problem	Metrics to Measure Impact	Strategy Effectiveness	Recommendation for 2026/27 Operational Plan
<p>CEDARS PROGRAM</p> <p>Review ADSS Cedars Programs</p>	<p>Inclusive practices could be more robust at ADSS.</p> <p>A formal review of the ADSS Cedars Program has never occurred.</p>	<p>The review is completed and recommendations are identified.</p> <p>Recommendations form part of the 2026/27 operational plan.</p>	<p>ADSS teachers and CUPE support staff were surveyed, and CEDARS teachers additional participated in a feedback Q & A discussion regarding the CEDARS program.</p> <p>Identified strengths and areas for consideration and improvement were gleaned from the survey.</p> <p>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.</p> <p>Students did not complete the survey. Director Bennett observed classroom and talked with various students in each class</p>	<p>This goal needs one more year to facilitate positive change in the Cedars program.</p> <p>Recommendations are to:</p> <ul style="list-style-type: none"> • 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 • Explore funding sources to support resource and programming tools and equipment (adaptive bikes/tandems) • Consider reviewing grade 8 and 9 placements

			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.	
Strategy	Identified Gap or Problem	Metrics to Measure Impact	Strategy Effectiveness	Recommendation for 2026/27 Operational Plan
<p>CYIC ACHIEVEMENT</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>	<p>This work plan was too ambitious for a one-year plan. Unfortunately, many of the set objectives were not accomplished.</p> <p>Accurate tracking and monitoring have been 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.</p> <p>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.</p> <p>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 through a trauma informed practice</p> <p>Not accomplished:</p> <ul style="list-style-type: none"> Set procedure for schools to monitor success for CYIC. Dashboard for accurate tracking 	<p>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.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> Continue strengthening collaboration with MCFD and 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
Strategy	Identified Gap or Problem	Metrics to Measure Impact	Strategy Effectiveness	Recommendation for 2026/27 Operational Plan
<p>STUDENT VOICE DISTRICT PLAN</p> <p>Develop a District plan for voice at the School level, District level, and Board level</p>	<p>Currently there is no consistent or system-wide method for students to voice their opinion about district performance or their experiences within the system.</p>	<p>A district wide strategy is developed that allows for student voice at the school level, the district staff level, IEC and the board level.</p>	<p>Some schools have informal student voice input.</p> <p>The district for the first time had a district wide student voice focused on safety.</p>	<p>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</p>

Strategy	Identified Gap or Problem	Metrics to Measure Impact	Strategy Effectiveness	Recommendation for 2026/27 Operational Plan
<p>K TRANSITIONS</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>	<p>Holding transition activities within Nations and community spaces increased engagement from some Indigenous families and supported stronger relationships and trust.</p> <p>We observed families begin attending StrongStart after participating in programs 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.</p> <p>Collaboration with Nations, Indigenous education staff, Elders, and community partners strengthened culturally responsive approaches to Kindergarten transitions.</p> <p>While connections have increased, there continue to be Indigenous children and families not engaged in childcare, StrongStart, or transition programming.</p> <p>Continued efforts are needed to reach families experiencing barriers to participation and connection.</p> <p>Provincial EDI data continues to indicate developmental 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.</p>	<p>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.</p> <p>Schools will take an active role in K transitions for the 2026/27 school year.</p> <p>Continue expanding transition supports within Nations and community spaces to increase access and reduce barriers to participation.</p> <p>Strengthen outreach to families not currently connected to childcare, StrongStart, or other early years programs.</p> <p>Continue embedding language, culture, and family voice into transition activities.</p> <p>Strengthen partnerships with Nations, Indigenous education staff, Elders, and community organizations to support relationship-based approaches.</p> <p>Continue using participation data, family feedback, and community input to monitor impact and identify gaps in service reach.</p>

Strategy	Identified Gap or Problem	Metrics to Measure Impact	Strategy Effectiveness	Recommendation for 2026/27 Operational Plan
<p>CHILDCARE PROGRAMS</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 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.</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</p> <p>Increase in use of common frameworks or tools (e.g., social-emotional language, Calm Curriculum, learning stories, or BC Early Learning Framework principles)</p>	<p>Childcare educators connected with schools through K Days, transition planning, and shared events, strengthening familiarity and relationships between childcare and school communities.</p> <p>The Just B4 Preschool program supported familiarity with Kindergarten through regular visits to K classrooms, including shared centre time and outdoor play.</p> <p>The Early Years Transition Facilitator role strengthened connections between childcare, families, and schools through individualized transition support and educator collaboration.</p> <p>All About Me forms supported information sharing about children’s strengths, interests, and support needs before Kindergarten entry.</p> <p>Calm Curriculum approaches supported shared language and strategies around emotional regulation and social-emotional well-being across early years settings.</p> <p>Indigenous Education staff supported childcare programs to incorporate Nuu-chah-nulth language, cultural teachings, and Indigenous perspectives into early learning environments.</p> <p>Due to funding shortfalls, the Kindergarten teacher childcare visit program was not implemented, limiting opportunities for direct connections between Kindergarten educators and childcare settings.</p> <p>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.</p> <p>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.</p>	<p>With a change in structure within the district this goal should be folded into the previous goal of Kindergarten transitions.</p> <p>Continue strengthening partnerships between childcare programs, schools, Indigenous Education, and families.</p> <p>Explore opportunities to reinstate Kindergarten teacher visits to childcare settings if funding becomes available.</p> <p>Continue embedding Nuu-chah-nulth language, cultural teachings, and Indigenous perspectives within childcare and transition practices.</p> <p>Strengthen information sharing and transition planning between childcare educators, families, and Kindergarten teams.</p> <p>Increase opportunities for childcare educators and school staff to collaborate and build relationships.</p>

Strategy	Identified Gap or Problem	Metrics to Measure Impact	Strategy Effectiveness	Recommendation for 2026/27 Operational Plan
<p>ATTENDANCE PLAN</p> <p>Develop a District Attendance Response Plan, inclusive of policy and Administrative Procedures to guide school practice</p>	<p>Data indicates increasing absenteeism</p> <p>No consistent approach to chronic absences.</p> <p>Deeper understanding of data is required.</p> <p>Indicators of Success show poor attendance is impacting well-being and achievement and is not improving despite existing interventions.</p> <p>Nations have indicated a concern</p>	<p>A plan is developed and consultation with education partners has occurred.</p> <p>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.</p> <p>Creative messaging to families about school district programming, the benefits of regular attendance at school and benefits to social, emotional and economic health.</p> <p>Increased attendance and new enrollments at school sites</p>	<p>Attendance results, particularly with Indigenous students, continue to be a concern for the district.</p> <p>Most schools have increased planning and processes around supporting students with attendance.</p> <p>Results are not at acceptable levels.</p> <p>Priority populations continue to see less achievement than non-priority populations.</p>	<p>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 must be applied consistently in schools.</p> <p>District level support should be developed to provide assistance with resources to schools.</p> <p>Data review should become a regular part of District oversight and school focus.</p>
Strategy	Identified Gap or Problem	Metrics to Measure Impact	Strategy Effectiveness	Recommendation for 2026/27 Operational Plan
<p>MENTAL HEALTH</p> <p>Increase staff and student Mental Health</p> <p>Engage with BC Children Hospital <i>Health Promotion in Schools Coaching</i></p>	<p>All measures including YDI, MDI, EDI, Adolescent Health Survey, Indigenous Student Voice, Island Health Survey indicate poor mental health among students.</p> <p>District surveys of staff indicate mental health is a concern</p>	<p>Improved survey results for staff and students.</p> <p>Develop an annual action plan that includes consultation, review of current practices, and establishing goals for a three-year plan.</p>	<p>Manager of Mental Health and Wellness collaborated with BCCH Team monthly throughout the 2025-2026 school year.</p> <p>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</p> <p>A small working group led by the Manger of Mental 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.</p> <p>Draft Mental Health Literacy Framework created with goals, objectives and metrics</p> <p>Presentation to Senior Leadership, prior to end of school year, to get feedback.</p>	<p>This is a multi-year partnership and should continue for the next school year.</p> <p>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.</p> <p>Focus on reducing student substance use including vaping.</p> <p>Increase MH Literacy through a Trauma Informed Practice (TIP) lens.</p> <p>Continue with Awards program for staff wellness</p> <p>Continue PreVenture for grade 8's who screen in.</p> <p>Continue to utilize student voice opportunities to see how we are doing including the Indigenous Student Voice event.</p> <p>Plan for parent feedback opportunities</p>

Strategy	Identified Gap or Problem	Metrics to Measure Impact	Strategy Effectiveness	Recommendation for 2026/27 Operational Plan
<p>GRAD RATES</p> <p>Increase Dogwood Diploma Graduation rates</p>	<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>	<p>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 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.</p>	<p>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.</p> <ul style="list-style-type: none"> • 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. • 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.



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

Date: June 23, 2026
To: Board of Education
From: Paula Mason, Manager of Corporate Services
Subject: Election Proceedings Bylaw revision
Attachment: Trustee Elections Bylaw No. 2026-01

Background

In preparation for the 2026 General Local Election, the Province recently introduced amendments to the *School Act*, *Local Government Act*, *Local Elections Campaign Financing Act* and Vancouver Charter through Bill 13, the *Miscellaneous Statutes Amendment Act, 2025*, which was introduced on April 29, 2025 and passed on May 13, 2025. These amendments introduced new requirements respecting election procedures, public notice posting places, voter registration options, nomination documents and privacy protections, requiring boards of education to review and update their election bylaws.

