

THE BOARD OF EDUCATION OF SCHOOL DISTRICT 68
EDUCATION COMMITTEE MEETING
AGENDA

Wednesday, January 5, 2022, 6:00 PM
ONLINE MICROSOFT TEAMS MEETING

Please note that the proceedings of this meeting are being recorded to assist in the preparation of the minutes of the meeting. The recording of this meeting are records of the School District, as defined in the Freedom of Information and Protection of Privacy Act, and as such may be the subject of access requests under the Act.

Pages

1. CALL TO ORDER

The Chair will call the meeting to order. With great respect and humility, we acknowledge and honour the lands of the Snuneymuxw people. The Snuneymuxw people maintain their profound, unique and spiritual connection to the land through ageless traditions, teachings, stewardship and expressions of reciprocity.

2. ADDITIONS TO THE AGENDA

3. DELETIONS TO THE AGENDA

4. CHANGE IN ORDER

5. APPROVAL OF THE AGENDA

That the Agenda be approved.

6. APPROVAL OF THE MINUTES

That the minutes from the Education Committee meeting held on December 1, 2021, be approved.

7. PRESENTATIONS

8. SENIOR STAFF REPORTS

8.1. Scott Saywell, Superintendent

7

Re: Coal Tyee - Name Change

8.2. Department of Learning Services

9

District Programs Update

- International Student Education - Rob Hutchins, District Principal;
- Career Technical Centre – Derek Beeston, District Principal
- Island ConnectED - Justin Mark, District Principal
- Learning Alternatives – Brett Hancock, Principal

9. CORRESPONDENCE REFERRED FROM THE REGULAR BOARD MEETING

10. UNFINISHED BUSINESS

11. NEW BUSINESS

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

If the meeting is being held online, individuals wishing to ask questions of the Board shall type their question in the Q&A compose box on the right side of the screen and then select send. Your question will be read by the Board or Committee Chair.

Questions and responses will be included in the video of the meeting and the meeting minutes and will be part of the public record.

13. ADJOURNMENT

That the meeting be adjourned.

THE BOARD OF EDUCATION OF SCHOOL DISTRICT 68
MINUTES OF THE EDUCATION COMMITTEE MEETING

December 1, 2021

Trustees	T. Brzovic, Chair S. Higginson, Vice Chair G. Keller C. O'Neill B. Robinson J. Stanley E. Wilkinson
Absent	C. McKay
Staff	S. Saywell, Superintendent/CEO M. Walsh, Secretary-Treasurer T. Davie, Deputy Superintendent D. Burgos, Ex. Dir. of Communications K. Matthews, Manager Admin. Services
Representatives	CUPE Representative: Laurie Jenks DPAC Representative: Jessica Krog-Irving NDTA Representative: Megan Simmer NSAA Representative: Shannon Apland

1. CALL TO ORDER

The Chair called the meeting to order at 6:01 pm.

2. ADDITIONS TO THE AGENDA

There were no additions.

3. DELETIONS TO THE AGENDA

There were no deletions.

4. CHANGE IN ORDER

There was no change in order.

5. APPROVAL OF THE AGENDA

E21/12/01-01

IT WAS MOVED BY Trustee Stanley

IT WAS SECONDED BY Trustee Higginson

That the Agenda be approved.

CARRIED UNANIMOUSLY

6. APPROVAL OF THE MINUTES

E21/12/01-02

IT WAS MOVED BY Trustee O'Neill

IT WAS SECONDED BY Trustee Keller

That the minutes from the Education Committee meeting held on November 3, 2021, be approved.

CARRIED UNANIMOUSLY

7. PRESENTATIONS

8. SENIOR STAFF REPORTS

8.1 Department of Learning Services

Re: Innovation Grants Introduction & Overview

School Presentations:

- Coal Tyee Elementary - Diane Charles, Principal; Chris Paugh, Vice Principal; Kristin Singbeil, Teacher-Librarian
- Ladysmith Secondary School - Dave Travers, Principal and William Taylor, Teacher

Tim Davie, Deputy Superintendent and Pete Sabo, Executive Director of Facilities and Planning, provided an update on how surplus funds for Syeyutsus Support and Outdoor Learning are being utilized. An Information Sheet is attached to the Agenda. Administrative teams from Coal Tyee Elementary School and Ladysmith Secondary School shared what staff have been working on with respect to the Board Goal's of Truth and Reconciliation and Being a Leader in Environment Stewardship and Sustainability.

