qathet School District
4351 Ontario Avenue
Powell River, BC, V8A 1V3
604 485 6271 • sd47.bc.ca
@qathetschooldistrict

REGULAR BOARD MEETING

4:00 pm, Wednesday, November 18, 2026
School Board Office

A G E N D A

LAND ACKNOWLEDGEMENT

ELECTIONS: Chairperson
Vice Chairperson
BCSTA Provincial Council Representative
BCPSEA Representative

QUESTION PERIOD

1. ADOPTION OF AGENDA
MOTION: "THAT the Regular Meeting agenda of November 18, 2026, be adopted as circulated."

2. ADOPTION OF MINUTES
MOTION: "THAT the Regular Meeting minutes of September 23, 2026, be adopted as circulated."

3. REPORT OF CLOSED MEETINGS
3.a) September 23, 2026 – The Board met in-camera to discuss items which include personnel.

4. INCOMING CORRESPONDENCE
4.a) N/A

5. OUTGOING CORRESPONDENCE
5.a) N/A

6. SUPERINTENDENT OF SCHOOLS' REPORT
6.a) Operational Plans
- 6.a.i) Appendix A – Business Management 26-27 Operational Plan
- 6.a.ii) Appendix B – Learning Services 26-27 Operational Plan
- 6.a.iii) Appendix C – Business Management 25-26 Report Back
- 6.a.iv) Appendix D – Learning Services 25-26 Report Back

MOTION: "THAT the Board of Education approve the Operational Plans as presented."

6.b) School Growth Plans
6.b.i) Appendix A – School Growth Plans

6.c) Indigenous Focused Professional Learning Day

6.d) Brooks Germany Exchange

MOTION: "THAT the Superintendent of Schools' Report be received as presented."

7. SECRETARY-TREASURER'S REPORT

7.a) Quarterly Financial Review – September 30, 2026

MOTION: "THAT the Secretary-Treasurer's Report be received as presented."

8. COMMITTEE REPORTS

8.a) N/A

9. OTHER BUSINESS

9.a) N/A

QUESTION PERIOD

MEDIA QUESTION PERIOD

ADJOURNMENT

MOTION: "THAT the Regular Meeting of November 18, 2026 be adjourned."

SH/attachments

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REGULAR BOARD MEETING

4:00 pm, Wednesday, September 23, 2026
School Board Office

MINUTES

Present:	Jaclyn Miller, Gretchen Conti, Dale Lawson, Maureen Mason
Also in attendance:	Paul McKenzie (Superintendent), Steve Hopkins (Secretary-Treasurer)
Regrets:	Kirsten Van't Schip

The meeting was called to order at 4:00 pm by Chairperson J. Miller.

LAND ACKNOWLEDGEMENT

PRESENTATIONS:

2025/2026 Audited Financial Statements – MNP Audit Team

QUESTION PERIOD

There were no questions.

CHAIRPERSON'S REMARKS

As we settle into the first few weeks of a new school year, I'd like to begin by recognizing all that goes into getting September underway.

To our students and families, welcome back. And to our teachers, support staff, administrators and district staff, thank you for the preparation, flexibility and care you have brought to the start of the year. There is an incredible amount of work behind a successful school opening, and we are grateful for everything that has gone into these first few weeks.

This September has also brought an exciting milestone for our district with the opening of the new addition at Edgehill Elementary. The addition creates 120 new student spaces and represents a significant investment in learning environments for our growing community. It is wonderful to see students and staff now making those new spaces their own after so much planning and work to bring the project to completion.

Tomorrow, Brooks Secondary will welcome local employers and community organizations for its Career Fair. It is a great opportunity for students to learn about the many different pathways available to them, ask questions and make connections between what they are learning today and where it might take them in

the future. Thank you to our staff and community partners who make opportunities like this possible for our students.

And on Friday, our staff will come together for a very special district-wide professional development day.

This year, everyone will gather at Brooks before travelling together to tiˈšosəm [TEE-sho-sum]. Importantly, the journey is part of the learning. Staff will travel in groups accompanied by members of the Tla'amin community, who will guide them through the day and share knowledge about the Nation, its lands, history and community.

We are very grateful to Tla'amin Nation for welcoming our staff and for the time, knowledge and stories that will be shared with us.

This learning also comes at an important time, as we approach the National Day for Truth and Reconciliation on September 30. In our schools, the days leading up to September 30 provide opportunities for students and staff to learn and reflect on the history and ongoing impacts of residential schools, and to honour survivors, their families and the children who never returned home.

Reconciliation asks us to continue learning, listening and building relationships, and Friday offers our staff another meaningful opportunity to do that together.

September is also an important month for the Board's work around accountability and planning. This afternoon, we are considering both the district's audited financial statements for the past year and our annual Framework for Enhancing Student Learning Report.

While these reports look at different aspects of the district's work, both are important parts of our responsibility as a Board. They help us understand where we are, measure our progress and challenges, and make thoughtful decisions about where we focus our attention and resources in the year ahead.

That work may not always be the most visible part of public education, but it is essential to ensuring that our decisions remain grounded in evidence, accountable to our community and, most importantly, focused on improving outcomes for students.

There is much ahead of us this year, but these first few weeks have already offered many reasons to feel excited about what is to come.

On behalf of the Board, thank you to everyone who has contributed to such a positive start to the school year, and to all those who continue to make our schools places where students can learn, grow and belong.

Before we move into tonight's agenda, I'd like to take a moment to recognize and thank Trustee Dale Lawson as she completes two terms of service on the Board of Education.

Dale was first elected in 2018, bringing with her deep roots in this community and many years of community involvement and leadership, including her work with United Way supporting children and families.

Over the past eight years, Dale has served our district in many capacities, including as Board Chair and representing our Board at the provincial level. Throughout that time, she has brought thoughtfulness, curiosity, and a strong commitment to students and to public education.

Earlier this year, Dale reflected on what being a trustee has taught her. She spoke about the importance of humility, curiosity, and continuing to grow, and described leadership as being less about authority and more about stewardship, about holding something of value in trust, strengthening it, and ultimately passing it on better than you found it.

I think that is a particularly fitting reflection as Dale finishes her time on this Board. Public education is something we are entrusted with for a period of time, and there is no question that Dale has taken that responsibility seriously.

Dale, on behalf of the Board, I want to sincerely thank you for the time, energy, perspective, and care you have given to this district. Eight years of public service represents countless meetings, conversations, difficult decisions, celebrations, and many hours of work that most people never see.

Your contribution has helped shape this district, and we are grateful for your service to our students, staff, families, and community. Thank you, Dale, and we wish you all the very best in whatever comes next.

1. ADOPTION OF AGENDA

MOVED: D. LAWSON

SECONDED: M. MASON

THAT the Regular meeting agenda of September 23, 2026, be adopted as circulated.

STATUS: CARRIED

2. ADOPTION OF MINUTES

MOVED: G. CONTI

SECONDED: D. LAWSON

THAT the Regular meeting minutes of June 24, 2026, be adopted as circulated.

STATUS: CARRIED

3. REPORT OF CLOSED MEETINGS

3.a) June 24, 2026 – The Board met in-camera to discuss items which include property and personnel.

4. INCOMING CORRESPONDENCE

4.a) Ministry of Attorney General - Response to Advocacy Regarding Time Change

MOVED: G. CONTI

SECONDED: M. MASON

THAT the correspondence listed in item 4.a) be received.

STATUS: CARRIED

5. OUTGOING CORRESPONDENCE

5.a) Kubota, M. - Letter of Appreciation

5.b) Prichard, H. and Terra Centric Staff - Letter of Appreciation

6. SUPERINTENDENT OF SCHOOLS' REPORT

6.a) School Opening Report for September 2026

Superintendent McKenzie presented the September 2026 School Opening Report, highlighting a successful start to the school year and acknowledging the efforts of staff in preparing schools for opening. The report included updates on enrolment trends, professional learning, growth in dual credit and International Education programs, school food programs, staffing and summer facilities projects. Looking ahead, the district's 2026/27 Operational Plans will be presented to the Board in November. Work is also underway to strengthen data-informed decision-making and support the responsible use of artificial intelligence.

In response to trustee questions, staff spoke to enrolment growth in PIE, increased interest in trades and career education, opportunities and capacity for further expansion of dual credit programming, and collaborative efforts to develop arts-based work experience opportunities.

The Board also discussed five-year student completion rates, including the impact of online learning enrolment and students requiring extended timelines to complete graduation requirements.

6.b) Enhancing Student Learning (ESL) Report

Directors K. Brach, T. Gaudreau, and V. Kintzinger presented the annual Enhancing Student Learning Report, reviewing provincial and local data related to literacy, numeracy, student well-being and educational outcomes. Discussion highlighted fluctuations in assessment results, progress in early literacy, and ongoing opportunities to strengthen foundational skills and students' sense of belonging. Administration also spoke to the use of DIBELS screening and other assessment tools to identify learning needs and inform instructional supports.

Discussion also touched on the Ministry's use of assessment data, the district's continuous improvement cycle, and the importance of balancing evidence-based instructional practices with student voice and individual learning needs.

MOVED: D. LAWSON

SECONDED: M. MASON

THAT Board of Education receive and approve the Annual Enhancing Student Learning Report (ESL) 2025, as presented at the September 23, 2026, Public Board Meeting.

STATUS: CARRIED

6.c) Suspension, Exclusion, and Seclusion Report – September 2, 2025, to June 30, 2026

Superintendent McKenzie presented the Suspension, Exclusion, and Seclusion Report for the 2025-2026 school year, noting that total suspensions remained consistent with the previous year, with an increase of one suspension. This marked the final report using the current format.

Superintendent McKenzie noted that revisions to the district's Suspension Administrative Procedure are underway and will be brought forward to the Board in the fall, following the trustee election.

MOVED: D. LAWSON

SECONDED: M. MASON

THAT the Superintendent of Schools' Report be received as presented.

STATUS: CARRIED

7. SECRETARY-TREASURER'S REPORT

7.a) N/A

8. COMMITTEE REPORTS

Recommended motions arising from the Committee of the Whole of September 09, 2026:

8.a) Approval of the 2025/2026 Audited Financial Statements

MOVED: D. LAWSON

SECONDED: G. CONTI

TO approve the operating surplus restrictions of $634,530 and the Local Capital restriction of $125,000 as detailed in NOTE 18 of the financial statements for the year ended June 30, 2026.

STATUS: CARRIED

MOVED: D. LAWSON

SECONDED: M. MASON

THAT the Board of Education approve the Audited Financial Statements for the year ended June 30, 2026.

STATUS: CARRIED

8.b) Approval of the 2027/2028 Minor Capital Plan

MOVED: M. MASON

SECONDED: G. CONTI

THAT the Board of Education approve the submission of the Minor Capital Plan.

STATUS: CARRIED

8.c) Revised 2026/2027 Board Meeting Calendar

MOVED: D. LAWSON

SECONDED: M. MASON

THAT the Board of Education approve the revisions to the 2026/2027 Board Meeting Schedule.

STATUS: CARRIED

9. OTHER BUSINESS

9.a) Quarterly Review of Board Work Plan

Secretary-Treasurer Hopkins presented the first quarterly review of the Board Work Plan, noting a few minor housekeeping revisions. Future updates are anticipated to include additional school presentations and a review of the multi-year reporting cycle.

9.b) AP 424 Teacher Conversion Rescission

Secretary-Treasurer Hopkins reported that AP 424 is being rescinded following the completion of the spring staffing process. Teacher conversion practices will revert to the provisions outlined in the collective agreement.

QUESTION PERIOD

There were no questions.

MEDIA QUESTION PERIOD

There was no media present.

ADJOURNMENT

MOVED: D. LAWSON

THAT the Regular Meeting of September 23, 2026, be adjourned.

STATUS: CARRIED

The meeting adjourned at 5:38 pm.

J. Miller
Chairperson

S. Hopkins
Secretary-Treasurer

SH/attachments

MEMORANDUM

Date: November 18, 2026
To: Board of Education
From: Paul McKenzie, Superintendent
Re: Operational Plans

1.0 BACKGROUND

qathet School District has a range of plans, reports, and studies aimed at providing valuable guidance for decision-making. These documents are essential for planning our growth in ways that benefit our district and enhance student learning. These reports serve as valuable tools for transparency and accountability, offering rights holders, including parents, educators, and the community, insights into the district's progress and its commitment to improving education.

2.0 ADDITIONAL INFORMATION

District Operational Plans align with the Strategic Plan, ensure fairness and inclusion for all students, and are regularly reviewed for improvement. These plans must also be evaluated annually, prioritize effective budgeting, make the best use of existing resources, and aim to support the success of the broader educational goals.

The 2026-27 iteration of the Operational plan, as represented in the Business Management and Learning Services reports, has been respectfully and collaboratively developed by the senior management team to be centrally focused on actioning the aspirations of the strategic plan, with prioritization that fuses district objectives with planned action and key metrics. Over the course of the year, through the lens of an inquiry cycle, our team will be invested in actioning, assessing, and reflecting on this work as the base point for continuous improvement, new learning, and relentless commitment to meeting the needs of our learners and the communities to whom we serve.