Additionally, the current Election Proceedings document was adopted as a policy rather than a bylaw, which while having historically functioned as the District's election procedures document, was not adopted through the statutory bylaw process required for a legally binding election bylaw.

To address these matters, after attending the 2026 School Trustee Elections Technical Advisory Committee Webinar held in April, 2026, I prepared Trustee Elections Bylaw No. 2026-01 which once approved, will repeal Policy 111: Election Proceedings.

Discussion

The proposed bylaw serves two purposes:

1. To ensure the District's election procedures are established through a legally binding bylaw rather than a policy; and
2. To incorporate legislative amendments and election requirements introduced for the 2026 General Local Election.

While the Alberni-Clayoquot Regional District (ACRD) will administer trustee elections on behalf of the Board during the 2026 General Local Election, certain election matters remain the responsibility of the Board and must be addressed through Board bylaw. The proposed bylaw also establishes a complete election framework should the Board choose to conduct its own trustee election or by-election in the future.

The following table summarizes the key changes incorporated into the proposed bylaw:

Change	Explanation	Legislative Authority
Replacement of Policy 111 with a formal bylaw	Establishes election procedures through a legally binding bylaw rather than a policy document.	<i>School Act</i> , s. 45(1) – authorizes boards to establish election procedures by bylaw.
Voters List	Confirms that electors will register at the time of voting rather than through a pre-established voters list maintained by the Board.	<i>Local Government Act</i> , ss. 69, 75 and 76; BCSTA Legal Bulletin, May 22, 2026.

Change	Explanation	Legislative Authority
Application of Local Government Election Bylaws	Clarifies which local government election bylaws apply when a local government conducts trustee elections on behalf of the Board and identifies matters that remain under Board jurisdiction.	<i>School Act, s. 38; Local Government Act</i> election administration provisions.
Required and Additional Advance Voting Opportunities	Updates advance voting provisions and confirms the authority of the Chief Election Officer to establish additional voting opportunities.	<i>Local Government Act</i> , Division 6 of Part 3 (Voting Opportunities), as applied to trustee elections by the <i>School Act</i> .
Order of Names on the Ballot	Establishes that candidate names will be determined by lot versus alphabetically.	<i>Local Government Act, s. 117</i> (order of names on ballot).
Resolution of Tie Votes After Judicial Recount	Establishes the procedure to be followed in the event of a tie after judicial recount.	<i>Local Government Act, s. 151</i> (resolution of tie vote by lot).
Number of Nominators	Confirms the minimum number of qualified nominators required for trustee candidates.	<i>School Act, s. 45(2)(a)</i> .
Nomination Deposit	Confirms that no nomination deposit is required for trustee candidates.	<i>School Act, s. 45(2)(b)</i> .
Public Access to Nomination Documents	Updates access requirements and reflects new privacy protections respecting candidate information.	<i>Local Government Act, ss. 89(7)–(10)</i> ; Bill 13 amendments respecting nomination documents and privacy.
Public Access to Campaign Financing Disclosure Statements	Reflects Elections BC disclosure requirements while protecting personal information as required by legislation.	<i>Local Elections Campaign Financing Act, ss. 63–66</i> .
Public Notice Posting Places	Identifies the locations where election-related public notices must be posted. This is a new statutory requirement for school boards.	<i>School Act, s. 45(2.1)</i> , added by Bill 13, <i>Miscellaneous Statutes Amendment Act, 2025</i> .
Alternative Publication Methods	Establishes the District website and social media as approved publication methods for election notices where permitted.	<i>Community Charter, ss. 94.1 and 94.2</i> , as applied to trustee elections through the <i>School Act</i> and <i>Local Government Act</i> framework.

The proposed bylaw was reviewed by legal counsel at Harris & Company LLP to ensure compliance with current legislative requirements. Staff also consulted with the ACRD Chief Election Officer and Deputy Chief Election Officer to confirm alignment with election administration practices that will be utilized for the 2026 General Local Election. There are no financial implications associated with adoption of the proposed bylaw.

Recommended Motions

1. **THAT** the Board of Education approve all three readings of School District No. 70 (Pacific Rim) Trustee Elections Bylaw No. 2026-01 in the June 23, 2026 Public Meeting of the Board.
2. **THAT** the Board of Education approve the Trustee Elections Bylaw No. 2026-01 as presented.
3. Be it resolved as having been read a first, second and third time as provided for in the bylaws, **THAT** the Board Chair and the Secretary-Treasurer be authorized to execute this Trustee Elections Bylaw No. 2026-01 on behalf of the Board and that the corporate seal of the Board be affixed thereon.



THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 70 (PACIFIC RIM) TRUSTEE ELECTIONS BYLAW NO. 2026-01

A bylaw to establish procedures for the conduct of trustee elections.

The Board of Education of School District No. 70 (Pacific Rim) wishes to establish procedures for the conduct of trustee elections.

Accordingly, the Board of Education of School District No. 70 (Pacific Rim), in an open meeting, enacts this Trustee Elections Bylaw No. 2026-01.

1. Scope of Bylaw

This bylaw applies to both general elections and by-elections, except as otherwise indicated.

2. Trustee Electoral Areas

In School District No. 70 (Pacific Rim), trustee elections are held in the following trustee electoral areas (TEA):

TEA #	Trustee Electoral Area Description	No. of Trustees
1	City of Port Alberni / Alberni-Clayoquot Regional District Electoral Areas A (Bamfield), B (Beaufort), D (Sproat Lake), E (Beaver Creek) and F (Cherry Creek)	6
2	District of Ucluelet, the District of Tofino, and Electoral Area C (Long Beach) of the Alberni-Clayoquot Regional District	1

3. Definitions

- a. The terms used in this bylaw shall have the meanings assigned by the *School Act*, the *Local Government Act*, and the *Local Elections Campaign Financing Act*, except as the context indicates otherwise.

“**Board**” means the Board of Education of School District No. 70 (Pacific Rim)

“**By-election**” means a trustee election other than one conducted as part of a general school election, to fill a vacancy on the Board in any of the circumstances described in section 36 of the *School Act*

“**Chief Election Officer**” means the person appointed to perform the duties of chief election officer as set out in the *School Act*, *Local Government Act* and *Local Elections Campaign Financing Act*

“**Local Government**” means, as applicable, the Alberni-Clayoquot Regional District, the City of Port Alberni, the District of Ucluelet and/or the District of Tofino

“**Minister**” means the Minister of Education and Child Care

“**School District**” means the School District No. 70 (Pacific Rim)



4. Voters List

Voting in a trustee election shall be limited to only those electors registering to vote at the time of voting.

5. Application of Local Government Bylaws

- a. In Trustee Electoral Area #1, if a Local Government conducts all or a part of the trustee election, the election bylaws of the Local Government, as they may be amended from time to time, apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election.
- b. In Trustee Electoral Area #2, if a Local Government conducts all or a part of the trustee election, the election bylaws of the Local Government, as they may be amended from time to time, apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election.

6. Required Advance Voting Opportunities

- a. Unless the Board is exempted from the requirement by order of the Minister, an advance voting opportunity will be held on the tenth day before general voting day.
- b. Unless the Board is exempted from the requirement for an additional advance voting opportunity by order of the Minister, an additional advance voting opportunity will be held on the date specified in the bylaws of the local government conducting the trustee election and if no such date is specified, on the third day before general voting day. If the 3rd day before general voting day is a public holiday, the additional advance voting opportunity shall be held on the next day.

7. Additional Advance Voting Opportunities

The Chief Election Officer may establish dates for additional advance voting opportunities for each trustee election and may designate the voting places and the voting hours for these voting opportunities.

8. Additional General Voting Opportunities

The Chief Election Officer is authorized to establish additional general voting opportunities for general voting day for each election and to designate the voting places and voting hours for such voting opportunities, within the limits set out in the *Local Government Act*.

9. Order of Names on the Ballot

The order of names of candidates on the ballot will be determined by lot in accordance with the *Local Government Act*.



10. Resolution of Tie Votes after Judicial Recount

In the event of a tie vote after a judicial recount, the tie vote will be resolved by conducting a lot in accordance with the *Local Government Act*.

11. Number of Nominators

The minimum number of qualified nominators for a trustee candidate is two (2).

12. Nomination Deposit

No nomination deposit is required for nomination for the office of school trustee.

