1. CALL TO ORDER
The Chair will call the meeting to order and recognizes that tonight’s meeting is being held on the traditional territory of the Snuneymuxw people.

2. ADDITIONS TO THE AGENDA

3. DELETIONS TO THE AGENDA

4. CHANGE IN ORDER

5. APPROVAL OF THE AGENDA

6. APPROVAL OF THE MINUTES
6.1 Minutes - November 7, 2018
That the minutes from the Education Committee meeting held November 7, 2018, be approved.

7. PRESENTATIONS
7.1 Ladysmith Secondary School
   Student Presentation - Improv Nights

7.2 Dover Bay Principal, Don Balcombe and Rock City Elementary Vice Principal, Linda Baldwin
   Re: Professional Learning Communities (PLC)
   PLC Handbook
   PLC Presentation

7.3 District Principal, Brett Hancock
   Re: Learning Alternatives Program Overview
   Learning Alternatives Overview

8. RECONCILIATION
8.1 Trustee Higginson
   Reconciliation Committee Update

9. SENIOR STAFF REPORTS
10. **CORRESPONDENCE REFERRED FROM THE REGULAR BOARD MEETING**

11. **UNFINISHED BUSINESS**

12. **NEW BUSINESS**

13. **QUESTION PERIOD**
   Question Period is intended to enable the public to obtain clarifying information regarding a current agenda item.

   Individuals wishing to ask questions of the Board upon completion of Committee and Board sessions shall do so in writing on the form provided which includes their name, street address and email address. The individual will be asked to verify his/her self and be afforded the opportunity to read out their own question. Each individual shall be limited to one follow-up question upon receiving a response. Questions and responses will be included in the video of the meeting and the meeting minutes and will be part of the public record.

   *Forms are available in the information rack near the entrance of the Board Room*

14. **ADJOURNMENT**
THE BOARD OF EDUCATION OF SCHOOL DISTRICT 68
MINUTES OF EDUCATION COMMITTEE MEETING
HELD NOVEMBER 7, 2018

PRESENT:

Trustees
J. Stanley, Chair
E. Wilkinson, Vice-Chair
L.M. Barron
S. Higginson
G. Keller
C. McKay
C. O’Neill
B. Robinson

Staff
S. Saywell, Superintendent/CEO
C. McVeigh, Secretary-Treasurer
T. Davie, Deputy Superintendent
R. Gray, Assistant Superintendent
L. Tait, Assistant Superintendent
D. Burgos, Executive Director of Communications
K. Matthews, Senior Executive Assistant

ABSENT:
T. Brzovic

IN ATTENDANCE
J. Cornthwaite, NDTA Rep
J. Smith, CUPE Rep.
G. Steel, NSAA Rep.
J. Krog-Irving, DPAC Rep
T. Cooper, DASG Rep

Meeting No. E03

CALL TO ORDER
The Chair will call the meeting to order at 6:00 pm and recognized that tonight’s meeting is being held on the traditional territory of the Snuneymuxw people.

ADDITIONS TO THE AGENDA
There were none.

DELETIONS TO THE AGENDA
There were none.

CHANGE IN ORDER
There was none.