3.0 OPTIONS FOR ACTION

(A) Approve the Operational Plans as presented,
(B) Request further information and/or revisions to plans

4.0 STAFF RECOMMENDATION

THAT: the Board of Education approve the Operational Plans as presented.

5.0 APPENDICES

Appendix A – Business Management 2026/27 Operational Plan
Appendix B – Learning Services 2026/27 Operational Plan

ƛaƛθɛt (qathet) School District



Operations, IT, Finance HR, Communications

SBO Management Operational Plan | 2026-2027 School Year

qathet SCHOOL DISTRICT

Business Management at qSD:
Driving Excellence Across our Strategic Priorities



The management team support the district's mission by ensuring that every strategic priority is underpinned by strong systems, sustainable practices, and a culture of service. This summary highlights the key initiatives that represent our collective focus for the year's initiatives that bridge departments and align our work with the district's overarching goals.

The Secretary Treasurer, the Directors of Operations, IT, HR, and Communications, along with the Health & Safety Manager, and those reporting into this group collaborate to ensure our schools and people have the infrastructure, tools, and supports needed to thrive. The following initiatives do not capture every ongoing effort, but rather the annual priorities.

payot gagayɛɬtən

Cultivating Curiosity: Transform our learning environments into places of innovation

District Objectives	Planned Actions
1. Support students and educators with technology to enable innovation	1.1 Expand the use of Microsoft 365 and Teams for classroom learning, assignments and communication. 1.2 Support implementation and adoption of district-developed web applications, including PIE communications, student assessment and emergency contact tools.
2. Efficient district-wide exchange of resources and information.	2.1 Continue developing the staff portal as a central location for current forms, procedures and resources. 2.2 Continue to share operational expertise through targeted staff communications, presentations and training.

Evidence/Metrics

- Increase in use of MS365 tools; ie: # of Teams classrooms created.
- User tool analytics to measure uptake.

hays qayɛmɩxʷ ʔayʔaytawθ

Cultivating Integrity/Responsibility: Prioritize climate change, organizational health and sustainability

District Objectives	Planned Actions
1. Increase awareness and understanding of Administrative Procedures.	1.1 Initiate a coordinated review cycle for Administrative Procedures, with updates and school-focused guidance for principals and vice-principals.
2. Protect privacy and manage information responsibly.	2.1 Introduce provincially supported privacy assessment tools, maintain an approved-resource library and provide FIPPA guidance and training. 2.2 Maintain secure networks and responsible access to district information systems.

Evidence/Metrics

- AP review cycle established.
- Number of APs reviewed or updated.
- Privacy assessment tools and approved-resource library implemented.
- Number of Privacy Impact Assessments completed.
- Privacy guidance and training opportunities provided.

hays qayɛmɩxʷ ʔayʔaytawθ

Cultivating Integrity/Responsibility: Prioritize climate change, organizational health and sustainability

District Objectives	Planned Actions
3. Ensure a safe, healthy and compliant environment for students and staff.	3.1 Establish health and safety training and orientation tracking and complete hazard assessments of higher risk work. 3.2 Develop, communicate and train staff on emergency and incident-response protocols. 3.3 Strengthen volunteer screening and criminal record check processes through standardized procedures, improved tracking, and clearer guidance for schools and volunteers.

Evidence/Metrics

- Health and safety training and orientation completion rates.
- Number of hazard assessments completed.
- Emergency and incident-response protocols developed or updated.

hays qayɛmɩxʷ ʔayʔaytawθ

Cultivating Integrity/Responsibility: Prioritize climate change, organizational health and sustainability

District Objectives	Planned Actions
4. Align planning, processes, policies, and procedures to improve the effectiveness of the system.	4.1 Continue to strengthen Board governance through trustee orientation and ongoing development opportunities. 4.2 Establish and maintain a coordinated cycle of district program reviews. 4.3 Review district committee structures and processes to support effective decision-making and organizational alignment. 4.4 Advance long-range facilities planning to support district priorities and future needs.

Evidence/Metrics

- Trustee orientation and Board development activities completed.
- Program review schedule established and reviews completed.
- Committee structures and terms of reference reviewed.
- Long-range facilities planning milestones achieved.
- Capital planning priorities identified and submissions completed.

hays qayɛmɩxʷ ʔayʔaytawθ

Cultivating Integrity/Responsibility: Prioritize climate change, organizational health and sustainability

District Objectives	Planned Actions
5. Improve the (new) employee experience.	5.1 Continuing to enhance the onboarding platform, site-based orientation, and supervisor checklists. 5.2 Continue sharing EFAP wellness resources and establish a process to review employee exit-survey feedback.

Evidence/Metrics

- Onboarding resources and supervisor checklists updated.
- Employee orientation completion rates.
- CUPE orientation process implemented.
- Number of EFAP wellness communications shared.
- Exit-survey participation and feedback reviewed.

hays qayɛmɩxʷ ʔayʔaytawθ

Cultivating Integrity/Responsibility: Prioritize climate change, organizational health and sustainability

District Objectives	Planned Actions
6. Improve HR systems and communications through modernization.	6.1 Complete testing and launch the Job Postings Web module; refine Atrieve staff notifications and related HR–Payroll workflows. 6.2 Strengthen onboarding and offboarding integration, automate routine steps where practical, and develop CUPE casual renewal guidelines building on the TTOC renewal process. 6.3 Implement an employee information update process to improve the accuracy of personnel records and support future reporting requirements.

Evidence/Metrics

- Job Postings Web module launched.
- Number of HR system and workflow improvements implemented.
- Onboarding and offboarding processes updated.
- CUPE casual renewal guidelines developed and implemented.
- Employee information update process established and participation tracked.

hays qayɛmɩxʷ ʔayʔaytawθ

Cultivating Integrity/Responsibility: Prioritize climate change, organizational health and sustainability

District Objectives	Planned Actions
7. Increase supervisor understanding of processes related to HR.	7.1 Provide accessible staff-portal resources and targeted guidance on probationary assessments, leave management and collective agreement processes.
8. Commit to equity in hiring.	8.1 Continue reviewing recruitment practices, building on the equity statement in job postings, and explore additional equity-related measures based on identified needs and opportunities.

Evidence/Metrics

- Number of HR resources developed or updated.
- Number of supervisor guidance or training opportunities provided.
- Number of equity-related improvements identified or implemented.
- Hiring guidelines and resources updated.

hays qayɛmɩxʷ ʔayʔaytawθ

Cultivating Integrity/Responsibility: Prioritize climate change, organizational health and sustainability

District Objectives	Planned Actions
9. Advance sustainable practices across district operations and infrastructure.	9.1 Implement approved capital projects that improve energy efficiency, building systems and the environmental performance of district facilities. 9.2 Advance long-range capital planning, prioritizing infrastructure needs, facility condition and opportunities to reduce greenhouse gas emissions.

Evidence/Metrics

- Year-over-year greenhouse gas emissions.
- Number of approved capital projects completed.
- Energy efficiency and infrastructure improvements implemented.

paʔa kʷʊms qʷayigən

Cultivating Connection: Prioritize mental health, community connections, and social emotional learning

District Objectives

1. Continue to enhance the district's connection with community through consistent communication and engagement.

Planned Actions

1.1 Coordinate internal and external communications, including staff newsletters, the website and social media, to explain district priorities and processes.

1.2 Work with schools and departments to profile student learning, district initiatives and community partnerships.

1.3 Review social media and image-use practices, including emerging AI-related risks, and share updated guidance with school leaders.

Evidence/Metrics

- Number of newsletters, stories and communications published.
- Website and social media engagement.
- Number of school and community initiatives profiled.
- Communication guidelines and practices reviewed or updated.
- Guidance and resources shared with school leaders.

titɬwšɛm ʔəms taʔow

Cultivating an Ethic of Learning: Ensure early learners and students have the best possible learning experience

District Objectives	Planned Actions
1. Empower and support staff to embed equity and reconciliation practices into professional development, policies and communications.	1.1 Continue to support mentorship opportunities for educators and support staff, alongside relevant equity and reconciliation initiatives. 1.2 Offer targeted professional learning for administrators on communication and challenging workplace conversations, and identify opportunities to extend training to other employee groups.

Evidence/Metrics

- Number of mentorship opportunities offered or supported.
- Number of professional learning opportunities offered.
- Staff participation in mentorship and professional learning.
- Equity and reconciliation initiatives supported

District Objectives	Planned Actions
1. Continue our collective commitment to the Truth and Reconciliation Commission's Calls to Action and UNDRIP.	1.1 Continue cultural safety and reconciliation-focused professional learning, and consider relevant learning in employee orientation. 1.2 Consult, where appropriate, to incorporate Indigenous knowledge and perspectives into policies, projects and operational practices. 1.3 Promote ayajuthem through district communications and continue cultural initiatives and partnerships with Tla'amin Nation. 1.4 Maintain support for permanent Čɛpθ staffing, including recruitment as vacancies arise.

Evidence/Metrics

- Number of professional learning opportunities offered and participation.
- Number of policies, projects and operational practices informed by Indigenous perspectives.
- Number of partnership and consultation opportunities.
- Indigenous language and cultural initiatives supported.
- Permanent Čɛpθ positions maintained and vacancies filled.

ɋaťθɛt (qathet) School District



Learning Services

Operational Plan 2026-2027

Educational Leadership at qSD:
Driving Excellence Across our Strategic Priorities



The educational leadership team support the District's mission by ensuring that every strategic priority is underpinned by strong systems and quality pedagogical practice to ensure each students' success. This summary highlights the key initiatives that represent our collective focus for the year's priorities that bridge departments and align our work with the district's overarching goals.

The Directors of Instruction, the Director of Inclusive Education, the District Principal of Indigenous Education and those reporting into this group collaborate to ensure our schools and people have the knowledge, skills, and understandings and supports needed for the system to thrive. The following strategies and initiatives do not capture every ongoing effort across the district, rather highlight the annual priorities.

titɬwšɛm ʔəms taʔow

Cultivating an Ethic of Learning: Ensure early learners and students have the best possible learning experience

District Objectives

Focus on foundational learning in literacy and numeracy.

Enhance early learning plans, opportunities, and partnerships.

Foster deep learning so all students can flourish in a rapidly changing world.

Increase student engagement and voice.

Planned Actions

- Continue to offer learning opportunities for evidence-based practices that enhance literacy and numeracy for all.
- Continue to offer opportunities that provide a collaborative approach to teaching and learning.
- Continue to identify and address barriers to equitable outcomes for priority populations.
- Continue to create and sustain culturally safe and welcoming spaces that respect and honour Indigenous peoples, cultures, and perspectives.
- Deepen collaboration and reciprocal relationships with community partners and rightsholders.
- Implement a Multi-tiered System of Support (MTSS) approach for enhancing student success.
- Increase student agency throughout the system enabling voice and choice in decision making.

Evidence/Metrics

Provincial Assessments
Student Learning Survey
How Are We Doing? Report
EDI/MDI/YDI
Graduation Rates

District Assessments
K-12 Learning Updates/Summary of Learning
Class Reviews
Course Completion Rates

Listening Campaigns
Empathy Interviews
Focus Groups
Surveys
Core Competencies Self-Reflections and Goal Setting
Progress Monitoring

payot gagayɛɬtən

Cultivating Curiosity: Transform our learning environments into places of innovation

District Objectives

Continue to support land based and place based learning.

Strengthen personalized and flexible learning opportunities, including redesigning learning spaces.

Create a culture of inquiry and innovation.

Strengthen our competencies around environmental stewardship.

Planned Actions

- Continue to offer opportunities that provide a collaborative approach to teaching and learning.
- Continue to identify and address barriers to equitable outcomes for priority populations.
- Continue to create and sustain culturally safe and welcoming spaces that respect and honour Indigenous peoples, cultures, and perspectives.
- Deepen collaboration and reciprocal relationships with community partners and rightsholders.
- Expand opportunities for deep learning through inquiry, personalization, and flexible learning experiences.
- Increase student agency throughout the system enabling voice and choice in decision making.

Evidence/Metrics

Provincial Assessments
Student Learning Survey
How Are We Doing? Report
EDI/MDI/YDI
Graduation Rates

McCreary Adolescent Health Survey
District Assessments
K-12 Learning Updates/Summary of Learning
Class Reviews
Course Completion Rates

Listening Campaigns
Empathy Interviews
Focus Groups
Surveys
Core Competencies Self-Reflections and Goal Setting

paʔa kʷʊms qʷayigən

Cultivating Connection: Prioritize mental health, community connections, and social emotional learning

District Objectives

Enhance mental health opportunities and partnerships that support well-being.

Engage, involve, and support connections within the school and community.

Continue to create and promote safe, welcoming, and inclusive learning environments.

Promote the development of social-emotional learning skills.

