

Education Committee Presentation

Summer Programs 2021

ELEMENTARY OUTREACH

SECONDARY WOODLANDS DROP-IN

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NANAIMO LADYSMITH
PUBLIC SCHOOLS



What are we doing?

School Board Goal

SAFE, CARING & HEALTHY LEARNING & WORKING ENVIRONMENT THAT IS INCLUSIVE OF THE DIVERSITY OF OUR ENTIRE LEARNING COMMUNITY

Objective

Increase the number of students who feel welcomed, safe, connected and have a sense of belonging in their school



Why are we doing it?

Academic learning is inseparable from social emotional learning.

Understanding and supporting the mental health and well-being for students and staff is imperative given the impacts of the pandemic, the BC wildfires and trauma associated with the ongoing discoveries related to residential school policy.

One in five local youth report they are not receiving needed mental health services.

The Ministry of Education (July 2021) “Key Principles and Strategies for K-12 Mental Health Promotion in Schools

McCreary Centre (2020) “Balance and Connection in Central Vancouver Island: The Health and Well-Being of Our Youth”

Social Emotional Learning Exchange (2020) “Social and Emotional Learning Research Abstracts”



How are we doing it?

Summer Programs 2021

Elementary Outreach

Secondary Woodlands Drop-In

OBJECTIVE: INCREASE THE NUMBER OF STUDENTS WHO FEEL WELCOMED, SAFE, CONNECTED AND HAVE A SENSE OF BELONGING IN THEIR SCHOOL

COMPASSIONATE
RELATIONSHIPS

School Board Goal: Safe, Caring & Healthy Learning & Working Environment that is inclusive of the diversity of our entire learning community.



WHO WAS ON THE TEAM?

Island ConnectEd ADMINISTRATION

MANAGER MENTAL HEALTH & ADDICTIONS

- ▶ Secondary teachers– offered to attend Woodlands on a rotating basis
- ▶ Secondary Child Youth Family Support Worker
- ▶ 4 Elementary Child Youth Family Support Workers



Strategies to Connect with Students, Caregivers and the Community

- Offered food & drink to students.
- Provided 1:1 tours of secondary schools for new grade-eight students.
- Field trips and transportation (bus) to Pipers Lagoon, Parksville Mini Golf and the Nanaimo Museum.
- Visited the Wildwood Eco Forest and experienced land-based learning.
- Reached out to families - knocked on doors, made calls, sent texts and emails.
- Arranged small group meetups in local neighborhoods
- Provided art/barista training/sports/science in the park.
- Made home visits with caregivers and connected them with other services
- Supported credit recovery for secondary students

ICEBERG ANALOGY



Aligned Program Rationale with Objective

A safe learning environment is the result of securely attached students.

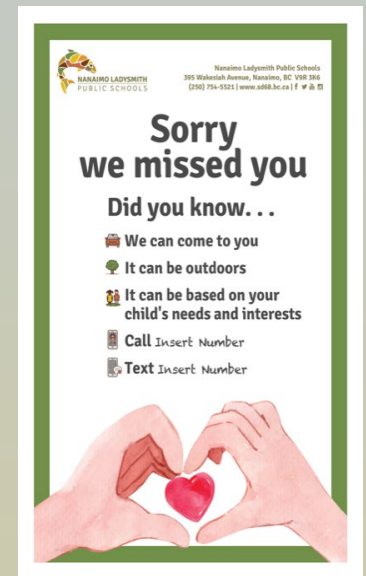
Attachments develop when students feel valued while their needs are being addressed.

FOOD + NURTURING RESPONSIVE STRATEGIES = ATTACHMENT



How do we know it worked?

- 100 elementary students and 40 secondary students were greeted and supported by NLPS. It changed their stories about school. “I have never come to school this much before. I hate school, but I like this.” Every secondary school in the district had students attend Woodlands.
- 100% of students referred to either program were contacted by text, phone, email or by leaving this card at their door. Caregivers with their own trauma history linked to school were able to let down their guard and over time, allowing us to build a new relationship with district staff.
- Compassionate staff this spring supported our outreach efforts. They continued to partner with us in the summer and with continuity in staffing, into the Fall.
- Bridges were built between disconnected students impacted by the pandemic and their new secondary schools by facilitating personal, 1:1 tours and meeting secondary counsellors.



It's working. A story...

A funny and unexpected thing happened....

The elementary team met each morning at Fairview Elementary school for a “huddle”.

I opened at 8 am to allow for air flow. One day a giant fat cat wandered in. As I took the cat back outside, two little girls were at the door. They had no shoes.

“What are you guys doing in here?”

Word spread from that encounter and over twenty unrefereed neighborhood students including students from NK attended drop-in sessions. We bought flip flops and they were able to “shop” for shoes. We scheduled drop-in times for art, sports, and Jenga twice a week. All of the students used beautiful manners when speaking to us- demonstrating how much they valued the opportunity.

This organic self-referral was our strongest indicator that this worked.





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THANK YOU

