

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.

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 monthly ILC Mental Wellness Retreat; Daily reminders and check-ins; Goal making strategies; On-the-land and cultural programming opportunities; fitness/exercise guidance; FitBits tutorials and availability; wellness library in the main classroom; gratitude assignments and PD opportunities.
- **Practical:** monthly nurse and doctor visits to support students on their health journey.
- **Weekly or bi-weekly outdoor education opportunities throughout the year.** Every Thursday or Friday students would have the opportunity to go hiking, fishing, skiing, biking, gathering, medicine walk, flower pressing, and getting outside through movement. They would earn credit through planning, initiating, and participating in activities.
- **Bi-weekly or monthly service options for students.** Students would be given the opportunity to participate in service activities and gestures.
- **Lunch and Learns:** Wednesday themed for 15-20 minutes – shared among staff and supported among our staff. (current events and sharing).

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

Actions:

- *Offering a multitude of programming opportunities:* weekly beading, community feasts and celebrations, oral stories, weekly art lessons with a variety of artist/mediums, inviting guests and speakers, ILC culture week with 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, welcoming community members regularly to our daily 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 basis.
- 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 with Oral Stories – the format and the sharing of stories And connecting it to the curriculum; attaching it to the short-story unit in English. Showing respect to Elders and the ritual around the sharing of the story and fewer offerings throughout the year; sit in the circle; and a sharing of a story as individuals; Story time connection to art, drawing, beading,

3) Food Security and Climate Education: We were successful at getting the “Now for Net Zero” grant and climate education will be integrated in as many subject areas as possible! Our goal is to integrate climate education into our curriculum and teaching hands-on opportunities for our students whenever possible.

- The project tackles challenges faced by ILC students, addressing food insecurity due to high living costs, limited local food access, socio-economic barriers to education, and the environmental impact of distant food transportation, contributing to a high carbon footprint.

Project goals:

- Empowering students through experiential learning, including moose and bison hunts, and hydroponic/greenhouse gardening sessions, respecting Indigenous Knowledge, and aiming to develop students’ capacity.
- Output: Install a hydroponics grow wall and potential aquaponic system in the school.
- Acquire a comprehensive curriculum integrating hydroponics, greenhouse management, and small-scale agriculture.
- Outcomes: Improve hands-on learning experiences, fostering skills development, and environmental awareness, through the lens of Indigenous knowledge; Promote responsible consumption and sustainable production, reducing environmental impact.; Develop a local food production solution, incorporating Indigenous knowledge for sustainable development.; Decrease carbon footprint associated with food transportation and align practices with cultural values.

- Partnership opportunities - bi-weekly opportunities: Ama Ku; Service work with local farmers; Cold Acres – field trip; Trips to local farms; fostering individual opportunities with the land; growing and potting plants; formal start up – “opening ceremony”; survey about what they are excited about planting and learning; film series – “Sovereign Soil” “Hack Your Health” “What the Health”; Independent Directed Study for Science 12 – independent project-based course; having one for humanities and another course with Science 12; building model-greenhouses (on small scale); Skills Canada – Yukon contributions; curricular connections (short-stories; podcasts, movies); oral stories with Pat; service to planting the planter boxes on the south side of NVD building; community garden plot – food-bank and Yukon Literacy coalition; how to do cross-curricular integration; boreal herbal; Aroma Borealis; wellness of health and eating- well; asking the students what they would like to learn; poems and short-stories and music

4) **Increase out-reach/ appointment-based teaching at the school for students that require such support.**

- Access the situation and collaborate with community partners and schools.
- Be proactive and have clear communication with parents/guardians around opportunities and programming and support that can be received through the ILC.
- Have relevant curriculum for students to access
- Involve the student in solutions and specific interventions and project options.

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.
- 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;
- Current Events – weekly “Lunch and Learn” at ILC

6) Attendance: Improving/tracking/communicating regular attendance among our students (approximately students coming 2-3X/week).

Actions:

- Implementing a clear/consistent method of communication with students and parents.
- Students are at their best at the ILC, 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.
- Creatively increase our capacity through renting space for academic camps and wellness camps and CLC12 course.
- Staff are quick to greet students when they arrive at ILC and help them get started on their assignments to be efficient with each student's time and resources.

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. Many of these goals are continued from previous years however the actions have evolved as required. All staff are committed to the above-mentioned goals and have developed their TLP to co-inside with at least one of the above goals and work as a team to best serve the students of the ILC.