APPROVAL OF THE AGENDA
Folio EC/18/11/07-01
That the Agenda be approved.
CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES
Minutes - October 3, 2018
IT WAS MOVED BY Trustee McKay
IT WAS SECONDED BY Trustee Robinson
Folio EC/18/11/07-02
That the minutes from the Education Committee meeting held October 3, 2018, be approved.
CARRIED UNANIMOUSLY
<table>
<thead>
<tr>
<th>PRESENTATIONS</th>
<th>There were none.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RECONCILIATION</td>
<td>Trustee Higginson provided an update on the Reconciliation Committee.</td>
</tr>
<tr>
<td>Trustee Higginson</td>
<td>Re: Reconciliation Committee Update</td>
</tr>
<tr>
<td>SENIOR STAFF REPORTS</td>
<td>Deputy Superintendent Davie and Assistant Superintendents Gray and Tait provided a departmental overview. The presentation is attached to the Agenda.</td>
</tr>
<tr>
<td>Deputy Superintendent Davie, Assistant Superintendent Gray, Assistant Superintendent Tait</td>
<td>Re: Learning Services Overview</td>
</tr>
<tr>
<td>CORRESPONDENCE REFERRED FROM THE REGULAR BOARD MEETING</td>
<td>There was none.</td>
</tr>
<tr>
<td>UNFINISHED BUSINESS</td>
<td>There was none.</td>
</tr>
<tr>
<td>NEW BUSINESS</td>
<td>Trustees discussed options for zone reports and family of school assignments. Further discussion to follow at the next Trustee Orientation session.</td>
</tr>
<tr>
<td>Secretary-Treasurer McVeigh</td>
<td>Re: Families of School Assignments for 2018/2019</td>
</tr>
<tr>
<td>QUESTION PERIOD</td>
<td>There were none.</td>
</tr>
<tr>
<td>ADJOURNMENT</td>
<td>IT WAS MOVED BY Trustee McKay IT WAS SECONDED BY Trustee Keller</td>
</tr>
<tr>
<td>Folio</td>
<td>That the meeting be adjourned.</td>
</tr>
<tr>
<td>EC/18/11/07-03</td>
<td>CARRIED UNANIMOUSLY</td>
</tr>
<tr>
<td></td>
<td>The meeting adjourned at 7:35 pm.</td>
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PROFESSIONAL LEARNING COMMUNITIES (PLCs)
“If there is anything that the research community agrees on, it is this: the right kind of continuous, structured teacher collaboration improves the quality of teaching and pays big, often immediate, dividends in student learning and professional morale in virtually any setting. Our experience with schools across the nations bears this out unequivocally.”
(Schmoker, 2004, p. 48)

“Achieving school improvement involves continual learning groups focused on explicit goals for student learning.”
(Linda Darling-Hammond)

“In successful schools, teachers form professional learning communities that focus on student work through assessment.”
(Michael Fullan)

“Improved student learning and teaching result when teachers collaboratively focus on achievement and assessment, questioning practice, and supporting professional growth.”
(Judith Little)

“Professional learning communities are indeed the best form of staff development.”
(Dennis Sparks)

(cited in Schmoker, 2006, pp. 109, 177–178)
## CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
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<td>WHY PLC'S?</td>
<td>1</td>
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<tr>
<td>WHAT IS A PLC'S?</td>
<td>2</td>
</tr>
<tr>
<td>HOW DO PLC'S FUNCTION</td>
<td>4</td>
</tr>
<tr>
<td>YEAR AT A GLANCE</td>
<td>6</td>
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<tr>
<td>COLLABORATIVE INQUIRY</td>
<td>8</td>
</tr>
<tr>
<td>SUPPORT DOCUMENTS</td>
<td>12</td>
</tr>
</tbody>
</table>
**WHY PLCS?**

The ultimate goal of a Professional Learning Community (PLC) is to improve student achievement. Over 40 years of effective schools' research demonstrates that one of the most effective ways to improve student learning is through the systematic and innovative work of PLC. Our district’s PLC model is a collaborative process that is important for Response to Intervention (RTI) and needed to establish our collective vision related to responding to the needs of our learners.

Our efforts within this structure foster a commitment to the goals of our strategic plan:

- Meeting each student’s UNIQUE NEEDS
- The continuous improvement of INSTRUCTION AND ASSESSMENT
- RECONCILIATION
- Organizational EFFECTIVENESS AND ACCOUNTABILITY

More specifically, our district’s PLC model will facilitate an open system of communication and foster a collaborative learning culture focused on four areas of our Learning Framework:

- Curriculum & Instruction
- Assessment & Reporting
- Collaborative Culture
- Safe, Caring & Inclusive Schools

What we learn through collaborative inquiry will help us identify our needs and next steps, and lead to innovations and areas of celebration. Educational experts recognize that the collaborative, focused work of PLCs contributes to higher levels of student learning.
WHAT IS A PLC?

A Professional Learning Community (PLC) is a group of people who are motivated by a vision of learning and who support one another toward that end. PLCs are a catalyst for improving instruction. They involve all educators reflecting and learning together to improve the academic performance of all students. Within the PLC structure, educators use the collaborative inquiry process - a powerful design for professional learning that is a self-directed and student focused approach to professional growth.