8.2 Tim Davie, Deputy Superintendent

Re: Administrative Procedure - Partial Day Programs for Students (New)

Tim Davie, Deputy Superintendent and Kerri Steel, Director of Instruction, presented a new Administrative Procedure on partial day programs for students. After discussion and feedback from the Committee, it was determined that this AP be brought back to the Department of Learning Services for revisions and will be brought forward to a future Education Committee meeting. An Information Sheet, together the draft AP is attached to the Agenda.

9. CORRESPONDENCE REFERRED FROM THE REGULAR BOARD MEETING

There was none.

10. UNFINISHED BUSINESS

There was no Unfinished Business.

11. NEW BUSINESS

There was no New Business.

12. QUESTION PERIOD

There were six questions this evening:

1. (Katrina Gamlin) What is the consultation process for the development of this policy and who will ensure that this policy isn't used by School District 68 to simply exclude special needs children who lack the necessary supports in order to be successful in a full-time program? Answer: We have collected extensive feedback and information from families over a period of time and that doesn't mean we won't continue to engage in ongoing conversation. The goal of this AP, as the goal of all of our procedures that we develop in the system, is to better meet and support the diverse needs of all of the children in our system and that is the goal of this document.
2. (Ruby Pacini) What alternative environments are offered by School District 68 for students who may find the traditional classroom overwhelming? Answer: There are alternatives to a traditional classroom setting within the school. Throughout the district we have a distributive learning program and Island ConnectED, that offers programs. We have learning alternative programs that offer an alternative setting to the traditional classroom. There are opportunities for students and families often choose programs that best meet the needs of their students and sometimes it doesn't look like a traditional bricks and mortar classroom.
3. What is the population/percentage of students on a partial program who are in special needs/neurodiverse? Answer: We don't have that data here this evening.
4. (Ruby Pacini) Trustee Higginson identified this should be a last resort. What alternative environments and programs in School District 68 are made available and implemented for students prior to considering a partial day program? Answer: Everything that has been mentioned previously.

5. (Shannon Boisvert) I am not okay with the school district directing are deciding they can exclude a child from attending full-time. What is a parent supposed to do when they need to work full-time as an example as a child with part special needs? I was not included in these discussions around creating these policies. Answer: Placing a child on a part-time program is certainly not a frontline strategy for us and it's a very difficult decision. We have an exhaustive list of other alternatives and strategies that we attempt first. We work with families as much as we can but there are times where the health and well-being of that child and others in the environment need to be considered and we are compelled to make the decision.
6. (Chantal Ma) What happens if this AP is not followed where do parents go? Answer: Transparency is another reason for this AP is so people do understand and if we are not following out in the system. It's a guidance to our system as well and so of course if the district it makes a decision that a parent disagrees with that we do have a complaint process that allows for an appeal in very specific circumstances and in the case where we don't follow our a our own administrative procedures that would be certainly a place that we would expect a parent would raise it and hopefully we would solve that issue.

13. **ADJOURNMENT**

The meeting adjourned at 8:13 pm.

E21/12/01-03

IT WAS MOVED BY Trustee O'Neill

IT WAS SECONDED BY Trustee Keller

That the meeting be adjourned.

CARRIED UNANIMOUSLY

NANAIMO LADYSMITH PUBLIC SCHOOLS

EDUCATION COMMITTEE MEETING

ACTON SHEET

DATE: January 5, 2022
TO: Board of Education
FROM: Scott Saywell, Superintendent
SUBJECT: Coal Tyee - School Name Change

Recommendation

The Education Committee recommends that the Board of Education of School District No. 68 (Nanaimo-Ladysmith) engage Policy 2.19 and assign an ad hoc Committee to rename Coal Tyee Elementary School.

Background

This Action Sheet is to outline next steps with respect to the potential renaming of Coal Tyee Elementary School.