Planned Actions

- Continue to promote Mental Health in Schools Strategy and the erase Strategy.
- Continue to identify and address barriers to equitable outcomes for priority populations.
- Deepen collaboration and reciprocal relationships with community partners and rightsholders.
- Continue to create and sustain culturally safe and welcoming spaces that respect and honour Indigenous peoples, cultures, and perspectives.
- Implement a Multi-tiered System of Support (MTSS) approach for enhancing student success.
- Strengthen student agency by expanding opportunities for voice, choice, and meaningful participation in decision making.
- Strengthen family engagement and partnership in student learning.

Evidence/Metrics

Provincial Assessments
Student Learning Survey
How Are We Doing? Report
EDI/MDI/YDI
Graduation Rates

McCreary Adolescent Health Survey
District Assessments
K-12 Learning Updates/Summary of Learning
Class Reviews
Course Completion Rates

Listening Campaigns
Empathy Interviews
Focus Groups
Surveys
Attendance/Absenteeism

ʔaʔǰɩnxʷegəs

Supporting Self Determination: Ensuring holistic Indigenous student success

District Objectives

Ensure consistent access to enriching, innovative, identity affirming, and culturally relevant opportunities and supports.

Ensure educational spaces are culturally safe by committing to system wide respect of this place and our shared history by prioritizing Indigenous languages, perspectives, values and cultures.

Support students with setting goals for the future (ʔimot θ titiwšɛm, toχnɛgosəmčxwʊm θoθo).

Planned Actions

- Strengthen collective responsibility for embedding Indigenous content, perspectives, and worldviews throughout learning environments and experiences.
- Work in partnership to renew the ɬaʔamɩn (Tla'amin) Education Agreement (TEA).
- Work collaboratively with the Indigenous Education Council (IEC) to support shared priorities and decision-making in service of Indigenous students' well-being and success.
- Continue to identify and address barriers to equitable outcomes for priority populations.
- Continue to create and sustain culturally safe and welcoming spaces that respect and honour Indigenous peoples, cultures, and perspectives.
- Deepen collaboration and reciprocal relationships with community partners and rightsholders.
- Increase student agency throughout the system enabling voice and choice in decision making.

Evidence/Metrics

Provincial Assessments
Student Learning Survey
How Are We Doing? Report
Graduation Rates

District Assessments
K-12 Learning Updates/Summary of Learning
Class Reviews
Course Completion Rates

Listening Campaigns
Empathy Interviews
Focus Groups
Surveys
Attendance/Absenteeism
Core Competencies Self-Reflections and Goal Setting

gathet

gʊnaʔxʷuθs

Cultivating Truth and Reconciliation:
Honour truth and reconciliation

District Objectives

Work to undo the legacies of colonialism through diverse pathways including supporting ʔayʔaǰuθəm language revitalization initiatives and education.

Continue our commitment to the Truth and Reconciliation Commissions Calls to Action and the United Nation's Declaration on the Rights of Indigenous Peoples.

Planned Actions

- Strengthen system-wide understanding, commitment, and action in response to the Truth and Reconciliation Commissions Calls to Action and Standard 9 of the BC Teacher Council Professional Standards.
- Strengthen collective responsibility for embedding Indigenous content, perspectives, and worldviews throughout learning environments and experiences.
- Work in partnership to renew the ɬaʔamɪn (Tla'amin) Education Agreement (TEA).
- Work collaboratively with the Indigenous Education Council (IEC) to support shared priorities and decision-making in service of Indigenous students' well-being and success.
- Continue to identify and address barriers to equitable outcomes for priority populations.
- Continue to create and sustain culturally safe and welcoming spaces that respect and honour Indigenous peoples, cultures, and perspectives.
- Deepen collaboration and reciprocal relationships with community partners and rightsholders.

Evidence/Metrics

Provincial Assessments
Student Learning Survey
How Are We Doing? Report
EDI/MDI/YDI
Graduation Rates

District Assessments
K-12 Learning Updates/Summary of Learning
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Course Completion Rates

Listening Campaigns
Empathy Interviews
Focus Groups
Surveys
Attendance/Absenteeism

gathet

hays qayɛmɩxʷ ʔayʔaytawθ

Cultivating Integrity/Responsibility: Prioritize climate change, organizational health and sustainability

District Objectives

Provide climate action education and leadership opportunities grounded in Indigenous ways of knowing.

Align planning, processes, policies, and procedures to improve the effectiveness of the system.

Planned Actions

- Strengthen student agency by expanding opportunities for voice, choice, and meaningful participation in decision making.
- Continue to offer opportunities that provide a collaborative approach to teaching and learning.
- Continue to implement Administrative Procedure 100: Strategic Planning, Reporting, and Accountability.

Evidence/Metrics

Enhancing Student Learning Report
Student Learning Survey
MDI
How Are We Doing? Report
McCreary Adolescent Health Survey

School Growth Plans Reports
Professional Growth Plans

Listening Campaigns
Empathy Interviews
Focus Groups
Surveys
Attendance/Absenteeism

Business Management Operational Plan

2025–2026 YEAR-END UPDATE

Overview

Throughout 2025–2026, the business management team advanced work across operations, information technology, finance, human resources, communications, and health and safety. Key areas of progress included stronger information security, more consistent employee and workplace processes, energy-focused capital improvements, and expanded communications with staff and the community. Several initiatives have established a foundation for further implementation in 2026–2027.

Cultivating Curiosity | Technology and Information Sharing

The district strengthened its digital infrastructure by securing wireless and wired networks and achieving full implementation of multifactor authentication for staff access to Microsoft 365 resources. The staff portal continued to develop as a central source for forms, communications, teaching resources, and employee information.

Work to expand classroom use of Microsoft 365 and provide practical staff learning opportunities will continue in 2026–2027.

Cultivating Integrity and Responsibility | Governance, Privacy and Safety

Administrative procedure reviews supported greater clarity and alignment with current practice and collective agreements. This included rescinding AP 424 related to teacher conversion and advancing revisions to AP 160 (Safety) and AP 175 (Violence). Supporting forms and incident reporting processes were also streamlined to clarify supervisor responsibilities.

The Privacy Management Program was launched and communicated to staff and the public. The district also continued to improve its approach to employee safety, medical leave and return-to-work documentation. Work remains to establish a more consistent administrative procedure review cycle, expand privacy and safety training, and strengthen volunteer criminal record check processes.

Cultivating Integrity and Responsibility | Employee Experience and HR

Human Resources continued to improve employee orientation, onboarding communications and administrative processes. A coordinated new teacher orientation brought together district departments and employee representatives. The district implemented a TTOC renewal form, developed an employee exit survey, and shared Employee and Family Assistance Program wellness resources through regular staff communications.

Implementation of Atrieve staff notifications automated communications associated with new hires, position changes and departures. The Job Postings Web module was implemented internally, with additional testing required before launch. The next phase includes CUPE casual renewal procedures and guidelines, onboarding platform improvements, closer HR–IT coordination for onboarding and offboarding, and additional guidance for supervisors.

Cultivating Integrity and Responsibility | Sustainability

Throughout 2025–2026, the Facilities Department advanced the district's commitment to reducing its carbon footprint through energy-efficient infrastructure improvements and capital projects. Work included LED lighting upgrades, HVAC improvements and solar installations, alongside significant renovations at Edgehill Elementary. These investments support reduced energy consumption, lower greenhouse gas emissions and improved building performance, while extending the useful life of district facilities.

The district continued to prioritize environmental sustainability through capital planning, identifying opportunities to improve energy efficiency and reduce reliance on fossil fuels. Progress will be measured through year-over-year greenhouse gas emissions, energy consumption and completed energy-efficiency projects. Looking ahead, approximately $1.47 million in approved energy-related capital projects for 2026–2027 will further support these efforts.

Cultivating Connection | Communications and Community Engagement

The district published 146 website stories and 10 staff newsletters, with average newsletter readership of approximately 75% of employees. Facebook followers increased by 13%, and district communications supported school storytelling, community events and collaborative initiatives with local partners.

Work in the coming year will focus on clear internal communications about district processes and continued review of social media practices, including image use and emerging artificial intelligence considerations.

Cultivating an Ethic of Learning | Professional Learning

Professional learning for administrators focused on effective communication and navigating challenging workplace conversations. Continued work will support mentorship opportunities and targeted learning for additional employee groups.

Cultivating Truth and Reconciliation | Staffing and Language

Five permanent čɛpθ (Indigenous Culture and Student Support Worker) positions were posted and filled during 2025–2026. The district also supported awareness of ayajuthem through its communications channels. Reconciliation-focused professional learning and the inclusion of Indigenous perspectives in district practices remain ongoing priorities.

Looking Ahead

The 2026–2027 operational plan builds on these accomplishments, with an emphasis on strengthening district systems, improving organizational effectiveness and advancing sustainable practices. Priorities include coordinated governance and planning processes, continued infrastructure renewal, modernization of HR and technology systems, improved employee onboarding and volunteer screening, and expanded guidance and resources for staff and supervisors

Learning Services Operational Plan

2025–2026 YEAR-END UPDATE

Overview

Throughout 2025–2026, the Learning Services team advanced work to strengthen student achievement, inclusive education, Indigenous student success and student well-being. Key areas of focus included foundational literacy and numeracy, evidence-based instructional practices, early intervention, student engagement and collaborative partnerships. Provincial and local assessment results demonstrated progress in several areas while identifying opportunities for continued improvement.

Cultivating an Ethic of Learning | Foundational Learning and Student Success

The district continued to strengthen foundational literacy and numeracy through evidence-based instruction, professional learning and the use of assessment data to inform teaching and intervention. DIBELS literacy screening and SNAP numeracy assessments supported the identification of student learning needs and opportunities for targeted support through a Multi-tiered System of Support (MTSS).

Provincial assessment results demonstrated encouraging improvements in literacy, with Grade 4 students meeting or exceeding expectations increasing from 62% to 77%, and Grade 7 students increasing from 56% to 74%. Numeracy results also improved, with Grade 4 increasing from 60% to 65% and Grade 7 from 53% to 56%. These results reinforce the importance of sustained attention to foundational learning and early intervention.

Cultivating Curiosity | Innovation, Student Voice and Career Pathways

Learning Services continued to support personalized learning, collaborative teaching practices and opportunities for students to participate in decisions about their education. The District Student Council provided a forum for student voice, while French Immersion student feedback informed program planning and the establishment of a French Immersion Coordinator position.

The district also supported diverse pathways to graduation and post-secondary opportunities through trades, work experience, career-focused programs and dual credit courses. Students participated in programs including automotive technology, carpentry, health care, early childhood education and post-secondary academic courses, supporting meaningful connections between classroom learning and future education and employment opportunities.

Cultivating Connection | Inclusion, Well-Being and Belonging

The district continued to prioritize safe, welcoming and inclusive learning environments through coordinated student supports, mental health partnerships and responsive educational practices. The Integrated Child and Youth team continued providing collaborative mental health and well-being supports, alongside broader partnerships with families and community organizations.

Student survey results identified strengths in perceptions of safety and supportive adult relationships, while highlighting belonging as an ongoing area for improvement. Graduation outcomes for students with disabilities or diverse abilities also reinforced the importance of sustained attention to inclusive practices, equitable access and successful transitions.

Supporting Self-Determination | Indigenous Student Success

Learning Services continued to support Indigenous student success through collaboration with Tla'amin Nation, the Indigenous Education Council and district staff. Efforts focused on culturally responsive educational practices, equitable learning opportunities and strengthening relationships that support student well-being and achievement.

Student achievement results demonstrated encouraging progress. The five-year graduation completion rate for Indigenous students at Brooks Secondary reached 83.6% in 2024–2025, exceeding the provincial Indigenous student rate of 66%. While this represents a significant achievement, continued attention to foundational learning, belonging and successful transitions remains essential to supporting Indigenous learners across the district.

Cultivating Truth and Reconciliation | Indigenous Learning and Partnerships

The district continued its commitment to the Truth and Reconciliation Commission's Calls to Action, Indigenous language revitalization and the inclusion of Indigenous knowledge, perspectives and worldviews in learning environments. Collaboration with Tla'amin Nation and the Indigenous Education Council supported shared planning and opportunities to strengthen culturally safe and identity-affirming educational experiences.

Continued work will focus on strengthening the implementation of the Tla'amin Education Agreement, finalizing the Integrated Work Plan, supporting Indigenous language and cultural learning, and embedding reconciliation within instructional practices, relationships and district planning.

Cultivating Integrity and Responsibility | Continuous Improvement and Accountability

The district continued to strengthen evidence-informed planning through provincial and local student achievement data, school growth planning and alignment with the Board's Strategic Plan. Administrative Procedure 100 provides a framework for connecting school and district planning, implementation, monitoring and reflection.

The 2026 Enhancing Student Learning Report identified improvements in several achievement measures while highlighting areas requiring sustained attention, particularly foundational numeracy, early literacy intervention, student belonging and equitable outcomes for priority populations. These findings continue to inform district priorities, professional learning and targeted supports.

Looking Ahead

The 2026–2027 Learning Services Operational Plan builds on this work, with continued emphasis on foundational literacy and numeracy, evidence-based instructional practices and the implementation of a Multi-tiered System of Support (MTSS) to better respond to diverse student needs. Priorities include addressing barriers to equitable outcomes, expanding opportunities for student voice and choice, strengthening family and community partnerships, and supporting safe, welcoming and culturally responsive learning environments.