A PLC:

- Represents a collective effort to enhance student learning
- Promotes and sustains the learning of all professionals in the school
- Builds knowledge through inquiry
- Analyses and uses data for reflection and improvement

(BOLAM ET AL., 2005)
Key Components of PLC:

### Common Understandings
- Shared Mission, Vision & Values
- Alignment of Strategic Plan, Learning Framework & School-Wide Goals
- Collaboration & Collective Ownership
  - Response to Intervention (RTI)
  - PLC Structure
  - Collaborative Inquiry Process

### Focus on Student Learning
- Use of Common Formative Assessments
- Analyze Data for Emergent Patterns

### Group Decision Making
- School-Wide Goals
- Student Support Structures
- Collaborative Inquiries
- Collaborative Curriculum Mapping

### Collaborative Inquiry Process
- Plan: Scanning & Focusing
- Act: New Action & New Learning
- Observe: Checking & Evidence
- Reflect: Lessons Learned & Next Steps

### Relationship
- Trust & Safety
- Ability to take risks & share openly

### Document, Share & Celebrate
- Document the journey during collaborative inquiries
- Share across collaborative groups, schools and system
- Celebrate learning and successes

---

Professional Learning Communities (PLCs) 3
HOW DO PLC’s FUNCTION?

CONSISTENT PRACTICES ACROSS NLPS
- Common Mission, Vision, Values and Understandings
- Alignment to District Goals and Learning Framework
- All Educators Participate
- The Collaborative Inquiry Process is Embedded within the PLC Structure
- Common Formative Assessments inform Instruction and Student Supports
- Norms and Protocols are established
- Learning is Documented, Shared, & Celebrated

SPECIFIC TO INDIVIDUAL SCHOOLS
- School goals
- Focus of Inquiries – Student Needs, Team Goals and Innovations
- Norms, protocols & documentation
- Size & number of collaborative inquiry teams
- Team configurations (grade level, content areas, multi-grade, cross curricular)

“To create a professional learning community, focus on learning rather than teaching, work collaboratively, and hold yourself accountable for results.”
Richard Dufour, 2004
The Collaborative Inquiry process is embedded within the PLC structure. Although there is no one way to do collaborative inquiry, the framework that follows can serve as a guide for collaborative inquiry in Nanaimo-Ladysmith Public Schools (Adapted from Ministry of Education, Ontario and Halbert & Kaser (2013)).
Roadmap for PLCs

Common Understandings
- Mission, Vision, and Values
- Alignment
- Collaboration and Collective Ownership

Focus on Student Learning
- Use of Common Formative Assessments
  - Reading, numeracy, writing, etc.
- Analyze Data
  - Emergent patterns
  - Classes, grades, school

Group Decision Making
- School-Wide Goals
- Student Support Structures
- Collaborative Inquiry

Collaborative Inquiry Process
- Plan → Act → Observe → Reflect → Plan → Act → Observe → Reflect

Document, Share & Celebrate
- Year end

Mission, Vision, and Values
Alignment
Collaborative Inquiry
Focus on Student Learning
Use of Common Formative Assessments
- Reading, numeracy, writing, etc.
Analyse Data
- Emergent patterns
- Classes, grades, school

Group Decision Making
- School-Wide Goals
- Student Support Structures
- Collaborative Inquiry
| YEAR AT A GLANCE |
| PROFESSIONAL LEARNING COMMUNITIES (PLC) |

<table>
<thead>
<tr>
<th>WITHIN PLC</th>
<th>OUTSIDE OF PLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>September - October</td>
<td>Use Common Formative Assessments (School-Wide)</td>
</tr>
<tr>
<td><strong>Develop Common Understandings</strong></td>
<td>▶ Determine an implementation plan across the school and support team (classroom teacher, SST, TL, I&amp;I, Admin, other)</td>
</tr>
<tr>
<td>▶ Shared Mission, Vision, &amp; Values</td>
<td>▶ Common assessments could include but are not limited to: NLPS Assessment for Learning (Reading) &amp; Alpin (French Immersion), School Wide Writes, DMA, etc.</td>
</tr>
<tr>
<td>▶ Alignment with school goals and district learning framework</td>
<td></td>
</tr>
<tr>
<td>▶ Understanding of collaboration &amp; collective ownership, common formative assessments, responsive student supports (RTI Model)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>October –November</th>
<th>Focus on Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Decision Making</strong></td>
<td>▶ Conduct class review process informed by data</td>
</tr>
<tr>
<td>▶ Determine focus for school-wide goals</td>
<td>▶ Prioritize needs across the school and organize student supports</td>
</tr>
<tr>
<td>▶ Determine priorities / structures for student supports</td>
<td>▶ Determine areas of focus for collaborative inquiries</td>
</tr>
<tr>
<td>▶ Determine collaborative inquiry foci &amp; groups</td>
<td>▶ Where will you make the most difference for your learners?</td>
</tr>
<tr>
<td></td>
<td>▶ What colleagues can you align with for a common learning focus?</td>
</tr>
</tbody>
</table>
### WITHIN PLC