The Education Committee heard a presentation by the school at the December Education Committee meeting with respect to work being done by the school on the Board goal of reconciliation. This work has included discussions regarding the name Coal Tyee.

When Coal Tyee Elementary School was opened it was named after the Snuneymuxw resident KI-ET-SA-KUN also known as Coal Tyee. According to a bust of KI-ET-SA-KUN as described on City of Nanaimo website the story is as follows:

...In 1851, while Ki-et-sa-kun in having his gun repaired in Victoria; he mentions the coal in Winhuysen Inlet. In 1852, James Douglas sent Joseph Mackay (the clerk for the Hudson Bay Company) to Winhuysen Inlet to investigate the reports of coal deposits. He confirms the value of the coal deposits, a year later the Company decides to close the mine at Fort Rupert (where the coal deposits were found to be inferior) and transfer its mining operations to Winhuysen Inlet. On September 10th the first shipment of coal leaves for Victoria. In honour of Ki-et-sa-kun's discovery, he was given the name Coal Tyee, meaning Great Coal Chief.

We believe that at the time of the school opening, in good faith it was felt that he represented a positive story of collaboration between the colonial and Indigenous peoples as well as representing Nanaimo's heritage with respect to coal mining.

However, Coal Tyee is seen by our Snuneymuxw relatives as a tragic figure given his interaction with the colonial peoples led directly to purposeful colonization of the area and destructive resource extraction that has impacted the land. That interaction has also impacted the Snuneymuxw peoples in an extremely negative and ongoing way and led directly to the generational trauma that we are working with our Snuneymuxw relatives to heal. We also want to be clear that the colonization is the fault of the colonizers and not Coal Tyee nor any other Indigenous person. However, Coal Tyee's role is not one to be celebrated and is not consistent with our policies.

Further, given the view of our Snuneymuxw people with respect to the name, we have concerns that the school can be appropriately welcoming to students from the Snuneymuxw people. Given these facts, the name is not in line with Syeyutsus and it is time for change. Further, preliminary discussions with SFN indicate support for a change in name.

The Board's naming policy specifically contemplates the renaming of facilities. The purpose statement of Policy 2.19 – Naming of Schools or Parts of Facilities is as follows:

As per the Syeyutsus Reconciliation Framework, the Board recognizes that naming a school is a respected process critical to creating a sense of community, a sense of belonging and creating an opportunity to honour the land in which it is located. A school name also fosters a unique identity for families, students, and staff.

In addition to naming a facility, the Policy also contemplates the renaming of a facility as follows:

1. The Board will consider the renaming of a facility or part of a facility in limited circumstances that may include:
 - a. Where a local municipality or regional district renames a geographic reference associated with the school; or
 - b. Where the name of the facility or part of the facility does not align with Board policies; or
 - c. Where the Board receives a request from the community that aligns with the Board's naming policy.
2. Where the Board considers renaming a school or facility, they will receive a report regarding any potential cost implications for consideration in their decision-making process

NANAIMO LADYSMITH PUBLIC SCHOOLS

**EDUCATION COMMITTEE
PUBLIC MEETING**

INFORMATION SHEET

DATE: January 5, 2022
TO: Education Committee
FROM: Don Balcombe, Assistant Superintendent & Rob Hutchins, District Principal
SUBJECT: International Student Education Program

In 2021-2022, the International Student Education Program enrolled 385 students from 25 countries. Nanaimo-Ladysmith Public Schools has international students attending for one quarter, for a semester, or for a full year of study. Students benefit from the quality BC Curriculum, while experiencing Canadian culture and the lifestyle of beautiful Vancouver Island.

This year, over eighty percent (312) of our international students participate in our Homestay program. Living with an English-speaking Homestay family, students become part of the family, gain a deeper understanding of Canadian culture, and improve their English skills. Often the bonds that are made between international students and their Homestay families endure for many years, maintained virtually and through travel visits.

While most of our international students attend one of our secondary schools, we continue to expand the offerings for younger students to come and study at our elementary schools. This year, 17 students are enrolled at the elementary level.

