

## Individual Learning Centre's School Growth Goals for 2024-2025

The Staff at the ILC have 2 meetings a week to plan, organize and deliver curriculum, activities and programming that is culturally responsive, relevant, meaningful, and catered to the students we serve. The staff also collaborate to case manage specific students that require attention and/or services in a timely manner. The staff at the ILC work together as a team to deliver a comprehensive, responsive, community-oriented program.

The core values that have shaped the culture and vision of the ILC and have guided the School Growth Process are respect, service, advocacy, warmth, connection, kindness, cooperation, flexibility, collaborative, empowerment, determination, relationship, safety, empathy, learning, trust, confidence and self-esteem building, innovation, creativity, success, hope, equality and positivity.

### **GOALS/FOCUS/ACTIONS for 2024 – 2025 include:**

#### **1) Mental and Physical Wellness Opportunities for ILC students and staff.**

##### **Actions:**

- **Awareness** through curriculum, community partners presentations and programming.
- **Exposure/Opportunities** through the bi-monthly ILC Mental Wellness Retreat; Daily reminders and check-ins; Goal making strategies; On-the-land and cultural programming opportunities; fitness/exercise guidance; FitBits availability; wellness library in the main classroom; gratitude assignments and PD opportunities.
- **Practical:** monthly nurse visits (first Tuesday of the month) and doctor visits to support students on their health journey. Nurse Stephanie works at the Youth Outreach Clinic and is available on a case-by-case need between her monthly ILC visits. Doctor Citron visits bi-monthly to do a drop-in clinic and has facilitated connection with 2 GPs (Gill and Derek) who visit with nurse Stephanie about every 6 weeks. This is such an exceptional service that is offered to ILC students.
- **Outdoor education opportunities and service options** for students throughout the year. Students can go hiking, skiing, gathering, medicine walk, flower pressing, and getting outside through movement. They can earn credit through participating in activities. Students are given the opportunity to participate in service activities and gestures throughout the year. Service examples include: food drive, cutting wood for Elders, city wide clean up days, connecting with Teegatha'Oh Zheh, etc)

- **Lunch and Learns:** Wednesday “Lunch and Learn” sessions are about 5-10 minutes long and are shared/supported among staff (ex: current events, celebrations, awareness and sharing).

## 2) **First Nation Cultural Programming: Ways of Knowing & Doing.**

**Actions: The 94 Calls to Action through the Truth and Reconciliation Commission of Canada specifically highlights the role of Education for Reconciliation. This School Growth Goal is specific to address #63 in the Calls-To-Action.**

- **Offering a multitude of programming opportunities:** weekly beading; community feasts at celebrations; oral stories; weekly art lessons with a variety of artist/mediums; inviting guests and speakers; ILC culture events with support from YFNED; ILC Fall Moose Hunt/culture week with White River First Nations; language incorporation into learning; curricular connections through stories; diversity of resources used & lessons taught; funding students to participate in community workshops; partnering with Yukon University and NECS for credited cultural skill building; providing trade opportunities; welcoming community members regularly to our school lunches.
- **Partnerships** with community and national organizations to support programming, employment skill building and inviting multiple organizations into the ILC on a daily/weekly/monthly/yearly basis. (YFNED, Wildland Fire, Yukon University, community members, CYFN, ESES, TKC and KDFN, DOE, Skills Canada, etc)
- **Art:** Increasing our art display and encouraging alumni students to contribute to the ILC collection which contributes to the atmosphere of the classroom/school.
- **Supporting Pat Joe with weekly Oral Stories:** working on the format and the sharing of stories. Example: Showing respect to Elders, teaching the ritual around the sharing of stories; fewer offerings throughout the year; sitting in a circle and formalizing the process.
- **Ideas for cultural programming include** ribbon skirts; fish art and processing; hand games; drum making and singing; beading; story telling workshop; young authors conference; trapping opportunities; language lessons; medicine walks; harvest in the fall; medicine making throughout the year; etc.

## 3) **Food Security and Climate Education:** The ILC was successful in receiving a “Now for Net Zero” grant for 2024-2025 school year. The goal is to integrate climate education into the curriculum and provide hands-on teaching opportunities for our students.

- **The “Now for Net Zero” project** tackles food security challenges faced by ILC students. This project highlights and tries to address food insecurity specific to northern students due to high living costs, limited local food access, socio-economic barriers to education, and the environmental impact of distant food transportation which contributes to a high carbon footprint.