#### November – April

**Collaborative Inquiry Process**
- Determine a collective plan, on the calendar, to come together as a whole (every 3 PLC’s approx.) to share across collaborative inquiry groups: progress to date, learning and next steps.
- Develop collaborative inquiry group norms
- Collaborative Inquiries progress where teacher teams (3-6 people approx.) are guided by the NLPS inquiry model and are:
  - Reviewing data to determine impact on student achievement
  - Collaborating about what's working, what's not, and what's next
  - Sharing progress with each other, asking questions, problem solving & planning for learning embedded in practice

### OUTSIDE OF PLC

- Responsive student supports (Tier, 1,2,3)
- Use of formative assessment to monitor student progress
- Teacher professional learning embedded in practice, supporting collaborative inquiries and supported by I&I Lead Teacher, Teacher Librarian, and Student Support Teacher
- Continuous reflection on inquiry – look at data, impact on student achievement, teacher learning
- Colleague observations
- Co-teaching
- Co-planning

### April – June

**Focus on Student Learning**
- School-wide, look at assessment results to determine impact & progress towards school goals

**Group Decision Making**
- Determine student support schedule for intervention groups (last push towards results)

**Document, Share & Celebrate**
- Share learning across collaborative inquiry groups and progress towards school goals (school-wide)
- Share learning across the district - PLC Share-out, Showcase of Learning, School Growth Report

**Use Common Formative Assessments (school-wide), with a focus on vulnerable learners**
- Determine an implementation plan across the school and support team (classroom teacher, SST, TL, I&I, Admin, other)
- Common assessments could include but are not limited to: NLPS Assessment for Learning (Reading) & Alpin (French Immersion), School-Wide Writes, DMA, etc
- Determine recommendations for classroom placement for following school year (balanced classes) using various points of data
- Determine next steps for progress towards school goals
COLLABORATIVE INQUIRY

WHY COLLABORATIVE INQUIRY?
Leading educational researchers recognize the power of Professional Learning Communities (PLC) to transform schools and help educators meet the adaptive challenges confronting them. When integrated in PLCs, collaborative inquiry will help in establishing a learning culture. Collaborative Inquiry is a powerful professional learning design that provides the framework within the PLC structure for strengthening teaching and ultimately improving student learning.

WHAT IS COLLABORATIVE INQUIRY?
Collaborative inquiry is a strategy for professional learning; it is a professional way of being where educators explore areas of their practise to continually learn and meet student needs. It places educators in the role of actively constructing shared knowledge through treating their classrooms and schools as sites for investigations. Inquiry involves exploring to learn. With colleagues, teachers investigate new, engaging and relevant questions about how to meet their students’ needs. They collectively formulate a plan for implementing new strategies and monitor the effect these strategies are having on student learning. This cycle of inquiry leads to innovation, as educators create new approaches that are fundamentally different from the way in which things were done before.

HOW DO WE ENGAGE IN COLLABORATIVE INQUIRY?
Collaborative inquiry has been described as a “way of thinking” not separate from “your normal everyday way of doing what you do.” Educators often describe collaborative inquiry as a journey, an invitation to explore professional wonderings and questions. Choosing to embark on this journey means preparing to examine existing practices and assumptions.

Although there is no one way to do collaborative inquiry, the attached framework can serve as a guide for collaborative inquiry in Nanaimo-Ladysmith Public Schools. Educators can work through this cycle of professional inquiry (Plan – Act – Observe - Reflect) and use the phases and questions from the Spiral of Inquiry (Kaser & Halbert, 2013) to deepen and guide this process.
COLLABORATIVE INQUIRY

SCANNING
What's going on for our learners? How do we know? Why does this matter?

FOCUSBING
Where will concentrating our efforts make the most difference? How are we contributing to the situation?

NEXT STEPS
What are our next steps for students? What do we need to learn more about?

LEARNED
How and where will we share our progress and insights?

NEW ACTION
What can we do differently to make 'enough' of a difference?

NEW LEARNING
How and where will we learn more about what to do?

EVIDENCE
How do we know? What evidence do we have to show our impact?

CHECKING
Have we made 'enough' of a difference?