COVID-19 has significantly impacted the ability of students to study abroad, especially from countries such as China, Brazil, and Mexico. Our Fall enrollment was impacted by the inability of students to obtain study permits, leave their home country, or arrive when they desired. Given these circumstances, our program will welcome our largest ever Spring enrollment of students at 110.

At home, COVID-19 has impacted the availability of Homestay spaces, which has required us to limit our enrollment. Despite this challenge, the total number of international students joining us has matched pre-COVID-19 numbers.

We continue to grow our program and expand opportunities for international students. We are pursuing new markets and new programming opportunities, including summer programming, to draw international students to our district. Despite world challenges, the future looks bright for ISE as we welcome more students to NLPS and to our beautiful part of the world.

NANAIMO LADYSMITH PUBLIC SCHOOLS

EDUCATION COMMITTEE PUBLIC MEETING

INFORMATION SHEET

DATE: January 5, 2022
TO: Education Committee
FROM: Don Balcombe, Assistant Superintendent & Derek Beeston, District Principal
SUBJECT: Careers and Technical Center (CTC)

Career programs offer the opportunity to get first-hand work experience in a career setting. This career exploration process can help students with the transition to the workplace by giving them the confidence they need to focus their efforts on getting the specific training and skills required for their career choice. Our team directly or indirectly supports over 4200 Students in Career Exploration any given year. In our **Dual Credit Programs** students earn both university and high school credits that lead to graduation and certification.

In Nanaimo Ladysmith Public Schools, we have several programs operating under the CTC:

- Discover The Maker Way – We offer Maker Days professional development to our teaching staff to support them with the tools necessary to give them the confidence to offer more hands on, project based learning opportunities in their own classroom.
- Discover The Trades – We run presentations spanning from a one-hour introduction session to multi-day experiential learning opportunities both in and outside the classrooms.
- Explore Trades Sampler – This program in partnership with VIU allows 24 students to spend one semester exploring five trade areas that lead them to “discover” their passion. Our CTC coordinator teaches three weeks of instruction during this program covering many trades and career related topics culminating in the Careers Life Connection (CLC) course completion. This opportunity also places the students in up to four weeks of on-site work experience. We offer a mixed cohort in September and an all-female cohort in February. We are developing a third indigenous cohort for the 2022-23 school year. Most of these students go onto Train in Trades or Work in Trades programs. In the first semester we have had 2 employers offer students full apprenticeships while on the work experience.

- Explore Trade Skills – This program is run at NLPS school sites. The NLPS teacher would deliver three trades experiences during a semester as well as some common core curriculum. The CTC manages the Industrial Training Authority (ITA) registration and funding and assists finance with transferring the ITA funding to the schools to help support their programs. They receive \$100.00 per student in the program.
- Guided Work Experience – This is a program that we offered in the past and would like to revisit as it was very successful. This specialized Work Placement Program supports transitioning District Skills for Life students (14 one year) to the workplace. This program has resulted in securing employment for some students.
- Train in Trades – In this **Dual Credit program**, we are currently supporting over a hundred students this year in 19 Foundation or Level Programs. We have current partnerships with five Post Secondary Institutions the main one being VIU. We are offering the second Marine Service Technician Level One Program in five years in Nanaimo in partnership with Quadrant Marine. These programs are tuition free for our students.
- Work In Trades – We are targeting 40 students currently in or completing our Work in Trades Program this year. This program awards the student 16 school credits toward graduation, records hours with the ITA toward their trade and receive a \$1000.00 award. For any student that is both in Work In Trades and Train In Trades we receive a dual credit grant of \$500.00/student from the ITA.
- **Dual Credit Enrichment** – We have 90+ students taking over 170 courses this year in areas other than Trades, Technology, or Certifications. This allows students to experience the transition to University life in a safe and supported manner. Students can take up to four VIU Academic courses in a school year and receive the opportunity for early admission at VIU. This program is tuition free for our students.
- Certificate and Diploma – Besides trades the CTC offers this **Dual Credit** programs that include -Administration Assistant, Dental Assistant, Education Assistant, Early Childhood Education and Care, Health Care Assistant, and Information Technology and Applied Systems in both network security and application and webpage development.
- Elementary Trades Trailer – Our Elementary Trades teacher takes our trailer to our Elementary Schools to deliver a hands-on project-based experience. This experience is the first time most of these students have had a tool in their hand. This program is a great equalizer for students of all abilities.
- Certification training – In the past we coordinated certifications for over 200 students. This certification targeted students for the construction, healthcare, and food service industries: (CSTS, World Host, Food Safe, Standard First Aid with AED and CPR, WCB Occupational First Aid Level One, Fall Protection, Forklift, Scissor Lift, Confined Space,