13. Public Access to Election Documents

- a. The Board authorizes public access to nomination documents of trustee candidates:
 - i. during the regular office hours at the Board's office from the time the nomination documents are delivered until 30 days after declaration of the election results; and
 - ii. on the School District website until 30 days after declaration of the election results, except that public access by the means set out in this sub-paragraph may not include the residential address of the person nominated, other than the municipality, electoral area, or treaty lands in which the person is resident.
- b. The Board will make available to the public at the Board's office and without charge, internet access to the disclosure statements or supplementary reports required to be made available by the BC chief electoral officer on an Elections BC authorized website, other than:
 - iii. a mailing address or residential address of a significant contributor; or
 - iv. a telephone number, mailing address, or residential address of a candidate until 5 years after general voting day for the election to which the trustee's disclosure statements and supplementary reports relate.
- c. The Board will, on request, provide a copy or other record of trustee candidates' disclosure statements and supplementary reports for as long as they are required to be available to the public.
- d. Before providing the services under section 13 of this bylaw, other than to a Board officer or employee acting in the course of their duties, the Board may require the person requesting the service to:
 - v. Satisfy to a Board official that any purpose for which personal information is to be used is permitted by the *Local Government Act* and section 63 of the *Local Elections Campaign Financing Act*, and
 - vi. provide a signed statement that the individual, and if applicable any individual or organization on whose behalf the first individual is accessing, inspecting or obtaining the copy or other record, will not use the information included in the copy or other record except for a purpose permitted under the *Local Government Act* or the *Local Elections Campaign Financing Act*.



14. Public Notice Posting Places

For the purpose of trustee elections conducted by the Board, the following are designated as public notice posting places for the purposes of section 50 of the *Local Government Act*:

- a. the notice board located at the Board’s main office located at 4690 Roger Street, Port Alberni BC;
- b. the notice board located at the Ucluelet Secondary School located at 1450 Peninsula Road, Ucluelet, BC;
- c. the notice board located at the Wickaninnish Community School located at 431 Gibson Street, Tofino, BC; and
- d. the notice board located at the Bamfield Community School located at 240 Nuthatch Rd, Bamfield, BC.

15. Publication by means other than Newspaper

For the purpose of trustee elections conducted by the Board, the Board designates the following means of publication of notices required to be published pursuant to section 94.2 of the *Community Charter*:

- a. the Home page Spotlight section on the School District website (www.sd70.bc.ca); and
- b. the Board’s social media account. "**Pacific Rim Schools**", accessible at *facebook.com* (last accessed June 18, 2026)

16. Title

This bylaw may be cited as “School District No. 70 (Pacific Rim) Trustee Elections Bylaw No. 2026-01”.

17. Repeal

School District No. 70 (Pacific Rim) 111: Election Proceedings Bylaw (P) is hereby repealed.

Read a first time the 23rd day of June, 2026.

Read a second time the 23rd day of June, 2026.

Read for a third time, passed and adopted the 23rd day of June, 2026.

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 70 (Pacific Rim) Trustee Elections Bylaw No. 2026-01, adopted by the Board the 23rd day of June, 2026.

Secretary-Treasurer



PACIFIC RIM SCHOOL DISTRICT
Public Board Meeting
Action SHEET

Date: 23-June-26
To: **Board of Education**
From: Alex Taylor, Director of Operations
Subject: 2027/2028 Minor Capital Program Funding Request
Attachments:

Background- Boards of education play a key role in B.C.'s capital planning system. Each year they develop five-year capital plans, setting out their respective districts' current and expected needs.

Projects are funded through minor, minor and childcare programs.

Minor capital programs cover:

- School Enhancement Program (SMP)
- Carbon Neutral Capital program (CNCP)
- Bus Acquisition Program (BUS)
- Playground Enhancement Program (PEP)
- Food Infrastructure Program (FIP)
- Building Envelope Program (BEP)

Sept 30th, 2026, is the funding request cut-off date for Minor Capital Plans

Boards approve their capital plan submissions by passing resolutions – one each for minor, minor and childcare submissions. These are submitted through My CAPS along with the five-year capital plan.

Information- Below are the Minor Capital Plans being submitted for the 2027/2028 Ministry Fiscal Year submission listed in sequential priority per program funding type

Program Name	Description	Funding Request
SEP	WCS Phase 2 Interior Construction	\$400,000
SEP	EALC Re-Roof	\$900,000
SEP	Various Re-Roof	\$200,000
CNCP	Remediation existing geothermal grid ADSS	\$600,000
CNCP	AES Phase 1 Unit Ventilator Upgrade	\$500,000
PEP	WES Playground Enhancement	\$200,000
BUS	Unit #5700 Replacement (21YO)	\$250,000
BUS	Unit #A9700 Replacement (17 YO)	\$250,000
BUS	Unit #A9701 Replacement (17YO)	\$250,000
BUS	Unit #4702 Replacement (24YO)	\$250,000
FIP	Eighth Avenue Kitchen Upgrade	\$200,000

Recommended Motion-

THAT the Board of Education direct staff through the Superintendent to apply to the 2027/2028 School Enhancement Program for Wickaninnish Community School Phase 2 Interior Construction for \$400,000. And that this project be at no additional cost to the Board other than that provided through this targeted funding.

THAT the Board of Education direct staff through the Superintendent to apply to the 2027/2028 School Enhancement Program for Eight Avenue Learning Center's Re-Roofing Project for \$900,000. And that this project be at no additional cost to the Board other than that provided through this targeted funding.

THAT the Board of Education direct staff through the Superintendent to apply to the 2027/2028 School Enhancement Program for various school Re-Roofing Projects for \$200,000. And that this project be at no additional cost to the Board other than that provided through this targeted funding.

THAT the Board of Education direct staff through the Superintendent to apply to the 2027/2028 Carbon Neutral Capital Program at Alberni District Secondary School for the remediation of the existing geothermal system for \$600,000.

THAT the Board of Education direct staff through the Superintendent to apply to the 2027/2028 Carbon Neutral Capital Program at Alberni Elementary School for phase 1 unit ventilator upgrade for \$500,000. And that this project be at no additional cost to the Board other than that provided through this targeted funding.

THAT the Board of Education direct staff through the Superintendent to apply to the 2027/2028 Playground Enhancement Program at Wood Elementary School for a new accessible playground for \$200,000. And that this project be at no additional cost to the Board other than that provided through this targeted funding.

THAT the Board of Education direct staff through the Superintendent to apply to the 2027/2028 Bus Acquisition Program for the replacement of unit #5700, A9700, A9701 and 4702. And that this project be at no additional cost to the Board other than that provided through this targeted funding.

THAT the Board of Education direct staff through the Superintendent to apply to the 2027/2028 Food Infrastructure Program for a commercial kitchen renovation at Eight Avenue Learning Centre for \$200,000. And that this project be at no additional cost to the Board other than that provided through this targeted funding.



PACIFIC RIM SCHOOL DISTRICT PUBLIC BOARD MEETING ACTION SHEET

Date: June 23, 2026
To: Board of Education
From: Peter Klaver, Superintendent
Subject: Letter to the Indigenous Education Council

Background:

The Indigenous Education Council (IEC) was formally established through Bill 40 in 2024 and submitted its Terms of Reference to the Ministry of Education and Child Care in March 2025. The IEC has played a key role in supporting Indigenous student success and strengthening collaboration between Indigenous communities and the school district.

Discussion:

Throughout the 2025/26 school year, the IEC has demonstrated a strong commitment to improving the experiences and outcomes of Indigenous learners. Trustees, along with the Superintendent and Director of Instruction - Indigenous Education, have been welcomed as invited guests and have appreciated the respectful and collaborative nature of the Council's work.

The work of the IEC has been both impactful and positive, fostering meaningful dialogue and promoting shared responsibility in advancing Indigenous education. Their efforts have contributed significantly to the broader goals of equity, reconciliation, and student success across the district. In particular the IEC has respected District timelines around staffing and has directed significant portions of the targeted funding to staff to support indigenous students. The IEC has also been a huge supporter of the Land Based Learning Program and has contributed a portion of the budget they are responsible for towards a Land Based Learning Worker position.

Suggested Motion:

THAT the Board direct the Board Chair to send a letter of appreciation to the Indigenous Education Council, acknowledging their productive and positive work in the 2025/26 school year, their ongoing commitment to Indigenous students, and expressing the Board of Education's desire to continue building a strong and respectful working relationship in the coming years ahead; and

THAT the letter be copied to MOECC Minister Beare, Deputy Minister Krishna, and IEC Secretariat Ian Caplette.



XXX: Inclusive Education Programs (P)

First Review: 26 03-02

Draft: 26 06 02

The Board of Education recognizes and supports the goals for education and that these goals apply to all students, including students with diverse abilities or disabilities.

To help realize student success, the Board of Education will provide appropriate services and programs to students with diverse abilities or disabilities which are equitable, inclusive, relevant, accessible, accountable and of high quality. The Board will endeavour to ensure services and programs will assist students to reach their individual potential in areas of self-determination, intellectual, social/emotional, communication and career development.

The Board of Education ~~supports the philosophy of inclusion and the practice of integrated classrooms whereby students with diverse abilities or disabilities are placed in classrooms with peers, unless the specific educational needs indicate otherwise.~~ **ensures students with disabilities or diverse abilities will be provided an educational program in a classroom where that student is integrated with other students who do not have disabilities or diverse abilities, unless the educational needs of the student with disabilities or diverse abilities or other students indicate that the educational program for the student with disabilities or diverse abilities should be provided otherwise.**

The Board of Education recognizes that education is a shared responsibility among parents, teachers and other service providers and that these partners must work cooperatively and collaboratively.