The district will also deepen collaboration with Tla'amin Nation and the Indigenous Education Council, including work toward renewal of the Tla'amin Education Agreement. Continued implementation of Administrative Procedure 100 will support alignment between district priorities, school growth planning and evidence-informed improvement efforts.

MEMORANDUM

Date: November 18, 2026
To: Board of Education
From: Paul McKenzie, Superintendent
Re: School Growth Plans

1.0 BACKGROUND

In accordance with Administrative Procedure 430, school principals shall:

" (3.) Develop school plans for student achievement which will address present and future educational needs of the school/program"

Further, Administrative Procedure 100 outlines that:

"School/Department Growth Plans are school and department specific strategic plans. These plans align with the District Strategic Plan and set out the specific strategic actions that a school/department will make to improve outcomes for student learning and well-being. These plans show how and when these changes will be made. They are also a mechanism through which the public can hold schools accountable for student success and through which it can measure improvement."

2.0 INFORMATION

Each year, the school principals complete a comprehensive review of their school's data and using the information, develop school plans that support the needs of their learners and align with Board of Education directives, as outlined in the qathet School District Strategic Plan. These school plans are then submitted to the Directors of Instruction and the Superintendent of Schools and then finally the Board of Education for information. During the course of the year, school teams will present their Growth Plans at regular Board meetings.

3.0 APPENDICES

Appendix A – School Growth Plans

School Growth Plan 2026-2027

School:	Brooks Secondary
Principal:	Jasmin Marshman

Purpose and Vision:

School Growth Plans are school specific strategic plans. They are:

- collaboratively developed;
- focused on student learning goals;
- aligned with the District Strategic Plan;
- evidence-informed using a cycle of improvement;
- specific, measurable, achievable, relevant, and time bound.

Our Story

Brooks Secondary is the sole secondary school in qathet School District. Brooks serves all students, grades 8-12, in the qathet region, with offsite campuses to support diverse learners with flexible and experiential learning opportunities. Brooks currently enrolls approximately 960 students and will host over 100 international students this school year. Brooks strives to meet the needs of diverse learners, as all students in the area attend Brooks. We have a strong French Immersion program, 8-12; a well-established music program, both band and choral; athletic teams that compete with Vancouver Island; a successful trades and dual credit program; an accredited grade 8-12 Ayajuthem language program and the Guided Indigenized Journey to Excellence (GIJE) Program to share Indigenous learning by local knowledge keepers. We are constantly seeking to improve and expand what we offer our students to create opportunities for them past our walls.

Our Learners

Brooks students represent every corner of the qathet Regional District. From Saltery Bay to Lund to Texada Island and all points in between. Over its long history, first built as an 8-room schoolhouse in 1926, Brooks has always reflected big changes in the area. From boom times and expansion, changing social values, changing economics, to our present-day emphasis on inclusiveness and reconciliation, our students' educational and emotional needs are our first priorities. Our learners range from 4th generation Brooks, born and raised in the qathet region to students new to the area, each with their own needs and goals. Our objective is for all students to graduate from Brooks with dignity, purpose and options.

Inquiry Question

Will focusing on Grade 8 & 9 attendance and engagement improve our grade transitions, and in turn, support the graduation rate?

We believe that by centering support for these classes and intentionally prioritizing the needs of our priority populations, we will improve the academic, social, and physical experiences of all students.

Goal 1

To increase our graduation rate.

Through improved student engagement and achievement, we will increase the number of students meeting the graduation requirements.

Exceptional efforts will be placed on our priority populations:

- Indigenous students
- Students with disabilities and diverse abilities
- Youth in care

Aligned with:
District Strategic Plan-Foster deep learning so all students can flourish in a rapidly changing world, support students with setting goals for the future.
Continue to create and promote safe, welcoming, and inclusive learning environments

Embedding First Peoples Principles of Learning-Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships and a sense of place)

Action

1. Through an inquiry framework, staff will collaborate to improve practice, assessment and reporting practices to improve student outcomes
2. In collaboration with the Tla'amin Nation, provide culturally relevant supports and safe educational spaces
3. Identify and address knowledge foundational learning gaps from 2020 and on, providing interventions as needed
4. Providing dedicated literacy support/instruction and MTSS strategies for Grade 8 & 9 classes, both teachers and students
5. Engage in professional development to improve our practice using trauma-informed practice, Universal Design for Learning, Project Based Learning, Formative Assessment, Strength based descriptive feedback, etc.
6. Increase student voice through surveys and meetings with a variety of student groups
7. Tracking and communicating Learning Update results (monitoring IEs & Fs), to ensure grad requirements and credits can be met on time
8. Weekly meetings to identify at risk students, attended by admin, counsellors, students support services, Indigenous student success teacher, Tla'amin nation staff, Family School Liaison Workers
9. Monthly tracking of attendance records, families contacted of concerned students to offer support.
10. Provide alternate learning spaces, such as quiet room in the library, Flex online room, Grade 8/9 learning support room, Indigenous Student Success room, Resource room
11. Increase variety of clubs/extracurricular/intramurals including activities for grade 8 & 9 specifically
12. Improve our new staff/student orientation

Evidence

- Grade 12 students meeting Ministry Graduation requirements
- Grade 8/9 DIBELS Reading Assessment results
- Grade 8/9 assessments exhibiting proficiency
- Grades 10/12 Provincial Assessments completed successfully with greater proficiency
- All priority populations seeing improved graduation rates
- Improved attendance, evident through monthly examination through MyEd
- Student Learning Survey results
- School based student, staff, family surveys
- High engagement in extracurricular activities
- Amplified student voice leading to stronger feelings of being welcomed, connected, and an improved sense of belonging in our school community
- Increased involvement/connection for families

Our Story is Beyond

Like many secondary schools across the province, Brooks is navigating a period of transition as student interests and expectations continue to evolve post-COVID. Programs that were once highly successful are experiencing lower demand, while interest in other areas, including academic electives, has increased. We are also seeing a stronger preference among students to remain on campus, which has affected participation in programs offered off-site. Balancing these changing interests with student enrolment and available staffing can make it challenging to offer every course and program students are seeking. Brooks continues to adapt and respond to ensure that all students have a meaningful high school experience and graduate with dignity, purpose, and opportunities.

School Growth Plan 2026-2027

School:	Edgehill Elementary School
Principal:	Jamie Burt
Vice-Principal:	Ashley Nordman

Purpose and Vision:

School Growth Plans are school specific strategic plans. They are:

- collaboratively developed;
- focused on student learning goals;
- aligned with the District Strategic Plan;
- evidence-informed using a cycle of improvement;
- specific, measurable, achievable, relevant, and time-bound.

Our Story

Edgehill Elementary is located on the traditional gathering territory of the Tla'amin Nation; a site known as xaʔaji, place with cranberries.

Guided by the First Peoples Principles of Learning, we continue to deepen authentic relationships with Tla'amin Nation while recognizing that learning is relational, connected to place, and strengthened through story, experience, and community.

Over the past several years, Edgehill has continued to evolve as a collaborative learning community. While navigating significant school construction, shifting enrolment, and changing learning spaces, staff have remained focused on creating a consistent, inclusive learning experience for every student. Increasingly, teachers are working together to examine evidence of learning, share effective instructional practices, and build common approaches that strengthen student achievement across classrooms.

As we enter the 2026-2027 school year, our focus continues to building common practices and refining instructional excellence. Literacy and numeracy have emerged as our two central areas of inquiry, informed by school-wide assessment data, classroom evidence, and staff collaboration. We believe that increasing consistency in evidence-informed instruction will improve both achievement and student confidence while maintaining the caring, creative culture that makes Edgehill unique.

Our code of honour is based on this motto:

At Edgehill: We Take Care of Ourselves, We Take Care of Others, and We Take Care of Our Place

Our Heart-Mind Well-Being Framework guides our approach to social-emotional learning by fostering Belonging, Connectedness, Compassion, Engagement, and Resilience. These qualities shape the caring, inclusive learning environment we strive to create every day.

Applying this framework and motto encourages a school culture that promotes an inclusive learning environment to meet the diverse needs of all our families. Our families are actively involved with the school, bringing varied experiences and perspectives to our continued growth as a learning community. They all have something unique to offer. We take pride in our ability to meet our learners where they are at, to encourage them into exciting and challenging learning opportunities.

Edgehill students are offered a rich musical experience. Our music program is annually highlighted by a vibrant winter concert and a spring whole-school performance. We highlight student abilities through an annual Talent Show, our

volunteer Picnic in the Park and our Winter concert. We have a Primary Choir, Intermediate Choir, and a Grade 6/7 Band. They are provided opportunities to collaborate with choirs and bands from other schools in our district, further developing their capacity for leadership and personal growth. We also perform monthly at assemblies and can sometimes be found performing at our neighbourhood senior centre as well as throughout the community! Edgehill students make good use of their performance opportunities to positively represent our school throughout the community.

Outdoor Education and Experiential Learning is very important to us. We have 4 outdoor classrooms in our neighbouring forest that are in frequent use. Edgehill staff are able to nurture the development of students' core competencies in a nature-based setting. Also, we offer a playground featuring a Mud Kitchen, garden area with edible plants and a bike park. With the construction of our gazebo and increased outdoor garden and seating spaces, we are excited to bring in nature based social-emotional learning and Indigenous learning initiatives. Edgehill is home to the Rippers Bike Club. The Rippers are made up of past and present Edgehill staff, students in Grade 4 – 7, and parents. The Rippers go on weekly trail rides in two separate skill-based groups. Our Rippers Bike Club even has bikes that can be 'signed out' as we do weekly rides to encourage more bikers!

Our Learners

Our learners continue to demonstrate creativity, curiosity, and kindness while bringing increasingly diverse learning profiles to our classrooms. As enrolment shifts, so does the range of strengths, interests, and support needs represented across the school. Staff continue to prioritize inclusive practices, early intervention, and responsive instruction so that every learner experiences success, belonging, and opportunities for challenge. Some specifics about our learners this year:

- We have 220 students.
- 17% of our learners have Aboriginal Ancestry
- 20% of our learners have individualized education plans
- Our grade 6 students make up the largest cohort of our school population with 36.

Inquiry Question

Will student achievement and learner confidence improve if we strengthen consistency in evidence-informed literacy instruction and mathematical problem-solving practices across the school?

These goals emerged from our analysis of school-wide achievement data, including DIBELS, SNAP, classroom assessments, Student Learning Surveys, and staff observations. While students continue to demonstrate many strengths, our inquiry centers around the wonder that if greater consistency in literacy instruction and mathematical problem-solving practices will offer the greatest opportunity to improve achievement, confidence, and equitable outcomes for all learners.

Goal 1- Literacy

Students will strengthen their communication competencies through reading, writing, speaking, listening, viewing, and representing.

FPPL

Learning is holistic, reflective, experiential, and relational.
Learning involves recognizing the consequences of one's actions.
Learning is embedded in memory, history, and story.
Learning requires exploration of one's identity.

Strategic Priorities (č̓ɛč'ɛgatawɬ)

Cultivating an Ethic of Learning (titɩwšɛm ʔəms taʔow)

- Focus on foundational learning in literacy.
- Enhance early learning plans, opportunities and partnerships.
- Increase student learning and voice.

Supporting Self-Determination (ʔaʔǰɹnxʷegəs)

- Support students with setting goals for the future (ʔimot θ titiwšɛm, toxnɛgosəmčxʷʊm θoθo)
- Ensure consistent access to enriching, innovative, identity affirming, and culturally relevant opportunities and supports.

Objective 1: Increase the percentage of K–3 students meeting benchmark expectations in foundational reading skills through systematic, explicit instruction informed by the District Literacy Framework and DIBELS assessment.

Objective 2: Improve oral reading fluency, comprehension and vocabulary development through increasingly responsive classroom instruction and targeted support.

Objective 3: Develop confident, independent writers through implementation of a common writing framework and regular opportunities to communicate ideas for authentic purposes.

Action

- Students complete the DIBELS assessment three times a year.
- Use of an evidence-based phonics program in all 6 primary classes as Tier 1 instruction.
- Communication plans to families regarding the importance of reading at home (school-home connections strengthened).
- Classroom visits to share effective practices.
- Dedicate time during monthly staff meetings for staff sharing/planning/reflecting on school literacy goal.

Evidence of Student Learning

- DIBELS benchmark growth
- Student Learning Updates
- Classroom reading assessments
- UFLI progress
- Writing samples
- Reading fluency monitoring tools

Evidence of Engagement

- Family participation
- Student reflections, learning conversations, and surveys regarding confidence and engagement
- Classroom observations
- Reading at home

Goal 2- Numeracy

Students will strengthen their creative and critical thinking through mathematical reasoning, communication, and problem solving.

FPPL

Learning is holistic, reflective, experiential, and relational.
Learning involves recognizing the consequences of one's actions.
Learning requires patience and time.
Learning recognizes the role of Indigenous knowledge.