Respirator Fit and Lock Out Procedures. It took place in July immediately following the end of the school year. We are trying to find a way to run this again as it led to many students securing summer employment, careers, and apprentices.

- Partnerships:
 - Heavy Metal Rocks – This three-day experience for 32 students allows them to independently operate road building equipment. They experience first hand if Heavy Equipment Operation is in their future.
 - RCMP Summer Camp – This one week camp allows 30 students to “live” the experience of the RCMP from learning arrest methods to how to run tactical operations. Due to COVID it has been postponed to 2022-23.
 - Education and Career Fair- We help organize these for the district. These have all moved online for the last two years but we look forward to in person events returning one day.
 - Ministry of Education – We are one of ten districts that were accepted to offer a pilot Early Childhood Education and Care course cost free for students at VIU. This course (ECEC 150) starts them on a journey that can lead to Early Childhood Educator, Education Assistant, Teacher, or Child Youth Family Support Worker. It also certifies them as an ECE Assistant A.
 - Stzuminus School – We are hosting Indigenous students from Stzuminus and LSS for a tour of CTC programs at VIU. They will receive presentations from Trades, Welcome Navigators, and the CTC on the options available at VIU both for Dual Credit and post high school. This is a pilot we hope to make an annual event and extend to include other local First Nation communities.
 - Skills Canada – This competition will be formatted to comply with health and safety due to COVID. **Typically**, over 1000 grade 5 - 9 students competed in their own schools to be one of the 200 juniors to compete along side our 100 grade 10 to 12 students in our Skills Canada Competition this year. We hosted 35 schools from 5 school districts that competed in 14 contests for the Mid Vancouver Island. Gold winning competitors from our region move onto the Provincials. Winners from there can move onto the National and even the World Competitions. We also have 200 plus students tour for the day and cheer on their classmates.
 - Mid Island Partnership – We are signatures in a Mid Island Partnership with VIU and nine other Districts. This partnership will solidify support and strengthen our dual credit programs including Trades, Technical, and Academic.

- VIU Student Support Services (SSS) – We do not have the ability to actively support students in their VIU classrooms, so we work with VIU SSS to ensure our students are receiving any supports they require to be successful in their VIU Programs.

Student totals do not tell the story of the CTC. The total courses that students take varies from 1 – 12 courses per year depending on what Program.

Below is a funded course total for this school year to date. This number will grow as we move forward as it does not include the New ECEC Pilot, new Work In Trades Students, the new Marine Service Tech Course, or new seats we get for other programs as they come available. I anticipate another 150- 200 courses this year. We are working with 273 students in active courses and tracking 30 Work In Trades students whose course work is complete but we still work with them until they reach their hour total (900) and get their \$1000.00 from the Ministry.

Total 2021-22 Courses as of December 16, 2021 = **1235**

Train in Trades September 2021	458
Train in Trades February 2022	205
Careers Certificate September 2021	89
Careers Certificate February 2022	30
Trades Sampler September 2021	48
Trades Sampler February 2022	39
Dce Sept 2021	80
Dce Feb 2022	94
Work in Trades	192

Total 2021-22 Courses **1235**

Our completion rates remain in the 90's for all programs. We are still seeing the effects of COVID translating into increased stress and anxiety with students and have shifted internal resources along with support from other district personal to support those concerns.

