



School: District 42 Alternate Secondary

Principal: Steve Wiebe

Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Goal 1: Staff will continue developing and promoting a healthy sense of school community and identity based on an ethic of care. We will encourage and promote student connection with peers, staff and community supports to align with students' needs, strengths and interests.

B. Rationale

District 42 Alternate Secondary attracts students from a variety of schools both within and outside the district. We, as a staff, hope to ensure that students feel welcome and connected with our school. Our purpose is to improve student learning by cultivating personal identity and building relationships while honouring diverse identities in our school community. By focusing on these areas, we hope to co-create a safe space where students can find their place, work from their strengths, build community, and experience success.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Belonging/Mastery: connecting to the land; promoting mental and physical wellness through place-based learning and the creation of an outdoor learning space; developing a multi-sport outdoor surface; expanding school garden (constructing a greenhouse and irrigation system, creating school meals from garden produce, growing Indigenous plants and learning about plants from local Indigenous knowledge keepers); connecting to local Indigenous culture (with our Aboriginal support worker (ASW) and Aboriginal resource teacher (ART), through land-based knowledge, art, cedar harvesting and weaving, beading, drum making, and carving); sharing our new logo and branding clothes (new sign for the Arthur Peake Centre building and furniture for outdoor learning space); field trips (cedar bark harvesting, hikes, snowboarding, etc.); using song recording (studio) and videography (editing and producing content) to foster a sense of student ownership of school identity; producing crafts and decorations to create a student centred atmosphere of belonging, welcoming and community; continuation of Connecting Program to reintegrate students; looking at creative ways to engage students beyond the traditional school year; and connection, self-advocacy and communication-building through technology that allows staff to engage with students.

Independence: facilitating transitions into adult life by educating around budget, meal planning, grocery shopping, and meal prep (for oneself and others); and continue with community and academic engagement programs to promote independence within one's community, including ICY (Integrated Child and Youth) team, Foundry & Foundry Works, CYMH (Child and Youth Mental Health), Douglas College Post-Secondary Bridging Program (Reboot), Alouette Addictions/ASTRA, Trades & Apprenticeship, Jujitsu & Animo Mixed Martial Arts.

Generosity/Community: engaging students in recognition of what generosity means (e.g., baking for school, crafting with elementary school students, gardening, supporting families through connection to outside agencies and provision of food).

D. Evidence / Data (how will you measure success?)

- Attendance and participation data for school programs and cultural activities shared at morning staff meetings.
- Positive daily interactions through intentional check-ins.
- Anecdotal evidence collected through report cards, ASW information sharing and youth care worker (YCW) reports.
- Attendance data for students in the "Connecting" program
- District 42 Alternate Secondary Graduation Rate
- Successful completion of project-based assignments and academic work in general.
- Student voice through annual educational plan meeting with formative year-by-year feedback
- Capstone (Grade 12) projects where we receive summative feedback from students to improve programs year over year.