Strategic Priorities (č̓ɛč'ɛgatawɬ)

Cultivating an Ethic of Learning (titɪwšɛm ʔəms taʔow)

- Focus on foundational learning in numeracy.
- Enhance early learning plans, opportunities and partnerships.
- Foster deep learning so all students can flourish in a rapidly changing world.
- Increase student learning and voice.

Cultivating Curiosity (payot gagayɛltən)

- Continue to support land based and place based learning.
- Strengthen personalized and flexible learning opportunities, including redesigning learning spaces.
- Create a culture of inquiry and innovation.

Cultivating Connection (paʔa kʷʊms qʷayigən)

- Engage, involve, and support connections within the school and community.

Objective 1: Improve students' ability to select and apply appropriate mathematical strategies when solving increasingly complex problems.

Objective 2: Strengthen positive mathematical identity by increasing confidence, perseverance, and willingness to explain thinking.

Objective 3: Increase mathematical communication through regular opportunities to justify reasoning using words, visuals, manipulatives, symbols and models.

Action

- Continue teacher Professional Development focus opportunities, including collaboration, to share best Math practices and begin implementation.
- Support SNAP as an assessment tool to inform classroom practice/student need.
- Streamline location for accessing inventory of Math manipulatives and supplies.
- Collect and review data from all grades.
- Instructional walkthroughs.
- Investigate “Numeracy Week,” “Math Olympics,” or “Problem of the week” to join the school community in conversation, play, and fun.
- Increased use of manipulatives.
- Dedicate time during monthly Staff Meetings for staff sharing/planning/reflecting on school numeracy goal.

Evidence

- SNAP growth between twice annual assessments
- Student Learning Updates
- Increased staff participation in numeracy-related professional development.
- Student Learning Surveys and student reflections on mathematical identity and confidence.
- Interviews with students
- Collaborative planning
- Teacher reflections
- MDI

Our Story is Beyond

At Edgehill, we are moving from pockets of excellence to a culture of collective excellence, where every learner benefits from consistent, evidence-informed teaching while continuing to experience the creativity, belonging, and relationships that define our school.

Edgehill's vision extends beyond improving individual achievement scores. We aspire to build a school where every learner develops the confidence to think critically, communicate effectively, solve meaningful problems, and contribute

positively to their community. As instructional consistency grows across classrooms, students will experience increasingly seamless learning from Kindergarten through Grade 7, regardless of teacher or grade level.

We envision teachers learning alongside one another through inquiry, evidence, and collaboration, continually refining practice to meet the changing needs of learners. Strong partnerships with families, Tla'amin Nation, and the wider community will continue to enrich authentic learning opportunities while strengthening student identity, belonging, and well-being.

Ultimately, success will not be measured solely by improved assessment results, but by students who leave Edgehill as confident readers, thoughtful mathematicians, compassionate citizens, and lifelong learners who are prepared to flourish in an ever-changing world.

School Growth Plan 2026-2027

School:	Henderson Elementary
Principal:	Dean Thorsell

Purpose and Vision:

School Growth Plans are school specific strategic plans. They are:

- collaboratively developed;
- focused on student learning goals;
- aligned with the District Strategic Plan;
- evidence-informed using a cycle of improvement;
- specific, measurable, achievable, relevant, and time-bound.

Our Story

Henderson Elementary is the Little School with a Big Heart. With 130 students enrolled for the 2026-27 school year we feel it is important to get to know each student and their unique strengths and stretches. By focusing on a growth mindset, and the belief that every child is unique, we create an atmosphere of care, and foster a positive learning environment.

Henderson Elementary is honoured to be located near the traditional village tiskʷət over-looking the Salish Sea. The tiskʷət village was used as hunting and fishing grounds for thousands of years and as such, we believe we are continuing a tradition of learning in this beautiful place. We draw primarily from neighbourhood families which gives us a distinctive feel of connection and belonging.

Henderson Elementary may be a small school, however, with our focus on developing social-emotional skills we know that our students make an impact on their school, family, and community.

Our Learners

In addition to developing social-emotional skills and deepening our appreciation for the land and land keepers in our area, staff at Henderson Elementary place a strong focus on improving the academic skills of our learners. We have resourced programs throughout our primary grades to ensure that students receive a strong foundation; and we are beginning to see some very positive results. The DIBELS results from the 2025-26 year saw a full grade increase for nearly all our students. We expect to continue to see this growth as we plan to again focus on teaching and learning as one of our core goals for the upcoming year.

Inquiry Question

How can we strengthen high-impact teaching practices grounded in the Science of Learning through collaboration and responsive instruction so every learner experiences success?

Goal 1

Henderson Elementary will work on implementing high-impact teaching practices grounded in the Science of Learning through collaboration and responsive instruction so every learner experiences success.

District Priority 1: Cultivating an Ethic of Learning
Ensure early learners and students have the best possible learning experience (student success).

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Action

1. Strengthen evidence-informed instruction by:
   - Continuing to implement structured literacy and Science of Reading practices, including UFLI, UFLI Intermediate, and Reading Rev.
   - Applying Science of Learning principles such as explicit instruction, retrieval practice, worked examples, effective feedback, and cognitive load management.
   - Strengthening literacy instruction through Partner Reading, Paragraph Shrinking, and other collaborative reading practices.
   - Developing greater consistency in classroom routines, expectations, and instructional practices across the school.
2. Build a collaborative learning culture by:
   - Protecting collaboration time for teachers and educational assistants.
   - Engaging in collaborative planning, lesson design, and instructional problem-solving.
   - Visiting one another's classrooms and learning from effective practice within our own school.
   - Utilizing district instructional coaches to support teacher learning and professional inquiry.
3. Strengthen responsive support systems by:
   - Using assessment data to identify student strengths and needs.
   - Collaboratively developing responsive literacy and numeracy supports.
   - Beginning greater collaboration around numeracy assessment, intervention, and instructional practices.
   - Working alongside district support staff to continually refine intervention models.

Evidence

Measures of Success
- By June 2027, we will see evidence that:
- An increased percentage of students are meeting or exceeding benchmark on DIBELS and other literacy assessments.
- Students demonstrate measurable growth in literacy and numeracy from fall to spring assessments.
- Every classroom consistently implements agreed-upon high-impact instructional practices grounded in the Science of Learning.
- Staff regularly collaborate to analyze student learning and adjust instruction.
- Increased teacher confidence in applying Science of Learning strategies across subject areas.
- Students requiring additional support are identified early and receive timely interventions.

Sources of Evidence
- DIBELS Benchmark and Progress Monitoring
- School-based numeracy assessments or SNAP Numeracy Assessments
- Classroom observations and learning walks
- Collaborative inquiry documentation

- Student work samples
- Teacher self-reflection and surveys

Inquiry Question

How can we create a school where every learner experiences belonging, purpose, and meaningful opportunities to contribute while strengthening our partnerships with families and the community?

Goal 2

The staff at Henderson will promote connectedness with the school, local community and land

District Priority 3: Cultivating Connection
Prioritize mental health, community connections, and social-emotional learning.

Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.

Action

1. Continue strengthening school connectedness by:
   - Expanding authentic student leadership opportunities throughout the school.
   - Continuing buddy classes and cross-grade learning experiences.
   - Maintaining high-quality extracurricular opportunities, particularly in athletics and music.
   - Celebrating learning through meaningful school traditions and community events.
2. Increase opportunities for belonging by:
   - Exploring inclusive lunchtime opportunities such as music, art, drama, chess, and other interest-based clubs.
   - Creating opportunities for students to connect through shared interests and leadership.
   - Strengthening partnerships with families and community organizations.
   - Exploring opportunities to involve volunteers and secondary students in supporting student learning and engagement.
3. Reflect, refine, and improve by:
   - Reviewing school traditions and initiatives to ensure they continue to provide meaningful value.
   - Shifting away from practices that rely primarily on extrinsic rewards while strengthening intrinsic motivation, restorative practices, and positive relationships.
   - Continuing to review the balance of school events throughout the year to maximize learning while preserving valued traditions.
   - Evaluating opportunities based on their impact on student learning, engagement, and well-being.

Evidence

Measures of Success
- By June 2027, we will see evidence that:
- More students report feeling a strong sense of belonging and safety at school.
- Student attendance remains stable or improves.
- More students participate in leadership, clubs, athletics, or extracurricular opportunities.

- Students increasingly demonstrate responsibility, kindness, and positive citizenship without reliance on extrinsic rewards.
- Families report feeling welcomed, informed, and connected to the school.
- Staff report strong collaboration and a positive professional culture.

Sources of Evidence

- Student Learning Survey
- Middle Years Development Instrument (MDI)
- Attendance data
- Behaviour and office referral data
- Participation data for clubs, leadership, and extracurricular activities
- Family surveys
- Staff surveys and reflections

Our Story is Beyond

In addition to our Academic and Social-Emotional goals for this upcoming year, we at Henderson Elementary will also be engaging frequently with the High School to find as many opportunities as possible to bring Brooks students into our classrooms. This may be through buddy reading, passion project presentations, sports days, and exploring growth within the performing arts. We will also be implementing a Student Leadership program that provides students from Grades 6 and 7 with an opportunity to be an active member of the school community and continue to work with staff to exemplify what it means to be the Little School with a Big Heart.

School Growth Plan 2026-2027

SCHOOL: James Thomson Elementary **PRINCIPAL:** Matthew Hull

Our Story

James Thomson Elementary is a Kindergarten to Grade 7 school in Wildwood, Powell River, within qathet School District. We acknowledge the Tla'amin people and the traditional and treaty territory in which our school community learns. English and French Immersion programming, together with opportunities to learn ayajuthem and connect with local knowledge, contribute to our school's identity. Local language and cultural learning will be developed through established school, district, and Tla'amin partnership processes.

We want every student to be known, valued, supported, and challenged. Last year's work established a foundation in structured literacy, common assessment, social-emotional learning, and staff collaboration. This year we will strengthen the connection between evidence, classroom instruction, and the supports students receive. Staff-developed meeting norms establish expectations for respectful communication, preparedness, psychological safety and collaboration, and purpose and teamwork. The principal currently observes willingness and enthusiasm among staff to work with instructional support colleagues; this is an observation to explore further through staff feedback.

You Have to Believe to Achieve!
klahsum kwath kwy yehgon ooksum kwol ee!
Vous devez croire pour atteindre!

Our Purpose

At James Thomson Elementary, our purpose is to cultivate confident learners, compassionate people, and engaged citizens.

We believe that every child deserves to be known, valued, and challenged to grow. Through engaging instruction, meaningful relationships, and a strong focus on literacy, numeracy, social-emotional learning, and character development, we empower students to discover their potential while developing the knowledge, skills, and values needed to thrive in an ever-changing world.

Learning extends beyond academics. We strive to nurture curiosity, resilience, kindness, humility, and responsibility so that students leave our school prepared not only for the next stage of their education, but also for lives of purpose and service.

Our Inquiry

How do collaborative, evidence-informed changes to classroom instruction and school experiences improve literacy achievement and students' sense of belonging across our English and French Immersion programs?

At every review we will ask: "Who is benefiting from the changes we are making, who is not yet benefiting, and what does this tell us to adjust in our instruction and supports?"

Our Commitments

Everything we do is guided by a shared commitment to our students and community.

We commit to belonging.	Every child deserves to feel safe, welcomed, respected, and valued. We intentionally build relationships that foster trust, inclusion, and a strong sense of connection.
We commit to learning.	We provide engaging, evidence-informed instruction that challenges every learner to grow academically while celebrating progress, perseverance, and curiosity.
We commit to character.	We intentionally develop empathy, integrity, accountability, humility, communication, fairness, and respect, recognizing that who students become is just as important as what they learn.
We commit to reconciliation.	We honour the languages, cultures, histories, and teachings of the ɬaʔamɪn Nation. We are committed to learning alongside Indigenous partners and ensuring reconciliation is reflected in our daily practices, relationships, and learning experiences.
We commit to community.	Strong schools are built through partnership. We value the contributions of families, community organizations, and Brooks Secondary School as we work together to create meaningful opportunities for students to learn, serve, and lead.
We commit to student voice.	Students are active participants in shaping our school. We provide opportunities for leadership, collaboration, and authentic decision-making so that every learner develops confidence, responsibility, and a sense of purpose.

Our Vision for Every Graduate

We envision graduates who:

- **Know** who they are and recognize their own strengths while appreciating the gifts of others.
- **Communicate** confidently in ways that build understanding, relationships, and community.
- **Think** critically and creatively, approaching challenges with curiosity, perseverance, and a willingness to learn.
- **Lead** with character, demonstrating integrity, humility, responsibility, and compassion in their everyday actions.
- **Value diversity**, embracing the richness of English, French, ayajuthem, and the many cultures represented within our community.
- **Care** for others and the world around them, understanding that their choices have the power to positively influence their classrooms, their community, and their future.
- **Believe** they can make a difference, carrying forward the confidence to continue learning, serving, and growing throughout their lives.