Resources and References

[Inclusive Education Services - A Manual of Policies, Procedures and Guidelines](#)

Ministerial Order: Students with Disabilities or Diverse Abilities: [Authority: School Act, sections 75 and 168 \(2\) \(t\)](#)

P 101: Equity, Diversity and Inclusion -[equity-diversity-and-inclusion-policy.600f597895.pdf](#)



XXX: VIDEO SURVEILLANCE – FACILITIES AND SCHOOL BUS (P)

Approved: 19 02 12

Draft: 26 06 02

POLICY

For reasons of enhancing the safety of students and others on school premises and deterring destructive acts, the Board, in accordance with the *Freedom of Information and Protection of Privacy Act* (FOIPPA), the Office of the Information and Privacy Commissioner of BC (OIPC), and the *School Act*, authorizes the use of video surveillance equipment on school district property, where circumstances have shown that it is necessary for these purposes and its benefit outweighs its impact on the privacy of those observed. We recognize that recorded video is considered “personal information” and is governed by *FOIPPA*.

In dealing with surveillance of students, the Board recognizes both its legal obligation to provide appropriate levels of supervision in the interests of student safety and the fact that students have privacy rights that are reduced but not eliminated while the students are under the supervision of the school. Thus, video surveillance - like other forms of student supervision, must be carried out in a way that respects student privacy rights.

The Board recognizes that the video recording of students and drivers on School District school buses can be useful in promoting safety and minimizing disputes. The Board also recognizes that the video recording of students and drivers is a matter of sensitivity, therefore, the Board believes the use of video cameras on- board school buses should be governed by strict administrative guidelines and should only be carried out where circumstances have shown that it is necessary to ensure safety, order and discipline, including prevention of vandalism. As such, the XXXX: Video Surveillance – Facilities and School Buses (AP) has been created to define the necessary guidelines associated with this policy.

RESOURCES/REFERENCES

Freedom of Information and Protection of Privacy Act (FIPPA)
Office of the Information and Privacy Commissioner of BC (OIPC)
School Act
XXXX: Video Surveillance – Facilities and School Buses (AP)



XXX: HEALTH AND SAFETY (P)

Approved: 89 10 17

Amended: 02 12 10

Draft: 26 06 02

POLICY

~~The Board intends that classes shall be conducted in facilities that are clean and where temperature, ventilation, lighting, humidity, sound level and other physical conditioning are hygienic, safe and conducive to effective teaching.~~

The Board is committed to providing safe, healthy, and supportive learning environments. Instructional spaces will be clean and well maintained, with appropriate temperature, ventilation, lighting, acoustics, and other physical conditions that support student and staff well-being and effective teaching and learning.

DRAFT

Resources:

7200 Health and Safety (AP)



100: MISSION, VISION, AND CORE VALUES (P)

Approved: 85 12 17

Amended: 16 10 25

Draft: 26 02 26

The Board of Education recognizes the provincial mandate for public education as set out in Ministerial Order-in-Council 1280/89:

“The purpose of the British Columbia school system is to enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy.”

In alignment with this mandate and in fulfillment of its responsibilities under the *School Act*, the Board hereby adopts the following Mission, Vision and Core Values as the foundational statements that guide the work of the District.

OUR MISSION

To educate students in safe, inclusive, and engaging learning environments where every student develops the knowledge, skills, and abilities to be lifelong learners and responsible members of our global society.

OUR VISION

To be a safe, welcoming, and engaging learning community that is diverse, equitable, inclusive, accessible, and collaborative, and creates belonging and opportunities for all.

CORE VALUES

The Board establishes the following Core Values through its adopted Strategic Plan.

- Integrity
- Respect
- Responsibility
- Equity
- Compassion
- Honesty

The 2023/24 – 2027/28 Strategic Plan also establishes the following Goals:

- Indigenous Learner Success and Relationships with First Nations and Métis
- Student Achievement
- Mental Health and Social-Emotional Well-Being
- Safe, Welcoming and Modern Learning Environments
- Environmental Stewardship and Global Citizenship

The Board shall ensure that its governance decisions remain aligned with the adopted Mission, Vision and Core Values. The Board recognizes that Mission, Vision and Core Values may evolve as community priorities and strategic directions change. Accordingly, the Board of Education shall review and update this policy following the adoption of each new Strategic Plan, to ensure alignment with the updated language, priorities and intentions expressed therein.

REFERENCES AND RESOURCES

School Act

Ministerial Order-in-Council 1280/89

[2023/24 – 2027/28 Strategic Plan](#)

Ministry of Education and Child Care: Framework for Enhancing Student Learning Policy (Dec 2025)



XXX: Confined Space Entry (P)

First Review: 26 06 02

POLICY

The Board of Education of School District 70 Pacific Rim is committed to protecting the health and safety of all employees, contractors, and authorized personnel who may work in or around confined spaces on District property. The District will ensure that confined spaces are identified, assessed, and managed in accordance with WorkSafeBC requirements and the District's Confined Space Administrative Procedure. No person may enter a confined space unless the hazards have been evaluated, required controls and permits are in place, and only trained and authorized personnel perform the work.

Supervisors, workers, and contractors share responsibility for ensuring safe confined space practices. Supervisors must ensure that confined spaces under their authority are properly assessed and that work is carried out in accordance with established procedures. Employees must follow safe work practices, use required equipment, and report hazards immediately. Contractors must comply with District policy and provide appropriate confined space procedures and documentation as required. The Superintendent is responsible for the implementation, administration, and periodic review of this policy and its related procedures to ensure alignment with evolving operational needs and regulatory requirements.

Resources and References

WorkSafeBC – OHS Regulation Part 9: Confined Space



XXX: Working From Heights (P)

First Review: 26 06 02

POLICY

The Board of Education is committed to providing a safe and healthy environment for all employees, contractors, service providers, and others who may perform work at height on District property. To prevent injuries resulting from falls, all work conducted at elevations of 3 meters (10 feet) or more, or at any lower height where a fall could result in serious injury, must comply with this Policy, the District's Fall Protection Administrative Procedure, and any site-specific Fall Protection Plans.

All work at height must:

- be preceded by a documented risk assessment;
- use appropriate fall-protection systems, equipment, and safe-work procedures;
- be supervised by qualified personnel; and
- comply with all applicable occupational health and safety legislation, regulatory standards, and District training requirements.

Resources and References

PRSD Working from Heights Manual and site-specific Fall Protection Plans
WorkSafeBC – OHS Regulation Part 11: Fall Protection

3120: RENTAL OF DISTRICT FACILITIES (AP)

Approved: 99 04 27

Amended: 23 04 18

Approved: 23 11 14

Amended: 25 02 05

The Board of Education authorizes the Secretary-Treasurer to rent district and school facilities to user groups provided that:

- the use does not interfere with the school use;
- the use is in the general public interest; and,
- appropriate supervision is assured.
- **comes at no additional cost to the District.**
- **reserves the right to refuse rental to any organization or individual.**

Priority use of facilities will be as follows:

1. Bookings by the school itself (not through this AP, and at no cost).
2. Bookings through the community school society if one exists in that school.
3. Direct bookings by other ~~SD70~~ **Pacific Rim School District (PRSD)** schools (not through this AP, and at no cost).
4. Community use bookings in keeping with this AP.

It is understood that there may be times when last-minute requirements arise for a school and community use bookings may need to be cancelled. See section 1.9.

~~Where the District receives the revenue, the net revenue is recorded as Miscellaneous Local Revenue in the operating fund of the School District.~~

Facility rental revenue may be allocated to schools where it can be shown that those funds are needed to offset costs of community use or in keeping with specific revenue sharing arrangements as described herein.

This Administrative Procedure captures the following nine domains of community use:

1. Community Use Overview
2. Bamfield Community School
3. Wickaninnish Community School and the District of Tofino
4. Ucluelet Elementary and Secondary Schools and the District of Ucluelet
5. Alberni Valley Elementary Schools

6. Alberni District Secondary School
7. Eighth Avenue Learning Centre
8. Outdoor Fields and Facilities
9. Appendix 1: Rental Rates

1.0 Community Use Overview

- 1.1 Community user groups may only access ~~School District 70~~ PRSD facilities through the provisions of this Administrative Procedure, and not through any access that would come from having a ~~School District 70~~ PRSD staff member bringing a community group in by virtue of having access as an employee.
- 1.2 The Secretary-Treasurer has the authority to rent school space to user groups and delegate the rental of facilities to the Operations Department.
- 1.3 Alcoholic beverages, marijuana products or illegal drugs (including in amounts that have been decriminalized in BC) are not permitted in school facilities or on school grounds.
- 1.4 Smoking or vaping products may not be consumed in school facilities or on the grounds.
- 1.5 Community groups must request to bring in food or drinks other than water into the facility, **requests can be made during the booking process**. In general, food and drink other than water will not be permitted in the gymnasiums or theatre.
- 1.6 This Administrative Procedure applies to school classrooms and gymnasium spaces inside the school, and fields where applicable.
- 1.6 Washrooms will be provided for indoor user groups in secure proximity to the area of access for the user group.
- 1.7 Use of school equipment will be at the discretion of the principal.
- 1.8 Gymnasiums will be used for activities that do the least harm to the facility, including for example lacrosse using a soft ball, basketball, volleyball, badminton, pickleball, “soft” indoor soccer and low-impact group activities such as yoga, karate, dance, etc.
- 1.9 Cancellations of community use bookings will be minimized to the extent possible. Where a school use arises which results in a cancellation of a community use booking, to the extent possible at least 24 hours’ notice will be provided, and the booking will either be refunded or rescheduled.
- 1.10 Community use of school facilities during non-school times (weekends, winter break, spring break, and summer break) will only occur when those facilities are not being used by a ~~School District 70~~ PRSD schools and are not undergoing cleaning, maintenance, or renovations and are not otherwise committed to use by the School District.
- 1.11 **Other than refunding rentals, PRSD assumes no responsibility if last minute cancellations are caused by power failure, furnace failure, inclement weather, fire regulations, or other causes beyond the control of the district.**

- 1.12 Failure to comply with rental regulations may result in immediate cancellation. Rentals may be revoked at any time without claim to damages or reimbursement.