PLAN

Student Learning

REFLECT

OBSERVE

ACT

ADAPTED FROM MINISTRY OF EDUCATION (ONTARIO) & SPIRALS OF INQUIRY (HALBERT & KASER, 2013)
## COLLABORATIVE INQUIRY

<table>
<thead>
<tr>
<th>PLAN</th>
<th>Utilize evidence to identify a learning need and develop a plan with the end in mind.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scanning</td>
<td>What’s going on for our learners? How do we know? Why does this matter?</td>
</tr>
<tr>
<td>Focusing</td>
<td>Where will concentrating our efforts make the most difference? How are we contributing to the situation?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACT</th>
<th>Implement plan to use evidence based strategies, engage in new learning &amp; access resources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Action</td>
<td>What can we do differently to make ‘enough’ of a difference?</td>
</tr>
<tr>
<td>New Learning</td>
<td>How and where will we learn more about what to do?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OBSERVE</th>
<th>Monitor student &amp; educator learning by examining evidence collected to determine impact.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checking</td>
<td>Have we made ‘enough’ of a difference?</td>
</tr>
<tr>
<td>Evidence</td>
<td>How do we know? What evidence do we have to show our impact?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REFLECT</th>
<th>Share and celebrate new understandings and consider next steps.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lessons learned</td>
<td>How and when will we share our progress and insights?</td>
</tr>
<tr>
<td>Next Steps</td>
<td>What are our next steps for students? What do we need to learn more about?</td>
</tr>
</tbody>
</table>
SEVEN CHARACTERISTICS OF TEACHER INQUIRY

1. RELEVANT
   Student learning guides inquiry.
   Student learning is the anchor for the teacher inquiry process – students' learning processes and the products of their learning form the essential material of the inquiry.

2. COLLABORATIVE
   Teacher inquiry is a shared process.
   Although the mandate to reach every student seems simple, achieving this goal is complex. When educators work together to inquire about their students’ learning and engagement, they embrace this complexity as an opportunity for further understanding rather than something to simplify.

3. REFLECTIVE
   Actions are informed by reflection.
   When teachers make pedagogical decisions, they necessarily reflect on students’ engagement and learning resulting from their past decisions – setting aside moments for reflection provides opportunities for teachers to share their reflections and make their thinking both more intentional and explicit.

4. ITERATIVE
   Progressive understanding grows from cycles of inquiry.
   The reflective process is most powerful when it cycles back, reviews and builds on each successive inquiry. Such iterative reflective work is facilitated by regular and consistent analysis of what is being learned and how.

5. REASONED
   Analysis drives deep learning.
   **Inductive Reasoning**
   We engage in inductive reasoning when discussing whether or not the evidence of the specific student thinking and learning is enough to draw conclusions about a general theme of what has been learned.
   **Deductive Reasoning**
   We engage in deductive reasoning when we consider how a widely accepted practice can be applied in a specific instance of particular students in a classroom.
   **Abductive Reasoning**
   We engage in abductive reasoning when we form and test a hypothesis. For example, we begin with the supposition that if student interests are incorporated into the program, then student ability to generate robust question skills will improve. We test out this hypothesis through classroom actions that incorporate student interests and examine student conversation and actions generated as a result.

6. ADAPTIVE
   Inquiry shapes practice and practice shapes inquiry.
   Collaborative inquiry requires thinking to be dynamic and creative as professionals seek ways to meet the needs of students. Teachers participating in collaborative inquiry continually adapt and apply knowledge and pedagogical approaches in response to their work in the classroom.

7. RECIPROCAL
   Theory and practice connect dynamically.
   With such wide and varied bodies of knowledge to explore, and limited time to act on the specific needs of students, it is important that the use of expert knowledge is strategic and purposeful. Purposeful use of book studies, literature reviews and consultation with other professionals are all means to ground the inquiry within the existing bases of knowledge.
please visit NLPSlearns

<table>
<thead>
<tr>
<th>PLC</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLLABORATIVE INQUIRY</td>
<td>ABORIGINAL UNDERSTANDINGS</td>
</tr>
</tbody>
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REFERENCES


OECD, The Nature of Learning, Using Research to Inspire Practice, Practitioner Guide


System Leaders and Collaborative Inquiry (September 2015)

Collaborative Inquiry in Ontario What We Have Learned and Where We Are Now (September 2014)

Dynamic Learning: Connecting Student Learning and Educator Learning (August 2013)

Professional Learning Communities: A Model for Ontario Schools (October 2007)
PROFESSIONAL LEARNING COMMUNITIES (PLCs)
“If there is anything that the research community agrees on, it is this: the right kind of continuous, structured teacher collaboration improves the quality of teaching and pays big, often immediate, dividends in student learning and professional morale in virtually any setting. Our experience with schools across the nations bears this out unequivocally.”
(Schmoker, 2004, p. 48)
Collective teacher efficacy deserves the attention of every educator because it was recently ranked as the #1 factor influencing student achievement.

