



# Eighth Avenue Learning Centre:

Home of the SD70 Alternative Learning Program, CHOICES  
Online Learning, and Pacific Rim Continuing Education



## 2024/2025

Nick Seredick- Principal

Lisa Fryer- Vice Principal

### Land Statement

Eighth Avenue Learning Centre is situated on the ha-houlthees of the c̓išaaʔat̓h and hupačasath First Nations and acknowledge that we work alongside all Nuuchahnulth nations as well as the Métis Nation of British Columbia to serve the children and youth of the Alberni-Clayoquot region.

The district strives to increase awareness, understanding and integration of Nuuchahnulth culture, history and language in all SD70 schools. It is part of our ongoing commitment to Truth and Reconciliation.



## Our School Story

### **What are the unique, positive characteristics that we celebrate in our school/community?**

Our mission is to improve the life chances of every student by providing engaging, accessible, and equitable learning opportunities. At EALC, we develop individualized and innovative programs to inspire youth to be lifelong learners, positive life participants, and citizens with a future focus. Our programs are evolutionary in nature and change with the needs of students and evolve with the skills and passions of our educators.

Our team of face to face, online, and adult educators blend the beliefs that every individual has gifts to be celebrated, every individual deserves unconditional support, and education is action based and skills orientated. Our school team is made up of creative and hardworking teachers, caring and skilled Youth Care Workers, a supportive administrator, and numerous school partners who share the vision of ensuring student success.

Our goal is to motivate our learners to engage in learning and to create experiences that help shape positive interactions with others, healthy experiences with themselves, sustainable and caring relationships with the environment and the community and inspire youth to participate positively in the future.



## **What are the important demographics of our school and community?**

Eighth Avenue Learning Centre is comprised of three schools, each with its own unique demographics. The SD70 Alternative Program is a very diverse program supporting the learning needs of approximately 135 students in grades 9-12.

**The Alternative Program** hosts the following learning groups: **A grade 10-12 cohort learning program** focused on skill centered, action learning for students to meet the academic, career, and socio-emotional goals of their grade level. The Cohort Learning program also provides students the opportunity to participate in: Environmental Sciences program, Nuu-Chah-Nulth cultural program, Applied Skills and Design, Basketball Leadership program, Learning on the Land program, Fishing Program, and Creative Arts program. All the Cohort Learning programs follow the First People's Principles of Learning which emphasize the importance of meaning and identity in learning which, creates engaging learning opportunities for all students.

The Alternative program also hosts the **Learning Commons**, a flexible teacher guided online learning opportunity for students in grades 10-12 for students who need a quiet, self-paced learning environment ; **Friday School**, a seminar style accelerated learning program for students who are unable to attend full time due to work, family commitments, or shared school with another organization; and our **Direct Instruction** program that is targeted for youth who need Maths, Sciences, and Senior Language Arts, and electives for entry into a trades program, post-secondary program, or work.

**CHOICES online learning** serves students from K-12 who need a facilitated online learning option due to family choice or health reasons. CHOICES online learning combines online learning with teacher facilitated one on one learning for academics and small group instruction for applied skills, health and wellness, and arts. Enrollment in CHOICES can happen throughout the school year.

**Pacific Rim Continuing Education** serves approximately 250 adults taking two or more courses leading to graduation or upgrading for a career or post secondary opportunity.

# Our School Goals

**EALC** strives to create accessible, engaging, and equitable learning environments for all learners in all programs. Our school focuses on a relationship-based approach to engaging with student values, student voice, and values personal needs alongside each student's academic needs and future goals. All students have an advisor who gets to know the student and co-manages their educational program each year.

## Goal 1

### **To improve the social and emotional well-being of students**

*Mental Health and Social-Emotional Well-being*

*Environmental Stewardship and Global Citizenship*

*Indigenous Learner Success and Relationships with First Nations*

- Collaborate with Indigenous communities to support students and connect students to their culture.
- Facilitate land based learning and wellness experiences for students.
- Practice environmental stewardship and sustainability with students.
- Connect each student to an advisor to guide and support them.
- Establish and enhance relationships to school based and community supports.
- Provide targeted wrap around services for students identified in red during Indicators of Success reporting.
- Facilitate peer support training sessions to allow for skilled supportive conversations between peers.