2.0 Categories of Users

- 2.1 School sponsored events, such as extra-curricular clubs and sporting activities, including those of ~~School District 70~~ PRSD schools accessing other schools' facilities by arrangement between principals, are excluded from this Administrative Procedure.
- 2.2 Programs and activities initiated, organized, and sponsored by designated Community Schools are exempt from this Administrative Procedure.
- 2.3 Programs and activities organized by Municipal Recreation Commissions under a joint use agreement with the District, are regulated by the joint use agreement.
- 2.4 Community user bookings under this Administrative Procedure will be able to access facilities, with permission, when facilities are not booked by School District Schools or through Community School protocols.
- 2.5 Programs and activities organized by District or City Memoranda of Understanding signed by the School District are regulated by that MoU.
- 2.6 Where the Federal, Provincial and Local Government does not provide a rental fee for elections, the rental fee may be waived by the Secretary-Treasurer.
- 2.7 **Category A - School & District Use (No Charge):** PRSD curricular/extracurricular activities, Community Schools programs, and PRSD staff groups not open to the public.
- 2.8 **Category B - Community Non-Profit / Youth Programming (Subsidized Rate):** Registered charities, non-profits, and approved community partners
- 2.9 **Category C - Commercial / For-Profit / Private Events (Full Rate):** Adults, commercial operators, for-profit programs, and private bookings are charged with full cost-recovery rates.

3.0 Fees and Revenues

- 3.1 Fees for community use will be determined by the Board and found in Appendix 1. It is understood that these fees may be adjusted from time to time by the Board.
- 3.2 A key/damage deposit ~~may~~ **will** be charged to a user group.
- 3.3 Fees that are collected, whether by the School District, or a Community School Society, or through an MoU, may be allocated to schools to offset costs or support school programs.
- 3.4 A fee will be charged as necessary for additional custodial time required to clean facilities, including washrooms, after use by the community group. The user group will be advised if, for their facility of use, additional custodial time is required for cleaning, in which case the custodial fee, as per the fee schedule, will be pre-paid along with the fee for booking the facility.
- 3.5 A fee will be charged to cover the cost of a custodian or other staff member if one needs to be hired for oversight of the user group. This will normally be at a time

when no custodian is on site or is on site but occupied elsewhere (as may happen, for example, on weekends or during winter, spring, or summer break). The user group will be advised of the cost, as per the fee schedule, which will be pre-paid along with the fee for booking the facility.

- 3.6 The Operations Assistant, a Community School Coordinator (Bamfield or WCS), or the person authorized under a Memorandum of Understanding (for example, District of Ucluelet), is authorized to receive, hold, and disperse fees and deposits.
- 3.7 Fees and key/damage deposits must be paid in advance. Key/damage deposit cheques dated at the conclusion of the rental period are acceptable.

4.0 Access, Security and Oversight

~~Every user group will be required to have a school district staff member on site during the time of use, whether a custodian on shift (e.g., weekday evenings), a custodian or other staff member hired for that purpose (e.g., weekends), or a staff member of the school who is also a member of the community group and is able to take responsibility of the group.~~

~~User groups are responsible for the security of buildings on entry, during the use and upon departure, and will be billed for any additional security costs required by or incurred by the District, as well as charges for callouts related to the setting off of alarm systems.~~

~~User groups are required to have their own liability insurance for their members and guests, a copy of which must be provided at the time of booking the rental.~~

- 4.1 User groups are responsible for ensuring the building remains secure throughout their rental period. Any additional security measures required, or costs incurred by the District, including alarm callouts, will be billed to the user group.
- 4.2 Every user group will be required to have a school district staff member on site during the time of use, whether a Custodian on shift (e.g., weekday evenings), a call out Custodian or other staff member hired for that purpose (e.g., weekends). Responsibility for the community group may be assumed by a school staff member who is part of the group, provided they sign a waiver acknowledging this responsibility (APPENDIX II: Voluntary Representative Agreement).
- 4.3 District employees and Trustees must not use district facilities, equipment, or supplies for personal purposes, either during or after school hours, without prior approval. If an employee or Trustee wishes to use district facilities for a non PRSD event or purpose, they must submit a usage application.
- 4.4 School-based employees who are sponsoring activities must be in attendance at all times.
- 4.5 The Operations Assistant, a Community School Coordinator (Bamfield or WCS), or the person authorized under a Memorandum of Understanding (for example,

District of Ucluelet), is authorized to possess, and distribute keys under the terms of this AP. Those key-holders will be expected to be responsible and accountable for the whereabouts of keys.

- 4.6 User groups are required to pay the required key/damage deposit and pick up the keys or access cards for the facility from the Operations Assistant, a Community School Coordinator, or the person authorized under a Memorandum of Understanding. Keys or access cards are to be returned after each use of the facility. The user group will designate a contact person who will be responsible for holding and returning the keys or access cards. Keys or access cards are NOT to be retained by users for extended periods of time and may ONLY be in the possession of a community user through the provisions of this Administrative Procedure.
- 4.7 Parking is allowed only in designated areas, vehicles parked in fire lanes or similar zones may be towed at the owner's expense, and the renter is responsible for supervising parking.
- 4.8 No storage of private property without permission of the principal; the Board assumes no responsibility.
- 4.9 No alterations or installations without written authorization.
- 4.10 Access to custodial supplies is not permitted.
- 4.11 User groups are to complete a Rental of Facility form which is available from the ~~Assistant at the School Board Office~~ **Operations Department** or through procedures found in a Memorandum of Understanding. Every rental, whether covered by this Administrative Procedure or otherwise, must have a primary contact who is readily available to the school and the School District.
- 4.12 In the event that the Voluntary Representative fails to attend the opening as assigned and a call-out is required, the resulting call-out costs will be charged to the user group.

5.0 Insurance

- 5.1 The user agrees to indemnify and hold harmless PRSD, including its officers, employees, agents, and contractors, from any and all losses, liabilities, claims, or expenses arising from the use or occupation of district property by the user group and its officers, employees, agents, contractors, or volunteers, except to the extent that such loss results from the negligence of the school district.
- 5.2 Commercial and non-profit user groups must, at their own expense, obtain and maintain general liability insurance with minimum coverage of \$2,000,000 from an insurer licensed in British Columbia. If the event is determined to be moderate or high risk, the District may require an increase in liability coverage to \$5,000,000. This insurance must provide coverage for bodily injury and property damage per occurrence, including loss of use, and must extend to the user group and its officers, employees, agents, contractors, and volunteers. The school district, including its officers, employees, agents, and contractors, must be named as additional insureds for any liability arising from the user group's use or occupation of district property.

- 5.3 The user group agrees to waive any rights of subrogation or recourse against the school district in connection with the user group's use or occupation of the premises covered by this agreement.
- 5.4 The user group must provide the school district with proof of all required insurance, in the form of a certificate of insurance, before the agreement's effective date. Upon request, the user group must also provide certified copies of the relevant insurance policies.

6.0 Bamfield Community School

- 6.1 As long as procedures are in place that are in keeping with this Administrative Procedure and that meet the approval of the Superintendent of Schools, school rentals at BCS will be the responsibility of the Bamfield Community School Society in partnership with the school Principal.
- 6.2 The BCSA will be required to abide by accounting and auditing requirements of the School District.

7.0 Wickaninnish Community School and the District of Tofino

- 3.0 ~~As long as procedures are in place that are in keeping with this Administrative Procedure and that meet the approval of the Superintendent of Schools, school rentals at WCS will be the responsibility of the Wickaninnish Community School Society in partnership with the school Principal.~~
- 3.2 ~~The WCSA will be required to abide by accounting and auditing requirements of the School District.~~
- 3.3 ~~It is understood that the arrangements in place for the District of Tofino to book community use through the Society, including payment of fees to the Society, will continue if both parties agree.~~
- 3.4 ~~Additionally, should the District of Tofino wish to coordinate community access to WCS facilities beyond times of oversight or control of the school or the Society (those times including, for example, some weekends and school breaks), such access will be facilitated through a Memorandum of Understanding between the District of Tofino and School District 70. Such an MoU would include provisions for:~~
 - 3.4.1 ~~Communication between the school/Society and the District of Tofino~~

~~regarding availability of space and protocols for access and use.~~

~~3.4.2 Allocation of keys for access to the facility.~~

~~3.4.3 Requirements for insurance, on-site supervision, and security.~~

~~3.4.4 Collection of fees and sharing of those fees with the school, Society or School District.~~

~~3.4.5 Expectations of user deportment and care of the facility.~~

~~3.4.6 Requirements for there to be no alcoholic beverages, marijuana products or illegal drugs (including in amounts that have been decriminalized in BC) in school facilities or on school grounds, and that smoking or vaping products not be consumed in school facilities or on school~~

7.1 Community use of Wickaninnish Community School (WCS) will be managed by the District of Tofino through a Memorandum of Understanding.