NANAIMO LADYSMITH PUBLIC SCHOOLS

EDUCATION COMMITTEE PUBLIC MEETING

INFORMATION SHEET

DATE: January 5, 2022
TO: Education Committee
FROM: Don Balcombe, Assistant Superintendent & Justin Mark, District Principal
SUBJECT: Island ConnectEd K-12

2021/22 Program overview and services

Island ConnectEd is a K-12 Online Learning school. Currently we have over 500 full time students enrolled. Our school caters to several groups of students. We run full time K-9 programming either fully online, or supplemented with some in-person lessons, clubs and social development activities. We have full time grade 10-12 students, as well as dual enrolled and cross enrolled students taking one or more courses towards graduation. At this time we serve over 800 dual enrolled students. We also have some adult learners working towards graduation and some who are upgrading for post-secondary admission. Our secondary component is a year-round school, offering full courses that can start at any time during the year. We encourage students to complete all courses by the end of June each year, however students may apply to continue past the end of the school year.

Some important components of our District and our Online Learning School:

- Year round for grades 10-12
- With the support of the school district we have pivoted towards a new Learning Management System (Canvas) with the goal of providing an easier and more differentiated interface for our K-12 students, families and staff.
- We have completely redesigned our K-9 curriculum to better integrate district and provincial instruction and assessment practices.
- We are in the process of rebuilding all of our 10-12 online courses in Canvas, including new offerings and in some cases full redesigns.
- Our district has been walking together with local First Nations partners, taking significant steps toward Truth and Reconciliation, and honouring Aboriginal Ways of Knowing on our course development and district services

- Our school staff includes inclusion support teachers; educational assistants; First Nations Cultural Support workers; Child, Youth and Family Support Worker, Coordinator, and Counsellors to support student learning
- We use a third-party communication tool to ensure that students and parents receive timely feedback, communication of student learning, and early warnings of lack of progress
- Our district is currently in the process of developing through a collaborative district team combined English First People's courses with Contemporary Indigenous Studies 12 and BC First Peoples 12 that we were anticipating adapting these courses for our online school. This would allow students to meet all the curricular competencies and content for both courses through a rich exploration of local and global Indigenous content, culture, and history

Supporting Student Success:

Overview of support systems:

Our school has been working on improving course completions through:

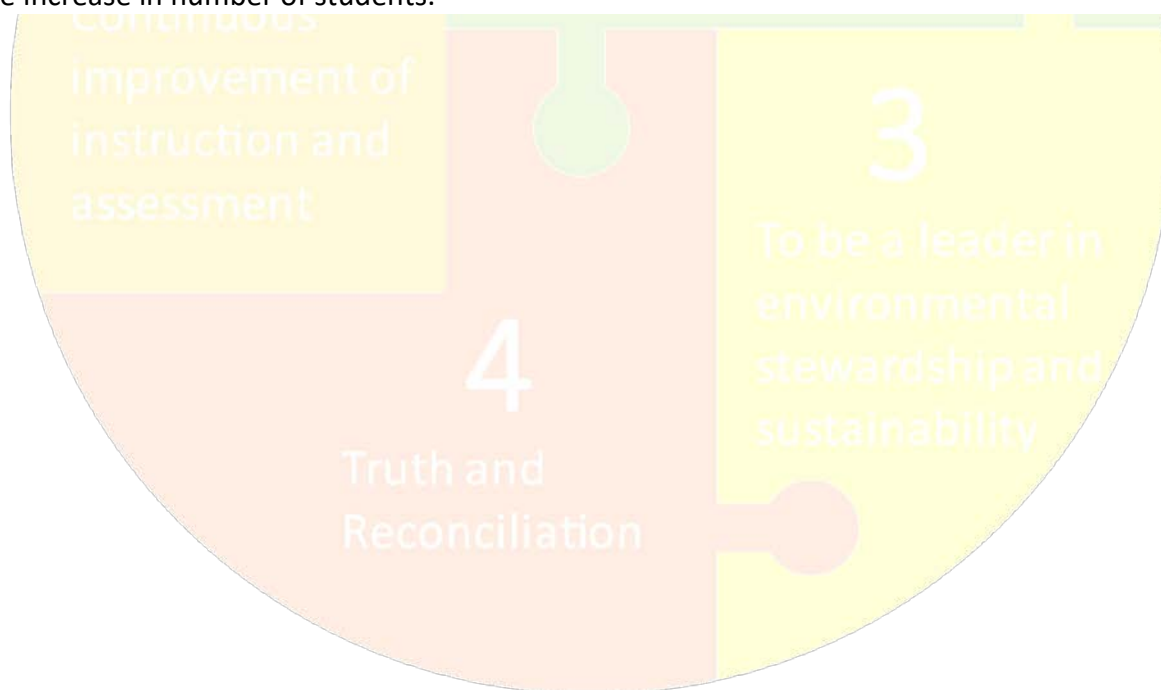
- Providing different methods of demonstrating learning
- Allowing for student choice, where possible, for assignments, resources like book choice, and other opportunities to choose their own learning journey
- We work with other schools' inclusion support teams to support diverse learners needs through adapting our online course or requirements to meet their needs
- Allowing students to use software and other resources when needed to support their learning
- Having learners work with an EA, online or in person if needed
- Using our school-based team to address needs that are beyond what we typically see in our courses
- Having a soft deadline of June for courses, that students can request an extension beyond (we find a little pressure can help learners to rise to the challenge)
- Having triggers for our teachers to reach out to learners when they have been inactive with compassionate inquiry to find out what their barriers have been
- We have been working to establish manageable workloads for our teachers so that they have the capacity to engage vulnerable and disengaged students as needed
- For students for whom we are the school of record, we have additional supports from admin, child and youth worker(s), inclusion support workers, coordinators, ELL teachers, school psychologists, counselors, and speech and language pathologists who work as a team to address student needs