**Project goals:**

- Empowering students through experiential learning, including moose and bison hunts, hydroponic/greenhouse gardening sessions, respecting Indigenous Knowledge, and aiming to develop students’ capacity.
  - Install a hydroponics grow wall and potential aquaponic system in the school.
  - Acquire a comprehensive curriculum which integrates hydroponics, greenhouse management, and small-scale agriculture.
  - Improve hands-on learning experiences, fostering skills development, and environmental awareness, through the lens of Indigenous knowledge.
  - Promote responsible consumption and sustainable production, while reducing environmental impacts.
  - Develop a local food production solution, incorporating Indigenous knowledge for sustainable development.
  - Decrease the carbon footprint associated with food transportation and align practices with cultural values.
- **Partnership opportunities:** Ama Ku; Service work with local farmers; “Cold Acres” field trips; trips to local farms and businesses (Boreal Herbal, Aroma Borealis); fostering individual opportunities with the land; growing and potting plants; formal start up with an “opening ceremony” at ILC; survey about what they are excited about planting and learning; film series: “Sovereign Soil”, “Hack Your Health”, “What the Health”; provide option of Independent Directed Study for Science 12; building model-greenhouses (on small scale); Skills Canada/ Yukon chapter; curricular connections (short-stories; music, poems, podcasts, movies); oral stories with Pat; service to planting the planter boxes on the south side of NVD building; community garden plot (ex: food-bank and Yukon Literacy coalition); cross-curricular integration; education around physical, mental, spiritual wellness.

4) **Increase out-reach/ appointment-based teaching at the school for students that require specific intervention and risk management @ ILC.**

**Strategies:**

- Access the situation and collaborate with community partners and schools.

- Increase documentation at ILC and capture a change in the baseline behaviour.
- Be proactive and have clear communication with parents/guardians around opportunities, programming and support that can be received through the ILC.
- Monthly follow up with guardians.
- Weekly visits to court to read docket.
- Have relevant curriculum for students to access (ex: violence, drugs, wellness, loneliness, depression, aggression, withdrawal)
- Involve the student in solution-based interventions, develop specific interventions and innovative project options.
- Participate and encourage “Integrated Youth Services” within the territory.

## 5) **Curricular Adaptations and Unit Development.**

### ***Actions:***

- The Staff at the ILC are committed to continuously finding materials, assignments and projects that are relevant, current, and specific to the individual students interests and skill development.
- Offer Climate Change Course for Socials 11/12 requirement or Science 11/12 graduation requirement.
- Topics that the ILC staff would like to highlight through assignments include bias in the media; the connection between technology and mental health; A.I and skills for the future; democracy; climate change; cultural awareness and skills; First Nations ways of knowing and doing; personal rights; colonialism; community building; practical literacy and math; financial literacy; scientific facts; physical and mental health.
- Developing an option for electives to be “deep dives” building on student’s strengths. Having a framework for that to be an option for students.
- Offering more “Life Skills Options” – such as sewing, planting, outdoor skills, craft room or art options; music; bike-co-op.
- Monthly theme – changing up the options/set ups in the classroom!
- Weekly Current Events: Wednesday “Lunch and Learn” at ILC.
- Format/Changes to curricular/pro-active curriculum:
  - Work Experience 12A/12B
  - Unit 1 in CLE10: Mental Health Unit
  - English 10/11/12 grammar units
  - Media Literacy Unit: multi-course integration
  - A.I. Integration

## **6) Attendance: Improving/tracking/communicating regular attendance among our students.**

### ***Actions:***

- Implementing a clear/consistent method of communication with students and parents (intake meetings, welcome letter in September on School Messenger, report cards).
- Encourage attendance through text, bi-weekly follow ups, guardian meetings, weekly staff meetings and follow up.
- Provide immediate support when the students arrive to school and help them get started on their assignments.
- Continually advocate for increase staff and services to meet the needs of the student population.
- Creatively increase our capacity through renting space for academic camps, outreach, wellness retreats, CLC12 course, etc.

The goals/focus/actions of the School Growth Plan at the ILC are on-going and continuously evolving to meet the current needs of our students. All staff are committed to the above-mentioned goals and have developed TLP to co-inside with these goals.