



School: District 42 Alternate Secondary

Principal: Steve Wiebe

Director/Assistant Superintendent: Ken Cober

A. Social and Emotional Learning (Culture and Community)

Staff will continue to develop and promote 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, and increase student autonomy to align with students' needs, strengths and interests, nurturing their sense of self and capacity to independently set goals and work toward achievement beyond graduation.

B. Rationale

District 42 Alternative 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 and well-being by cultivating personal identity and building relationships, while honouring diverse identities and skill sets in our school community, co-creating 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: improved communication between school and home through technology; ensuring appropriate space to meet programming and facilities needs for a growing student population at Connex (APC) and Reconex (Riverside); promoting mental and physical wellness through place-based learning and the creation of an outdoor learning space; developing a multi-sport outdoor surface; diversified gymnasium equipment; connecting to the land; continuing school garden (constructing a greenhouse and irrigation system, creating school meals from garden produce, growing indigenous plants and learning about plants and medicines from local indigenous knowledge keepers); connecting to local indigenous culture (with our IESW and IERT - through land-based knowledge, art, cedar harvesting and weaving, beading, drum making, carving, traditional food teachings); sharing our new logo and branding clothes (outdoor furniture for outdoor learning space); field trips (MOA, VAG, cedar bark harvesting, hikes, snowboarding, etc.); using song recording (studio), videography (editing and producing content) to foster a sense of student ownership of school identity; producing crafts and decorations to create a student centered 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; connection, self- advocacy and communication-building through technology that allows staff to engage with students. Maximizing supports for students' personal-social and academic needs through assessment, strength-based programming and pursuing ministry designation of needs through LSS.

Independence: facilitating transitions into adult life-skills by educating around budget, meal planning, grocery shopping, and meal prep (for oneself and others); job-readiness programming including First Aid, Food Safe and connection to Trades and Dual-Credit Healthcare Programming; continue with community & academic engagement programs to promote independence within one's community; provision of CORE training for youth with expressed interest in conservation education; programs include ICY (Integrated Child and Youth Team), Foundry & Foundry Works, Triangle, Food Bank and Feeding Futures, Adopt-A-School, I-SPARC, Douglas College Post- Secondary Bridging Program (Reboot), Y.E.S., PLEA, CYMH, Alouette Addictions/ASTRA, Trades & Apprenticeship, Jujitsu through Athlete's Arena and RTP.

Generosity/Community: engaging students in recognition of what generosity means; examples include environmental stewardship understanding through Kanaka Creek Hatchery and weekly place-based excursions, baking for school, volunteering with elementary school students, community event outreach, FRIS, gardening, Equine program opportunity, supporting families through connection to outside agencies and through provision of food. Improved community relations between school communities (examples: no idle signs, parking signs and/or fencing to delineate school property).

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

Attendance & participation data for school programs & cultural activities shared at morning staff meetings
 Positive daily interactions through intentional check-ins
 Decreased inter-student conflict, and de-escalated tension over space
 Anecdotal evidence collected through report cards, IESW information sharing & YCW reports
 Attendance data for students in the "Connecting" program; rebuilding their attendance & reintegration into District 42 Alternate Secondary
 Student independence in connection to community groups
 Increased rates of coding for ministry designation
 Graduation Rate & successful completion of project-based assignments and academic work in general
 Positive feedback regarding graduates' communication, literacy and numeracy skills, and job readiness from workplace programs and trades program instructors and apprenticeship sponsors
 Student voice through annual educational plan meeting with formative year by year feedback from students
 Capstone (Grade 12) projects where we receive summative feedback from students to improve programs year over year

Principal: **Superintendent:** **Board Chairperson:** **Date:**