Measuring success

Our online school has maintained tracking documents that include all active courses, and their completion status. These are for individual courses in grades 10-12.

School Year	Percent Complete	Percent Withdrawn	Percent In-Progress
2016-17	65.6%	27.2%	7.2%
2017-18	64.7%	24.8%	10.6%
2018-19	60.7%	31.9%	7.4%
2019-20	65.9%	26.7%	7.4%
2020-21 #	73.5%	19.6%	6.9%
Current year in progress (as of December 8)	36.8%	11.5%	51.6%

#Note – new courses with new curriculum fully implemented, success rates are stronger despite large increase in number of students.



NANAIMO LADYSMITH PUBLIC SCHOOLS

**EDUCATION COMMITTEE
PUBLIC MEETING**

INFORMATION SHEET

DATE: January 5, 2022
TO: Education Committee
FROM: Don Balcombe, Assistant Superintendent & Brett Hancock, Principal
SUBJECT: Learning Alternatives Programs

Learning Alternatives enrolls students in six programs.

Senior Learning Alternatives is a grade 10-12 program that inspires students to create a vision for their future while teachers offer supports to help translate that vision into reality. Raven's Lelum – Young Parent Program offers specialized programming that prioritizes overall student wellness alongside coursework. The program empowers young parents to achieve positive academic performance in conjunction with effective parenting abilities. These two programs, located at John Barsby Community School, enrol 133 students.

The Intro to Trades program is an innovative program that enrolls 15 students each semester. The program provides opportunities for students to complete academic courses as well as work alongside a teacher in a shop, on a Learning Studio, or in the community. The program is located at Woodlands Secondary School.

Take a Hike is a full-time grade 8-12 program using the outdoors and adventure to engage vulnerable youth in learning and their community while providing mental health supports. A full-time clinical counsellor is embedded in the program, supporting 31 students. The program is located at Woodlands Secondary School.

The Family Learning Outreach and Wellness (FLOW) program is designed to provide social-emotional and mental health support for eleven academically driven students whose current mental health makes it difficult to attend their larger brick and mortar high school. The program provides a low stimulus environment that removes many of the anxiety drivers experienced by these students. The program is located at Island Connect Ed (previously Mount Benson)

Alternatives Based Opportunities United by Teamwork (ABOUT) program enrolls 175 students and is located at Woodlands Secondary School. It is a vibrant grade 8-12 program that incorporates unique learning opportunities and indigenous cultural education as the foundation to core academics. Student have flexible scheduling and individualized support as they work toward completing graduation requirements. The program includes students who have transitioned from Tsawalk program formerly part of School District #84.