Like our raven mascot, our graduates leave James Thomson ready to embrace change with wisdom, curiosity, and courage—prepared to write the next chapter of their own story while contributing to the story of their community.

District Priority 1: Cultivating an Ethic of Learning

Ensure early learners and students have the best possible learning experience (student success).

Goal 1

By the end of the 2026–2027 school year, students will demonstrate growth in foundational reading, fluency, comprehension, and writing across the English and French Immersion programs, with particular attention to students not yet experiencing success.

Rationale: Last year's evidence indicates progress alongside continuing literacy support needs. Strengthening Tier 1 instruction, while maintaining responsive additional supports, offers a coherent focus for staff collaboration and coaching.

Inquiry Question: How does strengthening literacy instruction through data-informed planning (street, map, and satellite data), collaboration, and Tier 1 coaching improve students' reading and writing?

Action:

Teachers will use screening, classroom assessment, and student work to select manageable instructional priorities. The Tier 1 coach will support planning and instructional improvement during available prep time and release opportunities. The principal will provide release time through monthly taʔaw lessons. Teachers will revisit their Classroom Instruction Planning Worksheets during regular principal–teacher meetings and with their coach or student support colleague, identifying supports, next steps, and a review date. Coaching will support classroom instruction alongside additional supports matched to learner need; district MTSS guidance will be incorporated when available.

Whole school writes will occur in October, February, and May using grade-based prompts provided by the coach. Teachers will assess their classroom samples and compare growth over time. Staff and the coach will explore shared writing criteria during existing staff meetings and coaching appointments. No common assessment standard is currently established. Developing criteria and examining sample work together will be treated as professional learning, with grade and language differences respected.

Students' perspectives on literacy experiences and families' knowledge of their children will inform adjustments. Staff will seek culturally responsive resources and guidance through established partnership processes, without assuming approval to use local stories or knowledge. Collaboration and documentation will fit existing structures to protect teacher workload.

First Peoples Principle:

- *Learning involves patience and time.* Structured literacy respects that foundational reading skills develop step by step.
- *Learning is holistic, reflexive, reflective, experiential, and relational.* By including diagnostic assessment and adapting to individual needs, instruction is relational and reflective.

Evidence

Existing evidence: last year's annual report and the historical FSA analysis.

Planned/current evidence to review: English DIBELS for all grades in the English program and Grades 4–7 French Immersion; IDAPEL for K–3 French Immersion, including newly added Grade 3 participation; MAZE for Grades 4–7; classroom oral reading and comprehension evidence; and the three writing samples. MAZE will inform comprehension alongside other evidence, not serve as a direct fluency measure. English assessments of French Immersion students

will not be presented as French-language achievement. Additional evidence of French literacy in Grades 4–7 must be confirmed.

Implementation evidence will include brief worksheet updates, instructional adjustments, coaching participation, and examples of classroom practice. Student learning evidence will examine individual growth and patterns by grade, program, assessment language, and relevant learner groups where appropriate. Screening schedules, current baseline results, meaningful growth criteria, and quantitative targets remain to be confirmed.

Reflection

Review fall evidence and October writing to establish priorities and targets; revisit reading evidence and February writing at midyear; and review May writing and available end-of-year reading results to evaluate progress. Teachers, the coach, student support colleagues, and the principal will use existing meetings to decide what to continue, adjust, or stop. Future results and reflections will be added when evidence is available.

District Priority 3: Cultivating Connection
Prioritize mental health, community connections, and social-emotional learning.

Goal 2

By the end of the 2026–2027 school year, students will experience stronger belonging, inclusion, safety, and positive peer relationships, with particular attention to both recess periods. Indicators and targets will be refined using fall student feedback, available survey results, and observations.

Rationale: The Grade 5 MDI findings and the principal's observations identify a need to strengthen peer connection and students' sense of being valued. Positive adult relationships and existing student leadership structures provide strengths on which to build.

Inquiry Question: How do explicit relationship-skill teaching and student leadership strengthen students' belonging, inclusion, and positive peer relationships during both recess periods?

Action:

Staff will explicitly teach and provide opportunities to practice joining play, inviting others in, responding to disagreement, repairing relationships, and seeking adult help. Coordination, resources, and the teaching schedule are to be agreed with staff. The principal will meet monthly with existing student ambassadors to review school experiences, needs, and possible improvements. Student council will sponsor school events intended to support connection and participation. Student leadership will complement adult supervision and support; adults remain responsible for responding to safety concerns and bullying.

Brief student check-ins and conversations will include students beyond leadership groups. A short family survey will be offered in English and French, with a conversational response option. Proposed timing is late October–early November for initial feedback, February for informal student and staff review, and late April–early May for repeat core questions. Tools remain to be designed. Tla'amin partners will be invited through established contacts to guide the appropriate engagement process and timing. Each review will record what was heard, what changed, and what will be checked again.

First Peoples Principle:

- *Learning involves recognizing the consequences of one's actions.* SEL helps students reflect on choices and relationships.

- *Learning is holistic, reflexive, reflective, experiential, and relational.* SEL competencies align directly with holistic well-being.

Evidence

Existing evidence: the 2025–2026 Grade 5 MDI and historical attendance analysis.

Planned evidence: student and family feedback; ambassador meeting themes and resulting actions; student council participation and inclusion; recess observations; incident patterns interpreted alongside reporting practices; and Student Learning Survey results when supplied. Participation counts alone will not establish improved belonging.

The principal or office will prepare monthly attendance summaries from existing records. Where possible, absence half-days will be divided by possible enrolled half-days to calculate instructional time missed, accounting for enrolment dates and closures. Historical absence-event totals will remain separate unless recalculated consistently. Patterns by grade, program, and Indigenous identity will inform supportive inquiry where appropriate, protecting privacy and respecting partnership processes. Attendance can reflect illness, transportation, and family circumstances; it will not be treated as proof of belonging or as a separate goal.

Reflection

Review implementation through monthly ambassador meetings and existing staff structures. Bring together attendance, feedback, observations, and learning evidence in fall, February, and May. Consider whose experiences are missing, whether opportunities are accessible, and how instruction, recess supports, and leadership activities should change. Compare MDI or other annual results with attention to different cohorts and participation; do not describe different groups as individual student growth.

Our Story is Beyond

Our literacy and belonging work is connected through students' opportunities to contribute, communicate, and experience success. Student ambassadors, student council, taʔaw lessons, cultural learning, and family relationships can support this shared purpose without becoming additional goals. Staff collaboration and instructional coaching are implementation supports; the principal's separate professional growth plan focuses on leadership learning that helps sustain this work.

School Growth Plan 2026-2027

School:	Kelly Creek Community School
Principal:	Michael Hilleren

Purpose and Vision:

School Growth Plans are school specific strategic plans. They are:

- collaboratively developed;
- focused on student learning goals;
- aligned with the District Strategic Plan;
- evidence-informed using a cycle of improvement;
- specific, measurable, achievable, relevant, and time-bound.

Our Story

Kelly Creek Community School is located in qathet Regional District, 15 kilometers south of the City of Powell River and on the traditional territory of the Tla'amin Nation. Kelly Creek has seen a growth in our school population and is now at enrollment of 163 students from Kindergarten to Grade 7 (7 divisions). In addition to our school, we have a Strong Start Go program that comes here on Monday and Tuesday mornings, and a daycare operated by the YMCA as part of our facility. Our team of teachers, support staff and community coordinators work hard to provide a caring, inclusive learning environment for all learners.

Community schools are regular schools with special belief in, and emphasis on, the value of community involvement. Our community school is run by the Kelly Creek Community School Association (KCCSA). The KCCSA has a coordinator who works on many of the special offerings and programs. As a community school, Kelly Creek is a neighbourhood hub and offers a variety of programs and services to meet the specific educational, recreational and social needs of our students and the area we serve.

Additionally, our unique location allows us to provide intentional, place-based learning opportunities both in and beyond the classroom. We are fortunate to be surrounded by an incredible natural environment that includes coastal rainforest, Kelly Creek, a fish hatchery, estuary and beachfront, an extended forested play area, and an outdoor classroom. These spaces provide rich opportunities for students to connect their learning to the land and the community around them. Kelly Creek also offers an Outdoor Adventure Program through Division 1, which provides opportunities for students to develop leadership skills, gain a variety of outdoor education skills, and share their learning and experiences across the school community.

Our Learners

What we know

- Our learners are diverse, coming from all over Powell River and qathet Region
- 9% (14) of our learners are of Aboriginal Ancestry
- 18% (29) of our learners have documented exceptional need (and a learning plan)
- Some of our learners are not reading at grade level, but most students are improving reading year-over-year with targeted instruction, a systematic approach, our MTSS team and interventions

- Most of our learners enjoy project/ place-based, rich and continuous outdoor learning opportunities, with many families seeking Kelly Creek for this reason
- Majority of our learners enjoy being at school (feel welcomed and safe)

Inquiry Question

How can high-quality literacy and numeracy instruction, combined with meaningful place-based learning and strong relationships, improve student achievement, engagement, and belonging?

Goal 1

Improve Literacy and Numeracy Achievement for All Learners

We strive for every student at Kelly Creek to experience meaningful growth in literacy and numeracy each year. We aim to develop confident, curious, and engaged learners who use effective strategies to read and write with understanding and comprehension, think mathematically, and solve problems with confidence and curiosity. We strive for students to read for both enjoyment and learning, approach mathematics with perseverance, and leave Kelly Creek with the skills, passion, and resilience to be lifelong learners.

Actions

- Support teachers in implementing the foundational-learning progressions (literacy and numeracy) and evidence-based practices.
- Regular reference to classroom data to inform instruction.
- Provide professional learning and collaborative planning time focused on high-quality Tier 1 literacy and numeracy instruction.
- Work collaboratively with the district coaches and success teachers (MTSS Team)
- Align literacy and numeracy support schedules with specialist timetables (Library, Music, Physical Education, Music) to ensure equitable access for all learners.
- Expand targeted literacy and numeracy supports for students requiring additional support.
- Promote a culture of reading and mathematical thinking through initiatives such as Free the Book, DEAR (Drop Everything and Read), DEM (Drop Everything Math), book clubs, math clubs, open library opportunities, literacy and numeracy weeks, working with the MTSS coach, and school-wide literacy and numeracy challenges.
- Strengthen information literacy learning and increase access to engaging literacy and numeracy resources for students and staff.
- Foster family and community engagement through reading and numeracy events and learning opportunities.

Evidence

- DIBELS and classroom-based literacy assessments.
- Classroom and school-wide numeracy assessments (SNAP).
- Growth in Tier 1 instructional practices.
- Increased participation in literacy and numeracy clubs, events, and challenges.
- Increased library circulation and student engagement with reading.
- Student voice gathered through class discussions and Student Council.

- Family feedback through PAC meetings, surveys, IEP meetings, and informal conversations.
- School-based observational "street" data.

Goal 2

Strengthen Student Belonging and Family Engagement Through Meaningful Relationships, Place-Based and Outdoor Learning, and Community Partnerships

We strive for all students and families to feel welcomed, connected, and valued as members of the Kelly Creek community. Through meaningful relationships, authentic place-based and outdoor learning, and strong partnerships with families and community members, we aim to foster a lasting sense of belonging, connection to place, and engagement in our school community.

Action

- Integrate meaningful outdoor and place-based learning experiences across all grade levels, with clear connections to the BC curriculum.
- Increase the intentional use of the outdoor classroom, school garden, and local community as learning environments.
- Strengthen Tier 1 classroom practices that foster belonging, inclusion, and positive relationships.
- Expand student leadership opportunities through Student Council, student announcements, buddy activities, and school-wide leadership initiatives.
- Create regular opportunities for students to showcase their learning through Learning Fairs, Rockin' the Creek, Winter Concert, and classroom celebrations.
- Increase family engagement through assemblies, PAC events, community BBQs, cultural celebrations, open library opportunities, and family learning events.
- Invite community members, Indigenous Knowledge Keepers, Elders, and local experts to enrich student learning experiences.
- Publish an annual "Ways to Get Involved/ WAG" calendar to encourage family and community participation throughout the school year.
- Celebrate learning and strengthen communication through newsletters, Facebook, Instagram, and the school website.
  Continue staff collaboration to embed outdoor learning and relationship-building practices across the school.

Evidence

- Increased student attendance and participation in leadership opportunities, clubs, and school-wide activities.
- Student voice gathered through surveys, classroom conversations, Student Council, and Street Data.
- Family participation at school events, PAC meetings, learning celebrations, and community gatherings.
- Family survey results indicating an increased sense of belonging, connection, and satisfaction with school communication.
- Classroom observations and learning artifacts demonstrating meaningful integration of outdoor and place-based learning.
- Increased use of the outdoor classroom, school garden, and community spaces across grade levels.

- Documentation of community partnerships and participation by local organizations, Elders, Knowledge Keepers, and guest presenters.
- Social media engagement, newsletters, and website analytics demonstrating improved communication with families.
- Attendance data reflecting strong student engagement and connection to school.
- Ongoing School Growth Plan documentation, reflective staff discussions, photos, videos, and classroom assessment evidence.