8.0 Ucluelet Elementary and Secondary Schools (USS and UES) and the District of Ucluelet

8.1 Community use of Ucluelet Secondary and Ucluelet Elementary School (USS-UES) will be managed by the District of Ucluelet through a Memorandum of Understanding.

9.0 Alberni Valley Elementary Schools

9.1 Community use of Alberni Valley Elementary Schools will be governed by the provisions of section 1 – General.

9.2 Bookings for community use will be coordinated and overseen by the ~~Assistant at the School Board Office~~ **Operations Department**.

9.3 User groups are to complete a Rental of Facility form which is available from the ~~Assistant at the School Board Office~~ **Operations Department**.

10.0 Alberni District Secondary School (ADSS)

10.1 Community use of Alberni District Secondary School will be governed by the provisions of section 1 – General.

10.2 Bookings for community use will be coordinated and overseen by the ~~Assistant at the School Board Office~~ **Operations Department**

10.3 User groups are to complete a Rental of Facility form which is available from the ~~Assistant at the School Board Office~~ **Operations Department**

~~10.4 It is understood that ADSS has previously overseen its own bookings and has therefore come to rely on certain revenues to support its athletic programs. As it is not the intention of this Administrative Procedure to negatively impact the school, the fee schedule will be built in a way that allows for a return of certain revenues to ADSS for those purposes~~

~~10.5 Booking of the artificial turf field at ADSS will remain the responsibility of the school under the direction of the Principal. It is expected that the fee schedule for such use will continue to generate revenue to contribute to upkeep and eventual replacement of the turf, and that those funds will be transferred on an annual basis to the School District to be held for that purpose~~

Booking of the artificial turf field at ADSS will be the responsibility of the Operations Department.

10.6 Booking of the ADSS gyms will be the responsibility of Operations Department. Coordination with the ADSS Athletic Department is required to ensure facility use aligns with school allowable usage and does not conflict with existing bookings. The use of electronic scoreboards and other equipment is not included in standard gym rentals. Should this equipment be required, an additional fee will be determined by the Operations Department and made payable to ADSS.

~~10.7 The ADSS Theatre/Auditorium will be rented by ADSS. All bookings and technical requirements will be solely the responsibility of ADSS. A contract for services will be developed by the School District and a 'theater management contractor' for services provided outside of school hours. ADSS will use the booking fees to offset fees associated with the contractor and fees associated with replacing or upgrading theatre infrastructure. ADSS will maintain a separate account in non-public funds for the purposes of revenue of theatre rentals, payment of contract fees and infrastructure costs. The fee structure for the theatre shall be established annually by the District in consultation with ADSS~~ The ADSS Theatre/Auditorium will be overseen by the Principal and scheduled by the ADSS Clerical for school-related use. Community or external user groups will be booked by the Operations Department, in coordination with the ADSS Clerical. All technical requirements for school use bookings will be solely the responsibility of ADSS. Community or external user groups requiring the use of ADSS theatre equipment must use District technical services. Additional costs will apply for this service, and details can be provided by the Operations Department.

11.0 Eighth Avenue Learning Centre

11.1 Community use of the Eighth Avenue Learning Centre will be overseen by the Principal, who will ensure that user groups are supported in terms of access and facility oversight.

11.2 It is understood that organizations such as USMA Family Protection Services will work with the school to provide on-site programming and community supports.

11.3 Community use of EALC will be in keeping with the requirements of Section 1 of this Administrative Procedure.

12.0 Outdoor Fields and Facilities

- 12.1 It is understood that most use of school fields by community members will be informal and un-booked. Such uses are encouraged and supported by School District 70 PRSD if proper care is taken by users.
- 12.2 The School District and schools will actively discourage, or as necessary forbid, use of school fields during or after significant atmospheric events to maintain fields in the best possible condition.
- 12.3 Where community user groups wish to book school fields for events, for example cultural events or athletic tournaments, such bookings will occur through the provisions of this Administrative Procedure and in keeping with the fee schedule.
- 12.4 Where field use is booked for extended periods of time, the users will be expected to supply on-site portable washroom facilities as the school itself will generally not be available to the user group.

APPENDIX I: RENTAL RATES

Priority of Users:

- 1. Bookings by the school itself (not through this AP, and at no cost).
- 2. Bookings through the community school society if one exists in that school.
- 3. Direct bookings by other SD70 PRSD schools (not through this AP, and at no cost).
- 4. Community use bookings in keeping with this AP.

PROPOSED HOURLY RATES (all plus GST)

Facility	Youth *(17 and under) Youth, Non-profit/Senior(B)	Adult (18 and over) Adult (C)
ADSS main gym	30 45	65
USS gym	25 35	55
Elementary gyms	20 25	45 55
Designated small gyms	20 25	45 55
Classrooms	15	30
School meeting rooms	15	30
Multi-purpose rooms	30	45
ADSS Commons	30	45
Cafeterias or similar larger spaces	30	45
Band rooms	30	45
Shops and foods labs	30	45
Fields	5/25 15	15/75 25

ADSS Theatre	100	100
ADSS Artificial turf field	10/30 40	30/90 70
Additional Charges		
Turf Field Lighting	15	15
Key/Damage Deposit (once per group per year)	100	100
Custodial services per hour (custodian on site)	35 45	35 45
Custodial services overtime rate per hour on weekends, stats and holidays (4-hour minimum)	70 90	70 90
Theatre Technical Services	75	75
Dumpster Rental Fee's	TBD	TBD

*The Director of Operations reserves the right to adjust rental rates in Appendix I: Rental Rates when necessary to reflect increases in operational costs, regulatory changes, or other factors that may impact the effective and sustainable operation of the facility.

*Standard rates apply to typical facility use. Use of specialized spaces or requests requiring additional equipment, staffing, or preparation may be subject to increased fees as determined by the Operations Department.

~~* Youth rate also applies to groups where most participants are developmentally disabled adults. Multiple Use Discount: User groups using the same facilities for the same purpose over the school year will receive the following room rental discounts:~~

- Uses per year
- Greater than 5, less than 10 10%
- Greater than 10, less than 20 15%
- Greater than 20 25%

~~Seniors Discount: User groups organized by recognized seniors' organizations, and where most of the participants are seniors (65+), will receive a 25% discount from the adult rate.~~

~~Non-Profit Discount: Registered non-profit organizations will receive a 25% discount from the adult rate. Verification of non-profit status will be required.~~

APPENDIX II: Pacific Rim School District Voluntary Representative Agreement

Purpose

This agreement outlines the expectations for Pacific Rim School District employees voluntarily acting as a Representative of the Board during user group rentals.

Role Overview

As a Voluntary Representative of the Board, you will:

- Be on site for the full duration of the rental.
- Represent the interests of the Board and uphold all policies.
- Safeguard facilities, equipment, and ensure appropriate use of space.
- Report concerns, incidents, or damages to the District Operations Department.
- Ensure the building is secured following the rental.
- Refrain from providing technical audio/visual access or support. Any technical services required by user groups must be arranged separately and may be subject to additional fees.

Suitability for the Role

Not all employees may be suitable for providing facilities supervision. Employees selected for this role must have appropriate knowledge of district facilities and applicable procedures to ensure responsible supervision of user group activities. Determination of suitability will be made by the Director of Operations or their delegate.

Access

In the event that the Voluntary Representative fails to attend the opening of the facility as assigned and a call-out is required, the resulting call-out costs will be charged to the user group.

Restrictions

- You may not receive compensation, gifts, or benefits from the user group.
- You must avoid conflicts of interest and maintain professional conduct.

Compensation

- No payment is permitted from the user group.
- Board compensation, if applicable, is provided only through Board payroll processes or through a formal contract with the District.

Acknowledgment

I agree to act as a Voluntary Representative of the Board and to follow all expectations outlined above.

Employee Name (Print)

Signature

Date



XXXX: PROVISION OF MENSTRUAL PRODUCTS TO STUDENTS (P)

Approved: 19 12 10

Draft: 26 01 12

POLICY

Every student in British Columbia should have access to healthy and effective learning environments. The school system is expected to promote gender equality and create an inclusive learning experience. Lack of access to menstrual products can negatively impact students' school attendance and their social-emotional well-being. Providing all students with convenient access to free menstrual products helps to support their full participation in school activities, reduces stigma and promotes gender equality.

References:

Sections 85(2)(a), 88(1) and 168(2)(t) of the *School Act*
Support Services for Schools Order M149/89 Amended by M127/19
Provision of Menstrual Products to Students (AP)



XXXX: SCENT CONSIDERATE ENVIRONMENT (P)

Approved: 16 03 08
Draft: 26 06 02

POLICY

The Board of Education recognizes the need for a safe working environment for all employees and students. This includes the provision of a scent considerate environment. Scented products may cause severe and/or life-threatening allergic reactions in some individuals.