-Hattie, 2016
The ultimate goal of a Professional Learning Community (PLC) is to improve student achievement.
Key Components of a PLC:

- Common Understandings
- Collaborative Inquiry
- Relationships
- Focus on Student Learning
- Group Decision Making
- Document, Share & Celebrate
What's going on for our learners?

What are we going to do about it?

How do we know we have made enough of a difference?

What's next?
“Innovation floats on a sea of inquiry and curiosity is a driver for change.”
(Timperley, Halbert & Kaser, 2014)
Learning Alternatives
Hay c:ep qa

SNUNEYMUXW FIRST NATION
Our School ... Our Programs

School Aged Programs:
- JLA (Junior Learning Alternatives)
- SLA (Senior Learning Alternatives)
- RAVENS (Reclaiming A Village of Empathy and Nurturing Spirit) Lelum
- ABOUT (Alternative Based Opportunities United by Teamwork)
- ITT (Introduction To Trades)
- FLOW (Family Learning Outreach and Wellness)

Adult Programs:
- NCC (Nanaimo Correctional Centre)
- Snu uy ulh Lelum (House of Learning)
In this school
We do second chances
We apologize
We forgive easily
We respect each other
We keep our promises
We never give up
We encourage one another
We laugh often
We belong
We are a family
Junior Learning Alternatives

Located in Room 113 at John Barsby
Students in Grades 8 and 9
27 Students
Senior Learning Alternatives

In Rooms 111, 122, 124, 126, 130 at John Barsby
Students in Grades 10-12
159 Students
Ravens Lelum

Located in Room 126 at John Barsby
Students in Grades 10-12
10 Students
ABOUT

Located at Woodlands Secondary
Students in Grades 8-12
47 Students (9 Junior and 38 Senior)
Introduction To Trades

Located in 2 Portables and Outdoor Yard at John Barsby
Students in Grades 10-12
18 Students
FLOW

Located at Island Connect Education
Students in Grades 8-12
19 Students
Snu uy ulh Lelum & NCC

Located at Woodbank and Nanaimo Correctional Centre
40 Adult Students (20 at each site)
Circle of Courage

The Circle of Courage is woven throughout all of our programs. This model of youth development is based on the principles of belonging, mastery, independence and generosity.
Project Based Learning

A student-centered pedagogy that involves a dynamic classroom approach helping students acquire a deeper knowledge through active exploration of real-world challenges and problems.
Poverty

In Nanaimo Ladysmith Public Schools 1 in 4 students and families live in poverty.

In Learning Alternatives more than 3 in 4 live in poverty.
Grad Rates

Historical 6 Year Dogwood Completion Rates
2013-2017

On Reserve Status  
All Students  
Aboriginal
2018-2019 Projections

Aboriginal Grade 12 Cohort Dogwood Projection 2018-19

- Aboriginal Students
- Graduation
- Maybe
- Concern
## Aboriginal Grad Rates

<table>
<thead>
<tr>
<th>School</th>
<th>Aboriginal Students</th>
<th>Graduation</th>
<th>Maybe</th>
<th>Concern</th>
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</thead>
<tbody>
<tr>
<td>Dover Bay</td>
<td>23</td>
<td>13</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Learning Alternatives</td>
<td>28</td>
<td>7</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>Cedar</td>
<td>12</td>
<td>4</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>NDSS</td>
<td>23</td>
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<td>Wellington</td>
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<td>LSS</td>
<td>20</td>
<td>13</td>
<td>3</td>
<td>4</td>
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<tr>
<td>John Barsby</td>
<td>25</td>
<td>14</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>153</td>
<td>82</td>
<td>42</td>
<td>29</td>
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</table>

- 82 of 153 = 54%
- 87 of 153 = 57%
- 92 of 153 = 60%
- 97 of 153 = 63%
- 102 of 153 = 67%
- 107 of 153 = 70%
- 112 of 153 = 73%
- 117 of 153 = 76%
Our mission is to provide dignity, purpose and options to every student.
https://la.schools.sd68.bc.ca

@LearningAltern1

learning_alternatives