Our Story is Beyond

Kelly Creek Community School values the relationships with our families and community partners to create deep, creative and purposeful learning opportunities. We see and respect the natural world as a place that enriches learning and promotes a sense of stewardship and belonging and joy for learners.

School Growth Plan 2026-2027

School:	Partners in Education (PIE)
Principal:	Stephanie Hall

Purpose and Vision

School Growth Plans are school specific strategic plans. They are:

- collaboratively developed;
- focused on student learning goals;
- aligned with the District Strategic Plan;
- evidence-informed using a cycle of improvement;
  specific, measurable, achievable, relevant, and time-bound.

Our Story

We are grateful that our school district, and the original centre of our school, is situated in the breathtakingly beautiful traditional territory of the Tla'amin Nation, who have inhabited these lands since time immemorial. Our other centres, staff, students, and their families are situated in the many unceded and final agreement territories throughout British Columbia.

Partners in Education (PIE) is a K-12 Provincial Online School (POLS) operated by qathet School District in the qathet Regional District. We currently have over 1400 students with an approximate combined full-time equivalency (FTE) of over 1,150. While many students are enrolled with PIE full-time, some students in Grades 8-12 are enrolled part-time, which is the reason for the difference between the number of students and the FTE.

PIE students are primarily located in, or near, our main centres – the qathet Regional District, the Comox Valley, and Bowen Island. We also have several community-based cohorts and home-based learners from other locations in BC as many families and students choose PIE as their online school. We collaborate with parents/caregivers and, when appropriate, students to plan individualized learning programs that meet Ministry of Education and Child Care provincial curriculum and assessment standards in flexible, student-centered learning opportunities, both online and in-person. Developing relationships between the students, parents/caregivers, and the teachers in an integral part of that process.

Our Motto
Where Life and Learning Meet

Our Vision
PIE Supports students and parent in developing and carrying out an educational program that meets provincial learning standards. Education programs utilize paper and electronic resources but also incorporate the experiences of families, in order to realize the unique possibilities, open to every student. We embrace the First Peoples Principles of Learning because learning, for all, is embedded in memory and history, and that learning is sacred, takes time, and requires patience.

Our Values
PIE is a relationship-based school where collaboration between students, parents, and teachers is of utmost importance in the creation of meaningful and engaging individualized student learning plans.

Design Statements (gleaned from several stages on and Appreciative Inquiry process)

In PIE, we strive to:
- build supportive, respectful, trustworthy relationships with all members of our community, both in person and online
- collaboratively develop holistic individualized learning programs for every child and an intergenerational learning environment that acknowledges, reflects, and celebrates unique interests, passions, quirks, goals, and abilities
- be flexible in all aspects of our shared educational experiences

Our Learners
Of the over 1400 students enrolled in PIE this year, we currently support 349 students with disabilities and diverse abilities, and 145 Indigenous learners. Because PIE is not a neighborhood school, families/students choose to come to us, and their reasons for doing so are varied. We attract learners who want to:

- develop a meaningful relationship with their teacher and the PIE community
- be involved in the design of their educational plan in a collaborative way with teachers and parents
- have the flexibility to be creative across all areas of study and to pursue passion topics in-depth, when desired
- work in environments that suit their particular needs
- have more flexibility in their daily schedules
- weave their educational journey through their time together as a family

Goal 1
Continue to provide opportunities for students to meet with each other, with teachers, and with other supportive adults through planned in-person and virtual activities and events.

Inquiry Question 1
How can we cultivate connections in the school and community, embracing the skills, knowledge and preferences of our learners and their supportive teams?

Goal 1 relates to **Priority 3** of our District Strategic Plan and the following First Peoples Principle of Learning: *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors*

Priority 3: Cultivating Connection (ʔaʔaθəm)
Prioritize mental health, community connections, and social-emotional learning.
- Continue to create and promote safe, welcoming, and inclusive learning environments
- Engage, involve, and support connections within the school and community

Actions
- Open dialogue with supportive ministries (e.g. MCFD) and their agencies (e.g. CYMH) to prioritize student mental and physical well-being in order to support learners in an inclusive learning environment
- Continue to provide the following aspects of connection:
  - In-Person Opportunities;
  - Virtual Gathering Space;
  - 1:1 EA time for students;
  - Study Hall hours;
  - Create welcoming spaces that invite learners and families to feel a sense of belonging;
  - Special Events;

Evidence

- Representatives from supportive ministries present information on their areas of specialty in In-Person Opportunities
- Record the ways in which supportive ministries were consulted and included to prioritize student mental and physical well-being
- Attendance records for In-Person and virtual opportunities monitored throughout the year

Goal 2
Continue to assess engagement and foster productive participation and achievement for all students

Inquiry Question 2
How might increased engagement, harnessing learners' curiosity and voice, support PIE learners in developing core and curricular competencies that advance their progress toward graduation or other individualized pathways to success?

Goal 2 relates to **Priority 1** of our District Strategic Plan and the following First People's Principle of Learning: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Priority 1: Cultivating an Ethic of Learning (titɬwšɛm taʔow)
Ensure early learners and students have the best possible learning experience (student success).

- Foster deep learning so all students can flourish in a rapidly changing world
- Increase student engagement and voice

Actions

- Assess foundational literacy and numeracy
    a. Develop processes for assessing literacy and numeracy for PIE learners (in-person and virtually)
    b. Create database for DIBELS and SNAP math assessment
- Assess levels of student engagement
    a. PIE Teachers will use the Engagement Rubric to assess engagement level for all of their students on an Evidence of Student Engagement Survey by Oct 30th for continuing students and by Dec 11th for new students
    b. Teachers and IETs will choose three students they wonder about to employ specific strategies intended to foster increased engagement and reflect on their efforts by April 30th
    c. Teachers will compare proficiency scale descriptors from June of 2025 to June of 2026 for the three students they chose to highlight in the 2025-2026 school year
    d. Dedicate time in our May staff meeting to review results of our efforts to foster engagement
- Develop strategies to foster student engagement
    a. Add monthly themes to Home Learning (HL) 101 by November 30th
    b. Add recommended resources to HL 101 with a focus on supporting home facilitators in supporting their learners at home regularly throughout the year
    c. Provide time in our November staff meeting to review and discuss strategies for increasing student engagement – looking at most popular combinations from goals presentation to the district

Evidence

- Database of baseline literacy and numeracy for PIE learners
- Brightspace data showing usage of HL 101 course
- Collect evidence of student engagement
    - Survey results showing engagement level of students on a scale of 1-4 (rubric to be provided for guidance) by October 30th (or Dec 11th for new students)
    - Teachers and IETs to share, at our May meeting, their year-end reflection on what worked well and what didn't work in terms of attempting to foster increased engagement

Our Story is Beyond

Online schools were significantly affected by the pandemic as large numbers of students and families sought alternatives to in-class instruction. In the 2019-2020 school year, our school-wide FTE was 726. In 2020-2021, it increased to 1,438. In 2021-2022, when many of us expected our numbers to rapidly decline, we instead maintained an FTE of over 1,200 students. While there was still a great deal of uncertainty regarding in-class instruction at the beginning of that school year, we suspect the higher-than-expected FTE (that increased over the course of the year) was also due, in large part, to an increased number of families/students discovering that online learning worked really well for them.

Online schools are typically a 'first choice' or 'last resort' for many and we regularly serve students who fall into the following categories: 'full-time, high academic achievers', 'students with full or part-time jobs', 'part-time students requiring specific courses for graduation', 'students experiencing anxiety in traditional settings', 'students who have encountered significant challenges in the traditional system' and 'students with disabilities and diverse learning abilities'. In each of these cases, our school's focus on **relationships, flexibility**, and **individualization** helps students achieve positive academic outcomes.



School Growth Plan 2026-2027

School:	Westview Elementary
Principal:	Jennifer Kennedy
Vice Principal:	Michelle Shipley

Purpose and Vision:

School Growth Plans are school specific strategic plans. They are:

- collaboratively developed;
- focused on student learning goals;
- aligned with the District Strategic Plan;
- evidence-informed using a cycle of improvement;
- specific, measurable, achievable, relevant, and time-bound.

Our Story

Westview Elementary serves 332 students in 15 divisions in a LEED-certified school that opened in 2013. Strong connections with families and the surrounding neighbourhood make Westview a welcoming centre for learning and community life.

The Westview Way—being kind, safe, respectful, and responsible—guides our relationships and daily practices. Athletics, active living, and student leadership are valued parts of our school culture. Our increasingly diverse community includes families who speak more than eight languages other than English at home, bringing varied experiences, perspectives, and strengths to our classrooms.

Our dedicated teaching and support staff work collaboratively to create inclusive learning environments where students feel known, valued, and supported. Our growth work focuses on strengthening classroom instruction in literacy and numeracy and coordinating timely, responsive support through our district's MTSS structure. Belonging, social-emotional learning, and student agency are integral to this work, helping students participate meaningfully and grow as learners.

Our Learners

Westview Elementary serves a diverse community of 330 students across 15 divisions. Our learners bring a wide range of experiences, cultures, and languages that enrich the school community.

- **Indigenous students**: Approximately 9% of our students identify as Indigenous (First Nations or Métis).
- **English language learners (ELL)**: About 10% of our students speak a language other than English at home, and about 2% of our students are formally identified as English Language Learners requiring additional support. This diversity strengthens our classrooms and fosters opportunities for cross-cultural understanding.
- **Students with diverse abilities and needs**: About 11% of our learners have identified diverse learning needs and receive additional supports through documented Individual Education Plans.

- **All learners**: Beyond identified groups, our school community includes students with a wide range of strengths and stretches. We recognize that not all students are reading at grade level or consistently ready to learn, and we see it as our role to support growth in both academic and social-emotional areas.

Together, our learners reflect the needs and diversity of the Powell River region. They are at the centre of our planning and are the reason we continue to refine our practice, strengthen relationships, and create learning environments where all students feel they belong and can succeed.

Inquiry Question

How can we strengthen Tier 1 instruction and coordinate supports through our MTSS structure so that students grow in literacy and numeracy and experience belonging and agency in their learning?

Goal 1

Improve student learning in literacy and numeracy through stronger Tier 1 instruction and coordinated, responsive support.

During the 2026–2027 school year, we will strengthen evidence-informed classroom instruction and use our MTSS structure to identify learning needs, coordinate additional support, and adjust instruction in response to student progress.

Alignment

This goal advances the district's priority of Cultivating an Ethic of Learning through its focus on foundational literacy and numeracy, alongside Cultivating Curiosity through collaborative inquiry. Supporting Self-Determination will inform our attention to equitable learning opportunities, identity, and holistic Indigenous student success.

The First Peoples Principles of Learning will inform our attention to relationships, reflection, experience, story, and place in classroom learning.

Action

- Use classroom assessment, student work, screening information, and teacher observations to identify specific literacy and numeracy needs and select a manageable instructional focus.
- Develop a shared understanding of the essential features of effective Tier 1 instruction for the selected focus, with appropriate adaptations across grades and learners.
- Clarify the contributions of classroom teachers, the instructional coach, the intervention service provider, and administration. Align classroom instruction and targeted intervention around identified learning needs.
- Build staff capacity through focused professional learning, collaborative planning, modelling, supported practice, and feedback.
- Use monthly evidence reviews and brief biweekly check-ins to examine progress, address barriers, and refine instruction and service delivery.
- Include students in understanding their learning goals and reflecting on progress. Draw on family knowledge and relevant Indigenous education partnerships to inform instructional decisions.

Evidence

We will examine both changes in instructional practice and changes in student learning.

Evidence will include:

- Growth from baseline in the literacy and numeracy skills selected for each cycle, using comparable assessments and student work.
- Relevant DIBELS, SNAP, and classroom assessment information, interpreted together to understand student strengths and next steps.
- Planning, observation, and teacher reflection showing how agreed-upon instructional practices are being used and refined.
- Evidence that coaching and intervention are connected to classroom learning and adjusted in response to progress.
- Student explanations of their learning, strategies, and next steps.

We will examine who is benefiting, whose progress requires closer attention, and whether barriers persist for Indigenous students, children and youth in care, and students with disabilities or diverse abilities. Public reporting will protect student privacy.

Specific learning targets will be established using Westview's baseline evidence and reviewed throughout the year.

Reflection

At each cycle review, we will consider:

- What changed in classroom instruction and coordinated support?
- What evidence shows growth in student learning?
- Which students benefited, and whose needs remain unmet?
- What should we continue, adjust, or stop?
- What professional learning, resources, or changes to service delivery are needed next?

Goal 2

Strengthen students' sense of belonging and their capacity to participate, exercise agency, and engage in learning.

During the 2026–2027 school year, we will strengthen classroom and school-wide practices that help students feel known, valued, culturally safe, and supported to manage challenges and participate meaningfully in learning.

Alignment

This goal advances Cultivating Connection through social-emotional learning and welcoming, inclusive environments. It also supports Supporting Self-Determination and Cultivating Truth and Reconciliation through attention to identity, relationships, local Indigenous perspectives, and student voice.

