



Well-Connected 10-12

- We offer personalized programming: subjects, units/assignments are adapted or personalized to fit students' needs/abilities/interests.
- We offer flexible timetables, part time learning, and home-based learning, when appropriate, with the goal of transitioning back into regular, mainstream schooling.
- We teach learning/compensatory strategies to empower students so they can use these strategies across all courses/with other classroom teachers.
- We provide class accommodations, separate settings, safety, security, and a welcoming environment.
- Providing social, emotional support in collaboration with counsellors and CYFSWs.

Students:

- Students who are at risk (academics, social-emotional needs, complex care)
- Students in need of trauma-based support.
- Part time attending students
- Students with independent living contracts
- Adult grad students

Referral Process:

- TRIAD meeting with administration, counsellors, CYFSW (with contributions from other staff.)
- Monday, SBT Meetings
- File reviews

Staff:

- Room B102B
- Neil Grigoletto – Teacher
ngrigoletto@sd68.bc.ca

Caregivers:

- Caregivers will be informed of this change in programming by counselling staff and/or administration.
- Caregivers are invited to meet with the Well-Connected staff for a tour and explanation of the program.
- Continual communication with Well-Connected staff and counsellors for student progress.
- Regular updates on programming, allowing for emerging changes in student situations that arise throughout the semester and year.



English Language Learners (ELL)

- Ongoing support for ELL students with the academic language of their content area classes: speaking, listening, reading/viewing, and writing
- Culturally responsive, student identity centered, and asset based.
- Focus on developing language while learning content within the classroom environment.



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Students:

- Primary language(s) of the home are other than English
- New immigrants/refugees or may be born in Canada

Referral Process:

- Teacher/counsellor/ELL specialist work together to identify and add ELL students to support.
- Assessment, ongoing progress review, and discontinuation of service is a shared, professional responsibility.

Staff:

- ELL support teacher .90 District Staff based Wellington (C120)
- District Staff and ELL Coordinator as needed
- Cultural Support Teacher/Worker as needed (Farsi, Ukrainian/Russian, Arabic, Chinese)

Caregivers:

- Caregiver letter sent in September to provide overview of support
- Communication with caregivers includes translation tools, and interpretation for accessibility
- Cultural/language support available for in-person meetings
- Connection to CVIMS and SWIS

Intake Process:

- Oral language assessment upon intake
- Initial language assessment based on BC ELL Standards
- Grade 7 transition process
- AIP (Annual Individualized Plan) developed (ideally) by end of September



tla'téwtxw

tla'téwtxw is a welcoming and supportive space prioritizing support and opportunities for Indigenous students at Wellington Secondary. This area offers a flexible learning area, a peaceful outdoor garden, a kitchen, and two other spaces designed to offer cultural opportunities, drop-in academic support, and wellness opportunities.

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Students:

Our priority is connecting with Indigenous students, although all students are welcome in tla'téwtxw. Indigenous students who opt in to the Indigenous Learning Program will be visited by the Indigenous Learning Teacher and/or Indigenous Culture and Support Worker for a check in at least once a month.

Staff:

Carter Merwin

Indigenous Learning Teacher
carter.merwin@sd68.bc.ca

Marley Heiberg

Indigenous Cultural and Student Support Worker
marley.heiberg@sd68.bc.ca Room F117 or
tla'ttxw (comfort space)

Caregivers:

A caregiver letter asking permission for Indigenous students to be involved in the program is sent home each September. Throughout the year, email updates will be sent to inform students and caregivers of upcoming events and information relevant to tla'téwtxw. Families are always welcome to connect with the tla'téwtxw staff through email or phone any time



Junior LINK: Outreach HUB

- For students with social-emotional and academic support needs.
- Small group of students (Grades 8-9) receive individualized attention. Tier 2/3 support needs.
- Coordination with Counsellors, Indigenous Learning Teacher, School Administrators, Inclusive Support Teachers, Child and Youth Support Worker, and other professionals as needed.
- Assessment & Intervention: Ongoing formative assessment, regular conferencing, and targeted interventions to build social-emotional skills, literacy, and numeracy competencies.
- Individualized Education Plans (IEPs): guide goal setting, and support strategies for students

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Students:

- Identified social emotional and academic needs
- Supported by an IEP or Learning Plan
- Requires small-group or personalized support to meet learning goals.

Referral Process:

- Triad- School-Based Team (SBT): Discussion and recommendation for support
- Urgent Referrals: Initiated by Counsellor in consultation with Admin and Program Staff.

Staff:

- Inclusive Support Teacher: Oversees learning plans, program planning and progress monitoring.
- Collaborative Team: Inclusion Support, School Admin, Counsellors, Child & Youth Care, Indigenous Learning teachers and other professionals as needed.
- Location: F123 Flexible learning space designed to support student needs.

Intake Process:

- File Review: Analysis of student records, attendance data, and IEP goals.
- Collaborative Planning: Includes family input and creation of a support plan.
- Baseline Assessment: Social-emotional and/or academic data collected or updated to guide programming.

Caregivers:

- Active participation in case management meetings.
- Engagement in learning plans and goal setting.
- Ongoing communication about progress, and next steps.



Child and Youth Family Support Worker (CYFSW) 8 - 12

As a part of School Based Team, provide supplemental support to at risk students

- Assists students integrating and re-integrating into the school community.
- Assists students to meet social emotional, personal and life goals
- Acts as a liaison between home and school
- Establishes and maintains effective working relationships with community agencies and resources: acts as a liaison and advocate for students and families as required.
- One on one social and emotional support

Referral Process:

Self-referral, or referral from administrative, academic or counselling staff via phone, email or in-person communication.

Staff:

Susan Reno

Monday to Friday

Nicole Hamilton

Schedule TBA

Caregivers:

- Interactions with caregivers over email, phone or in person regarding student
- Support with caregiver/teen conflict
- Outreach check ins/home visits when appropriate
- Support referrals to community supports



Skills for Life

Focus on literacy and numeracy skills, independence, functional skills (cooking, road safety, community connections), communication and social skills

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Students

Require highly individualized support with functional skills
May require augmentative or alternative communication support
Have complex behaviours or other needs

Referral Process:

- students are identified in Grade 7 transition process or internally through SBT
- needs based process

Staff:

- Teaching Support Staff
- EAs as needed
- District itinerant support staff as needed
- District Community Inclusion Youth Worker and Inclusion Support Team

Caregivers:

- Caregivers should be informed prior to enrollment and interventions taking place
- Teachers will communicate with caregivers on progress throughout the semester (or how long they are accessing the support)





Counselling

- supporting students' social-emotional needs
- education and career planning



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Students:

Supporting any student requiring social, emotional or self-regulation needs.

How to Connect:

- request counsellor appointment using request slips
- Email
- drop-ins ok

Staff:

- 3 counsellors
- organized by alphabet range of student last name
- Crystal Linn
- Kathleena Avender
- Nicole McCrae



