



**NANAIMO LADYSMITH PUBLIC SCHOOLS
STRATEGIC DIRECTIONS COMMITTEE
PUBLIC MEETING
INFORMATION SHEET**

DATE: January 14, 2026
TO: Strategic Directions Committee
FROM: Margaret Olsen, Assistant Superintendent, Secondary
SUBJECT: Island ConnectEd Review

Background

An appreciative review of Island ConnectEd (ICE) programs was initiated in spring 2025 and completed in fall 2025. The review examined enrolment trends, achievement data, student transitions, stakeholder feedback, and alignment with district and provincial goals. Based on this analysis, strengths and challenges across ICE programs were identified, and the review team developed recommendations and proposed next steps to guide future planning.

Discussion

Strengths

Island ConnectEd provides flexible options for students and families across all programs. In the K–7 program, most students meet or exceed expectations in reading, writing, and numeracy, supported by active parent involvement and a flexible hybrid learning model. At the Grade 8/9 level, students build independence while maintaining consistent support, with Grade 8 showing high engagement and strong progress. For Grades 10–12, many students choose ICE as their school of record for its independence, flexibility, and self-paced learning environment. For students enrolled in traditional high schools, ICE provides flexible pathways and access to courses that are not available at their home school. Adult and graduated learners benefit from a respectful, inclusive learning path that acknowledges life realities and supports upgrading post-secondary goals.

Challenges

Island ConnectEd serves a diverse range of learners, which brings increasing complexity across programs. At the Grade 8/9 level, engagement declines significantly in Grade 9, and student profiles show greater complexity. For Grades 10–12, engagement and course completion rates are low. Dual-enrolled students present coordination challenges between ICE and home schools, which may include timetable disruptions and higher withdrawal rates. Adult and graduated learners may face barriers such as limited access to technology and reduced availability of academic advising or counseling support.

Recommendations

- Develop consistent district-wide criteria for schools to timetable students into ICE supported blocks within their school of record. Possible criteria could include:
 - The course is not offered in the school of record.
 - The student requires an alternate learning setting due to (documented) learning, health, or social-emotional needs, or extra-curricular activities.
- Develop a process to ensure guided registration (with a counsellor or administrator at their school of record) in ICE courses for dual enrolled students.
- Explore innovative ways for ICE to collaborate with high schools to offer courses not available in school timetables.
- Explore how a needs-based resource allocation model can respond to the documented needs of students in full-time ICE programs.
- Internalize the recommendations of the BC Online Programs for Accountability and Quality Assurance Review.
- Ensure course content, instruction and assessment aligns with provincial standards.
- Review graduation pathways and student programming for students in grades 10-12.

Next Steps

In relation to the recommendations, the following next steps will be taken:

1. Create registration protocols and procedures.
2. Investigate a needs-based resource allocation model.
3. Work with ICE staff to increase collaborative processes that build capacity and allow meaningful access to programs.
4. Ensure graduation pathways are reviewed and prioritized for all current and future students in grades 10-12.
5. Prioritize communication with families when adjustments to processes occur.

Appendix A: Island ConnectED Review