The First Peoples Principles of Learning will inform our understanding of learning as relational, connected to identity, and supportive of individual and collective well-being.

Action

- Continue developing the Westview Way—being kind, safe, respectful, and responsible—through shared language, explicit teaching, adult modelling, and opportunities for students to help define what these values look like in practice.
- Embed relationship-building, emotional awareness, co-regulation, and self-regulation supports into classroom routines and instruction.

- Gather student perspectives about belonging, participation, and barriers to learning, and use their feedback to make visible adjustments.
- Build student agency through accessible goal setting, reflection, feedback, and meaningful choices in learning.
- Work with families, Indigenous education colleagues, and relevant partners to strengthen identity-affirming learning experiences and understand students' strengths and needs.
- Use MTSS reviews to coordinate academic and social-emotional supports so students can participate in classroom learning while receiving the additional support they need.

Evidence

Evidence will include:

- Brief, repeated student check-ins about belonging, trusted adults, participation, and whether their perspectives influence their learning experiences.
- Student reflections and classroom observations showing growth in help-seeking, use of regulation strategies, collaboration, and participation.
- Examples of changes made in response to student and family input.
- Evidence of consistent, responsive use of agreed-upon classroom and school-wide supports.
- Relevant attendance, engagement, and school climate information, interpreted alongside student perspectives and contextual information.

We will examine differences across students and groups, recognizing that overall positive results can obscure individual experiences of exclusion or disconnection.

Reflection

At each review, we will consider:

- Do students experience the belonging and support we intend?
- Whose perspectives have we heard, and whose are missing?
- What is helping students participate and exercise agency?
- What barriers remain in our routines, environments, or instructional approaches?
- What will we change, and how will students know their feedback mattered?

How We Will Implement and Review Our Goals

Our accompanying work plan will organize each improvement cycle around five connected areas:

1. **Learning:** The specific learning need and evidence informing our focus.
2. **Instruction:** The changes in adult practice and support required.
3. **Access and Belonging:** The barriers to participation and supports we will provide.
4. **Voice and Partnership:** How students, families, and relevant partners inform decisions.
5. **Evidence and Adjustment:** What we learn about implementation and impact, and what we change next.

The two goals will share this improvement process. Each cycle will identify clear actions, responsibilities, evidence, and review dates.

Our Story is Beyond

Westview's story extends beyond the classroom through the relationships and experiences that connect students with one another, their families, and the wider community. We hope that classroom learning and extra-curricular experiences provide opportunities to build confidence, practise teamwork, and contribute to school life. Connections with families, Tla'amin Nation, and community partners enrich learning and deepen our understanding of the place we

share. As we continue to grow, we want every student to recognize their strengths, feel that their voice matters, and experience the difference they can make in their community.

October 1, 2026

Tla'amin Nation Leadership
Via Email to B. Louie and D. Mckenzie

Dear Tla'amin Nation Leadership,

On behalf of the staff of the qathet School District, I would like to express our sincere gratitude for the generosity, care, and hospitality extended to us during our professional learning day in Tla'amin community on September 25.

The day was far more than a professional learning opportunity. It was an invitation into community, into relationship, and into a deeper understanding of the land, history, teachings, and people of Tla'amin Nation. We were honoured to be welcomed onto your territory and to learn directly from Knowledge Keepers, Elders, community members, and leaders who shared their stories, wisdom, and experiences with such openness and generosity.

As we travelled together through the community, visited places of significance, and gathered in the beautiful cultural centre, we witnessed something that cannot be fully captured in a presentation or a document. We experienced a living example of community in action. We saw how people are connected to one another, to the land, to language, to culture, and to shared responsibility for future generations.

Many moments from the day will remain with us. We heard stories that inspired hope, stories that challenged us to reflect, and stories that deepened our understanding of both the resilience and strength of Tla'amin people. We were particularly moved by Elder Elsie Paul's words:

"Things have changed so much in my lifetime. Thank you for looking after our children."

Those words carried profound meaning. As educators, support staff, leaders, and caregivers, we understand the responsibility entrusted to us each day. To hear that message from a Residential School Survivor reminded us both progress that has been made and the ongoing responsibility we all share in creating a better future for children and families.

As I personally reflect on the day, four themes continue to stay with me: connection, love, intention, and reciprocity.

The theme of **connection** was evident everywhere we went. We experienced a community deeply connected to its history, culture, lands, and people. Through your willingness to share these connections with us, you helped strengthen our own understanding of the place where we are privileged to live, learn, and work.

The theme of **love** revealed itself in countless ways. It was present in the stories that were shared, in the care shown to guests, and in small yet powerful moments of kindness throughout the day. We witnessed a profound commitment to looking after one another, and we left with a greater appreciation for the ways that care and belonging are intentionally nurtured within community.

The theme of **intention** was equally powerful. Everything we encountered reflected thoughtful choices about how spaces are designed, how teachings are passed on, and how community members are welcomed. It reminded us that meaningful relationships do not happen by accident. They are built through purpose, respect, and sustained commitment.

Finally, we were reminded of the importance of **reciprocity**. Reconciliation cannot be a one-way act of learning. It calls us to carry forward what we have been given, to strengthen relationships, and to consider how our actions can contribute to a future grounded in mutual respect and shared responsibility. Your generosity challenges us to continue this work with humility and commitment.

During the afternoon session (Re)building our relations: A Tla'amin Service Model, I learned about the principle of mačɛt, the caretaking and valuing of resources and sustaining them over generations as a way of life. I was struck how powerfully this teaching speaks to our shared work. Together, we have a responsibility not only to support the children in our care today, but to nurture the relationships, understanding, and opportunities that will benefit generations to come. In that sense, mačɛt offers both a guide and a hope for the future we are building together. Indeed, the quote from the full document was particularly resonant for me: 'If I'm doing something better, maybe my great grandchildren will be better off because of it. That's how the change will come'. This will stay with me, and I am certain, with so many of our staff, forever.

To close, thank you for opening your community to us. Thank you to the Elders, Knowledge Keepers, cultural staff, leaders, and community members who contributed to the day. We are deeply appreciative of the care and thoughtfulness that made the experience possible. The experience provided our staff with more than knowledge; it provided perspective, relationships, and a deeper understanding of the responsibilities we hold as educators serving children and families throughout the qathet region.

We deeply value our relationship with Tla'amin Nation and look forward to continuing to learn and work together in the spirit of respect, partnership, and reciprocity for the benefit of all children and families we collectively serve.

With gratitude,

Paul McKenzie
Superintendent

C.c.: Jessica Johnson, District Principal of Indigenous Education

October 20, 2026

Dear Mr. McKenzie, Ms. Kintzinger, the qathet School Board and Ms. Marshman:

As some may know the Brooks Secondary School – Immanuel Kant Gymnasium (IKG) Germany exchange began in 2009 and experienced success in 2010, 2011, and every second year since, excluding 2021 due to the COVID-19 Pandemic. Due to the ongoing success of this program, please accept this letter as an indication of intent to once again make this program available to our students in grades 9 and 10 for the summer and fall of 2027. This exchange will involve approximately 16 Brooks students in grades 9 and 10.

The students will travel to Tuttlingen in southwestern Germany for two weeks in July 2027. Dates of departure are estimated to by July 1 from Powell River and Vancouver to Frankfurt, Germany and returning approximately July 17-22 from Frankfurt, returning to Powell River via Vancouver.

While in Germany, Brooks' students will stay with partner students from IKG and their families. The students will have the opportunity to experience European culture and history along with family and school life in modern Germany.

In October 2027, the Brooks students and their families will host their exchange partners for roughly two weeks. We will be hosting 18 students from Germany, as two of our families have generously offered to host two students. The German students will have the opportunity to experience life in Powell River and to attend classes at Brooks.

The chaperones for this trip are Maranda Burnikell and Brendan Clark.

Because the Brooks students will be traveling during summer break, they will not miss any instructional time this school year and the chaperones will not need any release time. However, participating students will miss some class time in October 2027 as they participate in activities around Powell River with their German partners. Teachers will require some time during this portion of the exchange.

The cost to students will be $6200. This will include approximately $4200/student for travel costs and $2000 to cover activity costs in Powell River and on Vancouver Island. Any fundraising for this program, outside of the purchase of grocery cards via the school office, will be organized by the parents, with the support of the school.

In the past, we have asked for the following support from SD47 for this program and would like to request this support once again. This support would come in the form of covering transportation costs for activities for the Powell River portion of the exchange:

- Transportation for the German students from/to Vancouver (approximately $1000)
- Transportation costs/bussing for activities for both the Brooks and German students while in Powell River (approximately $4000)
- TOC days (approximately 6-10) to support Brooks teachers leading activities while hosting

Thank you once again for your support of this program.

Sincerely,

Maranda Burnikell & Brendan Clark

REPORT TO TRUSTEES
FOR THE PERIOD ENDING: SEPTEMBER 30, 2026

	EXPENDITURES	COMMITMENTS	TOTAL	BUDGET	BALANCE	AVAIL %
INSTRUCTION						
100 Salaries	2,929,960	0	2,929,960	27,395,187	24,465,227	89
200 Employee Benefits And Allowances	734,144	0	734,144	6,899,337	6,165,193	89
300 Services Purchased	574,493	0	574,493	3,811,208	3,236,715	85
500 Supplies And Materials	310,568	0	310,568	2,245,248	1,934,680	86
Total For INSTRUCTION	4,549,165	0	4,549,165	40,350,980	35,801,815	89
DISTRICT ADMINISTRATION						
100 Salaries	396,573	0	396,573	1,443,891	1,047,318	73
200 Employee Benefits And Allowances	75,229	0	75,229	320,954	245,725	77
300 Services Purchased	157,359	0	157,359	627,750	470,391	75
500 Supplies And Materials	4,227	0	4,227	37,500	33,273	89
Total For DISTRICT ADMINISTRATION	633,388	0	633,388	2,430,095	1,796,707	74
OPERATIONS AND MAINTENANCE						
100 Salaries	373,668	0	373,668	1,979,178	1,605,510	81
200 Employee Benefits And Allowances	78,811	0	78,811	449,267	370,456	82
300 Services Purchased	168,571	0	168,571	760,750	592,179	78
500 Supplies And Materials	226,440	0	226,440	1,142,500	916,060	80
Total For OPERATIONS AND MAINTENANCE	847,490	0	847,490	4,331,695	3,484,205	80
TRANSPORTATION & HOUSING						
100 Salaries	27,282	0	27,282	675,975	648,693	96
200 Employee Benefits And Allowances	10,652	0	10,652	155,624	144,972	93
300 Services Purchased	64,680	0	64,680	97,000	32,320	33
500 Supplies And Materials	19,462	0	19,462	276,818	257,356	93
Total For TRANSPORTATION & HOUSING	122,076	0	122,076	1,205,417	1,083,341	90
Grand Total	6,152,119	0	6,152,119	48,318,187	42,166,068	87

REPORT TO TRUSTEES
FOR THE PERIOD ENDING: September 30, 2025

	EXPENDITURES	COMMITMENTS	TOTAL	BUDGET	BALANCE	AVAIL %
INSTRUCTION						
100 Salaries	3,082,391	0	3,082,391	27,203,185	24,120,794	89
200 Employee Benefits And Allowances	736,920	0	736,920	6,291,565	5,554,645	88
300 Services Purchased	388,583	0	388,583	3,358,421	2,969,838	88
500 Supplies And Materials	160,021	0	160,021	2,434,912	2,274,891	93
Total For INSTRUCTION	4,367,915	0	4,367,915	39,288,083	34,920,168	89
DISTRICT ADMINISTRATION						
100 Salaries	403,472	0	403,472	1,585,502	1,182,030	75
200 Employee Benefits And Allowances	80,883	0	80,883	353,995	273,112	77
300 Services Purchased	156,153	0	156,153	393,500	237,347	60
500 Supplies And Materials	496	0	496	94,663	94,167	99
Total For DISTRICT ADMINISTRATION	641,004	0	641,004	2,427,660	1,786,656	74
OPERATIONS AND MAINTENANCE						
100 Salaries	377,152	0	377,152	1,981,859	1,604,707	81
200 Employee Benefits And Allowances	80,422	0	80,422	457,118	376,696	82
300 Services Purchased	117,004	0	117,004	807,750	690,746	86
500 Supplies And Materials	142,284	0	142,284	1,144,750	1,002,466	88
Total For OPERATIONS AND MAINTENANCE	716,862	0	716,862	4,391,477	3,674,615	84
TRANSPORTATION & HOUSING						
100 Salaries	75,393	0	75,393	678,877	603,484	89
200 Employee Benefits And Allowances	20,024	0	20,024	156,350	136,326	87
300 Services Purchased	32,576	0	32,576	104,000	71,424	69
500 Supplies And Materials	36,331	0	36,331	295,500	259,169	88
Total For TRANSPORTATION & HOUSING	164,324	0	164,324	1,234,727	1,070,403	87
Grand Total	5,890,105	0	5,890,105	47,341,947	41,451,842	88