BYLAW REFERRAL FORM OFFICIAL COMMUNITY PLAN (OCP) BYLAW NO. P1540 – Sproat Lake and Area OCP

The Alberni-Clayoquot Regional District (ACRD) is requesting comments on the Sproat Lake and Area Official Community Plan (OCP) bylaw. This bylaw has received first reading from the ACRD Board of Directors. Please submit your comments for potential impacts on your agency or First Nation's interest by filling out the attached Bylaw Response and emailing it to ocp@acrd.bc.ca. **The ACRD would appreciate your response by 4 pm on Tuesday, July 7, 2026.**

The ACRD appreciates receiving your comments and, if necessary, please include additional specific or detailed feedback related to your position. If your agency or First Nation's interests are "unaffected" by the Official Community Plan, please indicate such on the attached form. It is helpful to the ACRD to know if your interests are unaffected. If no response is received within the timeframe, the ACRD will assume that your agency or First Nation's interests in the bylaw are unaffected. In your response, please indicate any legislation or policy, which would affect the ACRD Board's consideration of the bylaws.

PURPOSE OF THE OCP BYLAW: A new Sproat Lake and Area Official Community Plan Bylaw P1540 is being considered by the ACRD Board of Directors. This bylaw will repeal and replace the outdated Sproat Lake (Area D) Official Community Plan Bylaw P1310, originally adopted in July 2014. The plan area covered by the OCP represents approximately 36% of the overall land base in Electoral Area "D" and includes all of Sproat Lake, most of Great Central Lake, and the surrounding areas.

An OCP establishes a community vision over a short- (five year) and long-term (20 year) period. Its purpose is to guide future planning and development by outlining goals, objectives, and policies built on shared values to help determine where people will live, work, play, and how they move around. It also contains high-level policies that guide community planning decisions. This Plan has been created through an extensive process of community engagement with community members, First Nations, community groups, businesses and youth through both in-person and online engagement events that took place between 2024 and 2026.

AREA OF PROPERTY AFFECTED: Sproat Lake Electoral Area "D".

ADDITIONAL INFORMATION:

- This Plan contains vision, goals, policies, and objectives within eight key areas that were highlighted by community:

○ Environment	○ Growth Management	○ Emergency Management
○ Agriculture and Food Security	○ Housing	○ Employment and Economy
	○ Reconciliation	○ Parks and Trails
- Additionally, it contains three Development Permit Areas that regulate Environmental Protection, Natural Hazards Area Protection, and Form and Character.



- **Note that the proposed Official Community Plan has been considered by the Board of Directors for first reading on June 10, 2026, and is still open for comment until 4 pm on Tuesday, July 7, 2026. The OCP and maps are available through the links below:**
 - [Sproat Lake and Area Official Community Plan](#)
 - **Maps:** [Schedules A-N](#)
- All documents are available through the “Document Library” on our [Let’s Connect Page](#).**

Please contact the Planning and Development Department at ocp@acrd.bc.ca or 250-720-2700 with any questions, or for more information on this referral.

Kylie Pettifer

June 12, 2026

Kylie Pettifer, Community Project & Engagement Manager

Date

This referral has been sent to the following First Nations:

- ✓ Hupačasath First Nation
- ✓ Tseshaht First Nation

This referral has been sent to the following agencies:

- ✓ Agricultural Land Commission
- ✓ BC Parks
- ✓ BC Transit
- ✓ Canadian Coast Guard
- ✓ City of Port Alberni
- ✓ Fisheries and Oceans Canada
- ✓ Island Health
- ✓ Alberni Valley Regional Airport
- ✓ Ministry of Agriculture and Food
- ✓ Ministry of Environment and Climate Change Strategy
- ✓ Ministry of Forests
- ✓ Ministry of Indigenous Relations and Reconciliation

- ✓ Ministry of Land, Water, and Resource Stewardship
- ✓ Ministry of Municipal Affairs
- ✓ Ministry of Public Safety and Solicitor General
- ✓ Ministry of Transportation and Transit
- ✓ Mosaic Forest Management
- ✓ Parks Canada
- ✓ Pacific Rim School District 70
- ✓ Sproat Lake Volunteer Fire Department
- ✓ Transport Canada
- ✓ ACRD Community Services
 - Solid Waste
 - Lands and Resource
- ✓ ACRD Protective Services
- ✓ ACRD Regional Fire Services



BYLAW RESPONSE SUMMARY
OFFICIAL COMMUNITY PLAN (OCP) BYLAW NO:
P1540 – Sproat Lake and Area OCP

Contact: Kylie Pettifer, Community Project & Engagement Manager

Email response to: ocp@acrd.bc.ca

Date of referral: June 12, 2026 | Please respond by: July 7, 2026 by 4 pm



In support for reasons outlined below

Interests unaffected by bylaw

In support subject to conditions below

NOT in support for reasons outlined below

Agency/First Nation

(please print):

Name (please

print):

Signature:

_____ Title: _____

_____ Date: _____



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June 12, 2026

Ref: 318877

Dear Parents, Guardians and Caregivers,

As this school year comes to a close, I want to acknowledge and sincerely thank you for the role you played in supporting students on their K-12 learning journey. Whether you supported your own child's learning, volunteered at a school event or on a parent council, or engaged with educators and the broader school community, your contributions made a meaningful difference. I have seen firsthand how our education system is stronger when families and communities are part of it.

As a parent myself, I understand how significant this time of year can feel. The end of a school year often brings celebration, reflection, and anticipation as one chapter closes, and another begins. I hope you are able to take time with the students in your life to celebrate their hard work, achievements and growth, some of which may not always show up on a report card but means so much to their development.

As Minister of Education and Child Care, it has been an honour to serve you and your family this school year and to engage with you about the important issues young people are facing. From mental health and safety to early learning supports, these priorities are at the heart of my work to build a strong circle of care, safety, and support around every child.

This year, we continued to strengthen that circle through initiatives such as bringing back protected zones around schools, because every family should feel safe going to and from school. If you had a child in Grade 10 this year, you may have heard them talk about learning CPR, now a mandatory part of their education. It is a lifesaving skill that extends beyond the classroom and into everyday life.

We took important steps to support early learners by introducing literacy screening for kindergarten students this year, with tens of thousands of students now screened. This fall, we will be expanding screening up to Grade 3 so more students can receive support when they need it, recognizing that early intervention is so crucial to building up their confidence and keeping them on track in their learning.

.../2

One message I continue to hear from you is the need for more before- and after-school care, and it is why we are working directly with school districts on how to bring more child care onto school grounds. My vision is for schools to serve communities in more ways, easing the transition for kids entering kindergarten and helping families better balance work, school and home life.

There is still much more to do and I look forward to continuing that work. We are focused on driving educational excellence for all students and building the child care centres, playgrounds and schools they need to thrive. No matter what each school year brings, our government's promise to you is that we will always stand up for a strong and supported education system.

For families with students who are graduating, this is a special moment. Whether they are heading to post-secondary education, entering the workforce, or taking time to explore their passions, I wish the 2026 graduating class the best as they embark on this next chapter.

I hope you enjoy a restful and joyful summer, filled with time together.

With gratitude and best wishes,

A handwritten signature in black ink, appearing to read "Lisa Beare". The signature is fluid and cursive, with a large initial "L" and a long, sweeping underline.

Lisa Beare
Minister



Victoria, le 12 juin 2026

Référence : 318877

À l'attention des parents et responsables parentaux

Bonjour à toutes et à tous,

Alors que l'année scolaire touche à sa fin, je tiens à vous remercier sincèrement pour le rôle essentiel que vous avez joué dans l'accompagnement des élèves au fil de leur parcours scolaire. Que ce soit en soutenant les apprentissages de vos enfants, en vous portant bénévole dans l'organisation d'un événement ou dans une association parents-école, ou encore en collaborant avec le personnel éducatif et l'ensemble de la communauté, votre contribution a été précieuse. J'ai pu constater par moi-même à quel point notre système éducatif s'enrichit lorsque les familles et les communautés y prennent part.

En tant que mère, je comprends toute l'importance de ce moment de l'année. Il est souvent synonyme de célébration, de réflexion et d'anticipation, alors qu'un chapitre se referme pour laisser place au suivant. J'espère que vous pourrez prendre le temps, avec les élèves qui vous sont proches, de saluer leurs efforts, leurs réalisations et leurs progrès, dont certains ne figurent pas toujours sur leur bulletin, mais comptent tellement pour leur épanouissement.

En tant que ministre de l'Éducation et des Services à la petite enfance, c'est un honneur d'avoir été au service de votre famille tout au long de l'année scolaire et d'avoir communiqué avec vous sur les enjeux importants auxquels font face les jeunes. Qu'il s'agisse de santé mentale, de sécurité ou d'accompagnement des premiers apprentissages, ces priorités sont au cœur de mon engagement à établir autour de chaque enfant un cercle de soutien solide et bienveillant assurant sa protection et son bien-être.

