

Alternate Community Programs

SCHOOL PLAN FOR STUDENT SUCCESS

2022-2023

GOALS, STRATEGIES AND OBJECTIVES:

ACTIONS TOWARD OUR DISTRICT DIRECTIONS



Alternate Community Programs

School Plan for Student Success 2022-23

*“The Pathway to a Diverse Learning Community with Purpose, Options and Choices for all”
Skeh Huhoont’i hodul’eh ti.*

This framework for education was developed in collaboration with our local Lheidli T’enneh and local Dakelh Elders, visually presented by Pam Spooner and created by Becky Dochstader.

We respectfully acknowledge School District 57, resides on the unceded ancestral lands of the Lheidli T’enneh First Nations, McLeod Lake Indian Band and the Simpcw First Nation. It is our honour to walk alongside our indigenous communities in educating our students.

Our Vision:

All students are prepared for each step of their life’s journey with the skills, knowledge, options, and choices to be successful.

Our Mission

Through innovation, high standards and culturally responsive care, we nurture and empower all students where they are to be proud, confident, and engaged lifelong learners.

Our Values

Community

We engage all members of our learning community through open and respectful relationships.

Integrity

We are ethical, fair and follow through on our commitments.

Inclusion

We ensure all students contribute and participate in all aspects of school life.

Transparency

We are open, honest and accountable for the decisions we make.

Respect

We demonstrate kindness and care for ourselves, others and the environment.

Equity

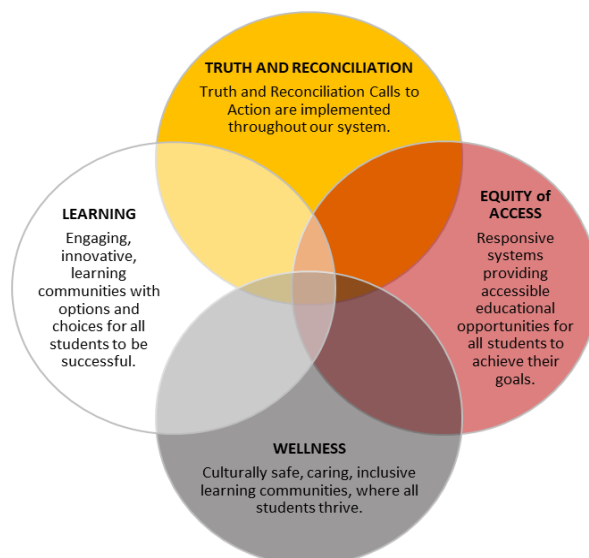
We create systems where every student has opportunities and supports to be successful.

First Peoples Principles of Learning are integral in all we do.

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
- Learning involves recognizing the consequences of one’s actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history and story.
- Learning involves patience and time.
- Learning requires exploration of one’s identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Our District Directions

For the next five years, our priorities will be:



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About our School

Alternate Community Programs (ACP), as part of our District Learner Supports, is located in School District No.57 and resides on the unceded ancestral lands of the Lheidli T’enneh First Nations. ACP is a Ministry Designated Type 3 facility for students from across SD57 requiring alternate programming and district-level interventions. As a Type Three facility, we focus on the educational, social emotional, mental health and well-being of students whose needs are above what can be supported in a traditional school program. Our programs provide support to students through differentiated instruction, specialized program delivery and enhanced counselling services based on students’ needs. We provide educational programs for approximately 160 students inclusive of grade 8-12, with the flexibility to provide after school art and sports programming, trades programs, and dual credit programs with our local post-secondary schools, while keeping our focus on mental health and well-being. We have specialized classroom programs running at John McInnis Centre, as well as programs in our community, such as Intersect School Program, Teen Mother’s Alternate Program (TMAP), Youth Around Prince (YAP), Weaving Experiential Land-based Learning (WE.L.L.). As a district-level support, we are aware of our need to review how we support our students in our rural communities in Valemount, McBride, and Mackenzie. Our District Learner Supports co-constructed vision is to collaborate with our mainstream secondary schools to ensure that the social-emotional and mental health needs of our students across the district are being met.

School Planning Engagement Process

Our engagement process will include our students, families and staff. We will work with our District Communications officer to develop an engagement plan that is accessible and meaningful. We will work with our Parent Advisory Council, families, staff and students to gather input on our goals and strategies throughout the year. Our first step will involve the development of an engagement strategy by the end of October 2021.

District Directions

School District No. 57 has identified 4 district directions that set our priorities for the next 5 years. These directions will guide our work.

- ♦ **Truth and Reconciliation**
Truth and Reconciliation Calls to Action are implemented throughout our system.
- ♦ **Equity of Access**
Responsive systems providing accessible educational opportunities for all students to achieve their goals with specific focus for our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities.
- ♦ **Wellness**
Culturally safe, caring, inclusive learning communities, where all students thrive with an emphasis on mental health, physical health and overall well-being for students, staff and families.
- ♦ **Learning**
Engaging, innovative, learning communities with options and choice for all students to be successful. The focus of increasing literacy, numeracy and graduation rates will be prioritized. Specific strategies will be implemented to support our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities

Data Collection Plan:

We will collect multiple forms of data to give us the most complete picture of the success of our efforts towards Truth and Reconciliation possible that is asset-based and culturally responsive.

