

Alternate Education Program Update



PUBLIC BOARD MEETING | MARCH 15, 2022

SCHOOL DISTRICT NO. 83 (NORTH OKANAGAN-SHUSWAP)
STUDENTS FIRST | ORGANIZATIONAL EFFICIENCY | CULTURE OF HEALTH & WELLNESS

Bridge Programs

Parkview Elementary (.6 FTE)

Shuswap Middle School (1.0 FTE)

J.L. Jackson-Teen House (1.0 FTE)

M.V. Beattie Elementary (1.0 FTE)

A.L. Fortune Secondary (1.0 FTE)

Highland Park Elementary (1.0 FTE)

Len Wood Middle School (1.0 FTE) *vacant posting*

School-based program that provides support for students who experience challenges with self-regulation and mental-health.

Building specific skills to help students experience success in a regular classroom setting.

Providing social-emotional (anxiety, resilience, self-regulation) and academic support.

Working with classroom teachers to build understanding of each child's unique needs and how to adapt classroom strategies and structures to help ensure success. INCLUSION-FOCUSED!

Supporting families with access community supports.

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Teen House Student Projects



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Salmon Arm Storefront School

Our vision is to provide a safe, collaborative and responsive learning environment for students who have encountered barriers to success in traditional school settings.

We believe that ALL students can learn and experience success if provided with supports that meet their unique needs. Relationships are the foundation of the StoreFront School program.

Our priority is to create the conditions (safety, relationship, agency) for students to see themselves as learners.

Our goal is for every student to graduate with dignity, pride, skills and options by the end of the year they turn 19.



**Current
enrollment:
43 students**

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Key “Wraparound” Supports

- Social workers
- Indigenous Education Workers, Outreach Workers, Knowledge Keepers
- Addictions and mental health counsellors
- Provincial counselling service (anonymous support)
- SOGI Helping Teachers
- RCMP Liaison
- Aspiyal Youth Partners Association
- Healthy Food Program
- Interior Health
- Flexible schedules to meet students’ needs
- Recreation opportunities
- Daily breakfast program, regular hot lunches, facilitate healthy eating and provide an open pantry to take healthy food home as needed.



***Two teachers + two Youth & Family Workers – positive, supportive, caring role models that meet students where they’re at and “do whatever it takes” to help students experience success.**

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Enhanced Mental Health Supports

Create partnerships with community resources (stabilize living arrangements, food insecurity)

Increase awareness of mental health supports and the referral process

Integrate mental health strategies into regular conversations and teaching

Facilitate on-site programs with CYMH and individual counsellors

Student workshops/mental health “in services” (e.g. Safe Talk for suicide prevention)

Connect students with LGBTQ2S+ community partners

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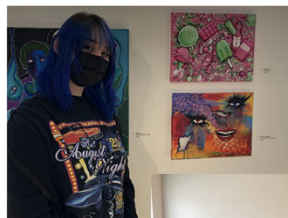
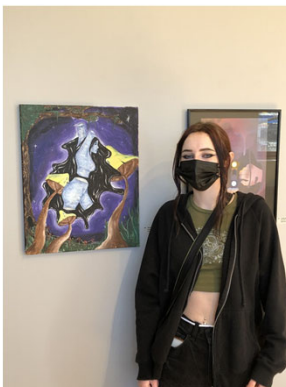
Integration of Meaningful Indigenous Content into the Rhythms of the School

- Elder in Residence – weekly visits
- Annual school project based in indigenous content
2021-22 - Eagle Carving
- Model and incorporate First Peoples' Principles of Learning
- Indigenous materials (medicine wheel, books, posters, carvings, art, maps, etc.) are highly accessible and woven into all aspects of the program
- Place-based learning (field trips)



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Salmon Arm Art Gallery



Incredibly talented students...

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Careers-Based Trades Programming



- Provide supports that ensure successful completion of trades-based programs
- Develop employability skills
- Identify student interests and abilities to present career-based possibilities
- Generate interest in trades/careers through field trips
- Support students with the application process (trades and college programs)
- Resume building, work experience
- Supporting the transition into post-secondary school or employment in the community



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Meaningful Graduation

2020-21 Graduating Class (13 students)

Tyler – YWIT, Residential Construction
Carl – YTIT, Heavy Mechanical Program
Connor – YTIT, Welding Program
Zach – YTIT, Welding Program
Mathew – YWIT, Roofing
Pearl – Douglas College, Behavioral Intervention Program
Seraya – Okanagan College, Syrian immigrant, English upgrading
Kaelin – Okanagan College, Accounting Program
Matthew – Okanagan College, Accounting Program

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