Cette année, nous avons continué à renforcer ce cercle par des initiatives comme le rétablissement des zones d'accès protégées autour des écoles, car chaque famille doit se sentir en sécurité pour s'y rendre et en repartir. Si l'une ou l'un de vos enfants termine tout juste sa 10^e année, vous avez peut-être entendu parler de la formation en réanimation cardiorespiratoire (RCR), qui constitue désormais un volet obligatoire des programmes d'études. Ce savoir-faire vital dépasse le cadre de l'école et trouve son utilité dans la vie de tous les jours.

.../2

Nous avons également pris d'importantes mesures pour l'accompagnement des plus jeunes enfants en instaurant cette année un dépistage précoce en littératie, que des dizaines de milliers d'élèves de la maternelle ont déjà passé. Cet automne, nous étendrons ce dépistage jusqu'à la 3^e année pour que davantage d'élèves obtiennent à temps le soutien qu'il leur faut; en effet, une intervention précoce est essentielle pour renforcer leur confiance et les maintenir sur la voie de la réussite dans leurs apprentissages.

Les familles continuent de nous faire part de la nécessité d'avoir plus de services de garde ouverts avant et après l'école. C'est pourquoi nous collaborons directement avec les conseils scolaires pour déterminer la manière d'intégrer ces services au sein des établissements. Il s'agit de faire en sorte que les écoles offrent des services plus polyvalents afin de faciliter la transition des enfants entrant à la maternelle et d'aider les familles à trouver un meilleur équilibre de vie entre le travail, l'école et la maison.

Il reste encore beaucoup à faire, et je me réjouis à l'idée de poursuivre ce travail. Nous continuons de promouvoir l'excellence pour toutes et tous les élèves et de soutenir la création des centres de la petite enfance, des terrains de jeux et des écoles qu'il leur faut pour s'épanouir. Chaque année scolaire apporte son lot de changements, mais notre gouvernement s'engage fermement envers vous à toujours défendre un système d'éducation robuste et bien soutenu.

Pour les familles des élèves qui terminent leurs études secondaires en 2026, ce moment revêt une importance particulière. Que ces jeunes s'appêtent à entreprendre des études postsecondaires, à intégrer le marché du travail ou à prendre le temps d'explorer leurs passions, je leur souhaite beaucoup de succès dans ce prochain chapitre de leur vie.

Je vous souhaite un été bien reposant, rempli de joie et de précieux moments en famille.

Avec toute ma gratitude et mes vœux de réussite,



Lisa Beare
Ministre



Special Policy Committee Meeting Minutes

Tuesday, June 2, 2026 at 3:30 PM
Administration Office Board Room

Page

1. Meeting Opening

1.1 Call to Order/Land Acknowledgement

The Chair acknowledged that we are meeting on the *tia:tiuuti* of the *Cisaa7att:i* (Tseshaht) and *Hupacasath* (Hupacasath) First Nations, and that we also have schools located on the *tia:tiuuti* of the *Huu-ay-aht* (Huu-ay-aht), and *181a7uuk^wi7atti* (Tla-o-qui-aht) First Nations and the *Yuutu7itatt:i* (Yuu-cluth-aht) Government.

2. Introductions

In Attendance:

Cynthia Orr- Board Chair (via Teams)
Cherilyn Bray - Trustee
Pam Craig - Trustee
Larry Ransom - Trustee
Chris Washington - Trustee
Helen Zanette - Trustee
Peter Klaver- Superintendent
James Messenger-Assistant Superintendent
Teri Fong- Secretary Treasurer
Jaslene Atwal - Director of Instruction, Human Resources
Michell Bennett - Director of Instruction, Inclusive Education
Alex Taylor - Director of Operations
Jeffrey Goode - Assistant Director of Operations
Paula Mason - Manager of Corporate Services
Harley Wylie - Selected Representative, Tseshaht First Nation
Ryan Dvorak -ADTU President
Nadine White - CUPE President
Sean Petersen - PVPA Representative
Darcy Phipps - DPAC Representative

3. Approval of Agenda

THAT the Board of Education approve the June 2, 2026 Special Policy Committee agenda as presented.

Moved by: Cherilyn Bray; seconded by: Pam Craig

- 4. New or Revised Draft Policy/ Administrative Procedure**
- 4.1 Video Surveillance - Facilities and School Bus 5
 Alex Taylor, Director of Operations
[Video-Surveillance - Facilities and School Bus binder.pdf](#) tJ
 Policy moved to 30-day consultation.
 AP- change to gender neutral language
 4.1- Board's insurers refers to SPP
 5.2 - needs reviewed annually, but no need to report to the Board annually
 5.4 - Ryan - any examples of "covert surveillance"
 Peter: related to theft- incident verified first, then device removed
- 4.2 Scent Considerate Environment 18
 Alex Taylor, Director of Operations
[Scent Considerate Environment binder.pdf](#) tJ
 Policy to go to 30-day public consultation.
 AP- no changes
- 4.3 Provision of Menstrual Products to Students 21
 Alex Taylor, Director of Operations
[Provision of Menstrual Products to Students binder.pdf](#) tJ
 Policy to go to 30-day public consultation.
 AP- no changes
- 4.4 Rental of District Facilities 24
 Jeffrey Goode, Assistant Director of Operations
[Rental of District Facilities binder.pdf](#) tJ
 Assistant Director Goode provided an overview of the revisions and answered questions from the Committee including but not limited to, what is the responsibility on the employee ins. 4.2, theatre rental groups having strict policies followed by spot checks, additional theatre signage, amount of liability insurance, consultation being that the AP will be sent to PACs/DPAC/public website/major users - does not through policy cycle etc.
- 4.5 Working From Heights 38
 Jeffrey Goode, Assistant Director of Operations
[Working from Heights binder.pdf](#) tJ
 Policy to go to 30-day public consultation.
 No changes to AP.
- 4.6 Confined Space 44
 Jeffrey Goode, Assistant Director of Operations
[Confined Space binder.pdf](#) tJ
 Policy to go to 30-day public consultation.
 No changes to AP other than implementing gender neutral language

- 4.7 School Trustee Code of Conduct (AP) 53
 Paula Mason, Manager of Corporate Services
[Code of Conduct AP binder.pdf](#) &
 Add to the preamble: How does a member of the public report a breach? What can complaints include?
 s. 1.4 change word "affected" to "involved" - add (s) to the word individual
 s.1.6 change word "Official" to "Formal"
 s. 1.6(a) - (e) add as a blurb at end of AP as suggestions
 s. 1.9 change word "Official" to "Formal"
 Send to partner groups for feedback, then bring to Sept 1, 2026 In-Camera Meeting.
- 4.8 P:100 Vision, Mission, and Values 65
 Paula Mason
[Mission, Vision and Core Values binder.pdf](#) &
 Policy to go to 30-day public consultation, after the following revisions are made:
 Change title to Mission, Vision and Core Values
 List the Values listed in the Strategic Plan
 Remove sentence under Core Values section "These Core Values define the priority areas that guide Board governance, policy development, and resource allocation."
 Change next heading to read "The 2023/24 - 2027/28 Strategic Plan also established the following Goals:"
 Add Resources and References heading
 Add current Strategic Plan to list of resources
- 4.9 Board Procedure 71
 Paula Mason, Manager of Corporate Services
[Board Procedure binder.pdf](#) &
 ADTU takes the position that they are happy to serve on a Standing Committee in an advisory capacity only, but that their participation does not discharge the Board or staff from consultative requirements in collective agreements or relevant jurisprudence. As such, they would like the word "consultative" removed from item 5.5.5. CUPE agrees with that. DPAC would like the word to remain, in case it removes the requirement to include DPAC in the district's consultations.
- 4.10 7200: Health and Safety (P/AP) 89
 Jaslene Atwal, Director of Human Resources
[Health and Safety binder.pdf](#) &
 Director Atwal noted that the district would like to move away from defined temperatures and move to language used in WorkSafeBC guidelines. ADTU President Dvorak feels that the district is governed by ASHRAE (American Society of Heating, Refrigerating and Air-Conditioning Engineers). He noted that the policy from 1989 states they shall not be altered amended or deleted without consultation of the ADTU, which has not happened yet. ADTU will have very particular comment regarding the separation of policy and AP as well as the deletion of temperature classroom standards. Director Atwal feels that the

consultation happens after the work has been done to separate the policy and AP language out, so just a procedural thing. President Dvorak asked procedural-wise, where would be the place to bring this up? Superintendent Klaver said that we are following Board procedure, this is notification that we're considering a change - which will require consultation with ADTU - if you think the process is flawed by Board procedure, that would be a policy grievance.

Policy to go to 30-day public consultation

The meeting was extended to finish the agenda. DPAC Representative, Darcy Phipps left the meeting at 5:31pm.

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

6. Policy/ Administrative Procedure out for Public Consultation

7. Forward to next Public Board Meeting for Adoption

7.1 610: Inclusive Education Programs (P)
Michelle Bennett, Director of Inclusive Education

[Policy 610 Inclusive Education Program AMENDED.pdf](#) &

Feedback Received: [Policy 610-ADTU Feedback Redacted.pdf](#) & Policy to go to the Board for adoption.

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8. New Business

9. Future Policy/Administrative Procedures

10. Next Meeting Date

The next Policy Committee Meeting will be held on September 8, 2026 at 3:30pm, at the Administration Office Board Room.

11. Adjournment

The meeting was adjourned at 5:35pm.

Board Chair

Secretary Treasurer