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Satellite Data: We will begin to keep and routinely assess our students’ achievements in Provincial Assessments, Graduation Rates, and course transitions. We will use data collected by our Indigenous Grad Coach to inform our action plans, supports and to address barriers our students face for graduation.

Map Data: We also believe that it is important for use to keep and assess data that provides insight into the social-emotional, cultural and learning trends within our school community. We will find/create baseline assessments for students in numeracy and literacy, as well as student, parent and staff perception and satisfaction levels. Furthermore, our intention is to update our Student Learning Plans to include a wellness assessment tool and progress tracking tool, that can provide this data as well.

Street Data: In order to better evaluate what is right in our students, staff and school, we are focusing on qualitative, systematic and experiential data that is asset-based and culturally responsive. During our fireside chats with staff, we have begun asking Community Self Esteem Questions of staff:

- How do you feel about your school community? (Can be classroom, school, district)
- What part (if any) of your identity comes from your work?
- How do you contribute to your school community?
- How do you think others feel about your school community?

These questions are designed to obtain rich responses and data to help guide our transformative work. From there we will collaboratively look into the ways we can use these same questions with students, caregivers, and community partners. We will also generate street data by asking students and staff: What does good learning look like for you? This question will be built into our review process with students and staff with a focus on the Dakelh equivalent to the Blackfoot concept of renewal to guide our review process. We will incorporate the Dakelh concept of “whuts'oduleh”, which means learning as a group into our data collection to ensure the inclusion of the voices of our students. We will also follow the Dakelh concept of “susyih” which means to heal yourself as we focus on repair of our students’ past experiences with the public school system in guiding the direction of our programming.

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Truth and Reconciliation

In alignment with the SD57 Strategic Plan for the next 5 years for our district, we are committed to working towards seeing the 94 Calls to Action outlined in the Truth and Reconciliation Commission of Canada (TRC) Report realized in our school district. At ACP we are committed to doing this work within our programs. We acknowledge the land we are on and respect the local language and culture of the area.

We will work with our Indigenous communities to help guide us in this work prioritizing the Calls to Action for Education #6-12, and Education for Reconciliation #62 and #63. Implementation will include consideration of The United Nation Declaration of Indigenous People (UNDRIP) which safeguards the individual rights of Indigenous People.

Goals:

- 1. Review the ways we engage with our school community through the lens of decolonization**
- 2. Review trauma informed and resilience approaches in our schools**

Strategies

Structure:

- ♦ Review formal meeting processes (PAC, IEP, etc.) through the lens of TRC and UNDRIP
- ♦ Work with District Parent Advisory Council on a sustainability strategy for our PAC.
- ♦ Student Learning Plan staff focus group for feedback and decolonization.
- ♦ School wide behavior flow chart and referral process with built in reflection time through a trauma informed lens.

Adult:

- ♦ Review the physical space to ensure it reflects the values and beliefs of ACP
- ♦ Provide professional learning to staff about Truth and Reconciliation Calls to Action and Trauma Informed approaches
- ♦ Street Data Learning series during Diversified Learning Time; what defines success? What do we use to measure success?
- ♦ Support Staff Growth Plans aligned with Truth and Reconciliation

Student:

- ♦ Increase Elders and Knowledge Holders in our schools to support and mentor staff in the education of Residential Schools, Indigenous culture and Indigenous languages
- ♦ Review learning resources to ensure they reflect the diversity of culture, experiences, perspectives, and contributions of Aboriginal Peoples within British Columbia/ Canadian society.
- ♦ Include Indigenous Grad Coach into our support team and grad planning approaches.
- ♦ Increase student voice via Grade 12 interviews and classroom meetings.

Success Measures

Overall, the data we have collected is not representative of our work in Alternate Community Programs. Throughout this year and next we will be developing a data collection plan that includes artifacts, stories/narratives, and observations, that aligns with our goals, highlights our work, and allows us to check our progress. We will be using the book, *Street Data: A Next Generation Model for Equity, Pedagogy, and School Transformation*, to anchor our work. See Data Collection Plan for more information

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Equity of Access

ACP will be responsive in providing accessible educational opportunities for all students to achieve their goals. We will pay attention to the needs of our Indigenous learners, our children and youth in care, our students with diverse abilities/disabilities and our students learning in rural and remote communities.

We acknowledge that not all children learn the same way, and, especially in a Type Three facility, require diverse supports. It falls upon us to ensure all students have personalized learning and graduation plans that align with their goals and mental health needs. We must then ensure access to the quality educational opportunities needed to be successful on their learning path.

Goal:

1. Review our systems of support for equity.

Strategies

Structure:

- ♦ Communicate ACP referral and intake processes clearly- across the district, with community partners and publicly.
- ♦ Develop an approach to classroom reviews that provides the support team with the needs of the learners.