#### **Measure 1**

- Monitor the social and emotional domain of the Indicators of Success survey to see the percentage of students who are red, yellow, or green. Specific student challenges in the red zone will be addressed through targeted SD70 and community supports.

#### **Measure 2**

- Survey all students and staff utilizing the Indicators of Success
- Student feedback for the indicators will be compared to the educator feedback

#### **Target 1**

- Have fewer than 40% of students in the social and emotional red zone throughout the four *Indicators of Success* reporting periods.

#### **Target 2**

- Ensure cohort students access nature at least twice per trimester.



## Goal 2

**To engage cohort students, increase attendance, and accumulate graduation credits to have success in school and have a future focus.**

*Student Achievement*

- Provide accessible and creative instruction opportunities.
- Provide hot lunches for students four days per week.
- Establish school wide events and family events to develop positive school culture.
- Connect each student to an advisor and Youth Care Worker to guide and support them.
- Advisors will meet with our support team every term to review, challenge, change, and add to the educational program of each student
- Utilize school district and community based outreach services to families to support attendance.
- Collaborate with Indigenous communities to support students.
- Survey students and develop their future focus while ensuring students can physically access and experience postsecondary education and work sites.

**Measure 1:** Track student attendance in cohorts monthly.

**Measure 2:** Assess how many students have a future focus in October.

**Measure 3:** Identify course completion for cohort students.

**Target 1:** Students in cohorts will attend at least 75% of their scheduled time. For students not attending 75% of their scheduled time, enhanced outreach services will be initiated.

**Target 2:** 60% of students will have a future focus by May 2024.

**Target 3:** Students in cohorts will obtain 32 course credits over the school year

## Goal 3

**To increase the Dogwood Diploma graduation rate through students transitioning to ADSS, or through students completing Dogwood requirements at the Eighth Avenue Learning Centre.**

*Student Achievement*

*Safe, Welcoming and Modern Learning Environments*

- Providing regular graduation path goal setting with students and Indigenous education managers.
- Encourage students to access Independent Directed Studies for additional elective credits and to connect students to subject areas they are passionate about.
- Providing academic and non traditional educational opportunities at EALC.
- Ensure strong outreach to parents, caregivers, and community resources.
- Provide accessible learning and working environments.
- Facilitating transitions to ADSS.

## Data/Evidence

**EALC** reviews wellness, attendance, and academic data on each student quarterly. We use the **Indicators of School Success** (extensive support needed (red), some support needed (yellow), no support needed (green), to assess the learning, attendance, and wellness progress of each student during the year. To honor student voice, and to ensure that educators are not the only ones to assess students, each student will assess themselves in each indicator area. Each student meeting leads to adjustments of the academic, social, cultural, and wellness programming at school for students so that we continue to improve the support and learning environments on an ongoing basis. This data is critical evidence for school planning and goal assessment.

EALC will also use the following data to measure school goals:

- **Daily attendance:** do our school programs lead to increased attendance from our learners?
- **Course completion:** does our competency centered, action learning program lead to an increase in course completion for our students?
- **Graduation rate:** do the diverse programs of EALC provide accessible, engaging, and equitable opportunities to graduate a public secondary program?
- **Student, Indigenous, and Community Partner feedback:** How do our students and community partners feel we can enhance the programs at EALC?



# Our School Celebration Story

At EALC we celebrate student success every day! With the transition to a competency centered, action-based learning cohort system we have seen the number of students attending, and the consistency of attendance in general increase at our school. While we have a long way to go, we will continue to be innovative, continue to use the First Peoples Principles of Learning as the foundation for our educational change, and continue to create personalized learning opportunities for each student.

Our attention to personal needs and commitment to personalized educational programming that our advisor system facilitates, is a school strength. EALC continues to have graduating classes between 60-80 students; many of whom are excited to continue to post-secondary education, work, or family commitments.

As the picture below demonstrates, learning at EALC can be an active and engaging experience! We will continue to walk alongside our students, families, Communities, and community partners to create supportive, engaging, educational environments for our students.