Adult:

- ♦ Provide professional learning for resource staff around differentiation and cross-curricular learning via POPFASD
- ♦ *Street Data* Learning series during Diversified Learning Time; what defines success? What do we use to measure success?
- ♦ *Equity by Design* learning series during Diversified Learning time; Social Justice as Equity.

Student:

- ♦ Increase communication with families to review our understanding of barriers.
 - Investigate and develop ways to remove the barriers that have been identified
- ♦ Review learning resources to ensure they reflect the diversity of culture, experiences, perspectives, and contributions of Aboriginal Peoples within British Columbia/ Canadian society.
- ♦ Increase student voice via the implementation of UDL and Social Justice Curriculum (Equity by Design)
- ♦ Increase our use of Student Learning Plans to identify needs and allocate resources.
 - Digitize, incorporate into SBT, CSSM, grad planning and progress reporting
 - Student voice and input mandatory.

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Wellness

We believe that in order for student to learn, they need culturally safe, caring, inclusive learning communities. As our world moves through a pandemic, now more than ever we need to emphasize the support for mental health, physical health and overall well-being of our students, staff and families. As a Type Three facility, we focus on the educational, social emotional, mental health and well-being of students whose needs are above what can be supported in a traditional school program. Connecting with students and families in our programs can be challenging due to the many pathways to our school. We are committed to finding new and innovative ways to connect with our families and support the mental health and wellness of our students.

Goals:

- 1. Increase ways for students to feel connected to school and community**
- 2. Review Mental Health and Wellness approaches and strategies within our programs.**

Strategies

Structures:

- ♦ Develop a staff Mental Health Committee
- ♦ Identify current approaches to teaching social-emotional, self-regulation and mental health and wellness strategies in each program

Adult:

- ♦ Provide professional learning to staff: Open Parachute, Ensouling Schools, *Street Data*.
- ♦ Implement Non-violent Crisis Intervention Debrief Model for staff after crisis situations

Student:

- ♦ Continue work towards providing a sense of belonging for all students through various strategies.
 - Diversity audit of resources, Afterschool Art and Sport Programming, etc.
- ♦ Utilize Open Parachute student survey and curriculum delivery
- ♦ Continue to partner with community supports to develop stronger supports for students struggling with mental health and/or addictions
- ♦ Develop ways to collect student voice and feedback to guide our plans.
- ♦ Implement Non-violent Crisis Intervention Debrief Model for students after crisis situations

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Learning

We will work to achieve engaging, innovative, learning communities with options and choices for all students to be successful. The focus of increasing literacy, numeracy and graduation rates will be prioritized. Specific strategies will be implemented to support our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities

Goals:

- 1. Develop and implement tools/processes to identify students with gaps in their literacy and numeracy skills and track their progress.**
- 2. Review processes for course selection and graduation success plans to enable hands on, place based, experiential and cross-curricular learning opportunities.**
- 3. Review processes and procedures for completing and using Student Learning Plans and Individualized Education Plans to inform programming.**

Strategies

Structures:

- ♦ Look for evidence of learning in multiple ways as tracked through Student Learning Plans and alternate opportunities for learning.
- ♦ Establish review cycles for Student Learning Plans to monitor student progress

Adult:

- ♦ Review resources for both literacy and numeracy in all programs to ensure current and culturally responsive resources are being used with students.
- ♦ *Equity by Design* learning series during Diversified Learning time; Social Justice as Equity.
- ♦ Review ACP Services and Programs to include and develop ways to incorporate Core Competencies and self/peer assessments.

Student:

- ♦ Research/design a school-wide numeracy and literacy assessment to determine how to best support the needs of our students with their Student Learning Plans
- ♦ Implement My Blueprint as a resource for students to see their grad plan progress and transition goals
- ♦ Review scheduling and student placement to align with intervention schedules.

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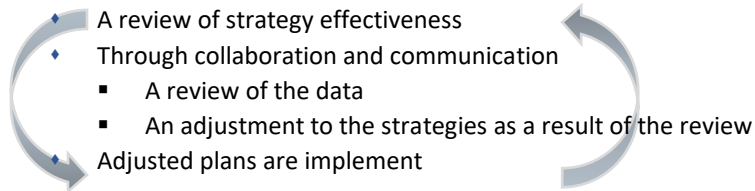
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Summary

We will review our school plan on an annual basis. This review will include a comprehensive engagement process with our community. Upon completion of our review we will make adjustments to our strategies to support our goals toward the District Directions.

The continuous improvement cycle will ensure:



For additional data and information please visit:

- [B.C. Education System Performance - Prince George School District \(gov.bc.ca\)](https://www.gov.bc.ca/education/performance/)
- School District 57 Framework for Enhanced Student Learning Report
- [Framework to Enhance Student Learning- BC Ministry of Education](https://www2.gov.bc.ca/gov2/education/frameworks/framework_to_enhance_student_learning/)