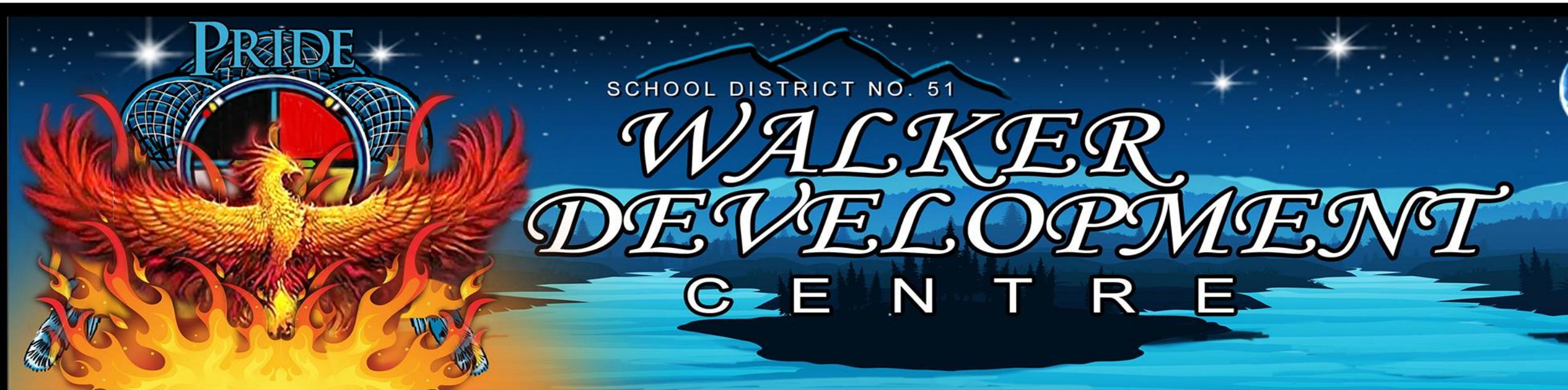


WALKER DEVELOPMENT CENTRE 2021-2022 SCHOOL GROWTH PLAN



WALKER SCHOOL STORY

- Walker Development Centre (WDC) is an alternate learning centre designed to meet the educational, social, emotional and behavioural needs of students from grade 8-12 in the Grand Forks area.
- The school offers a trusting and secure environment in which students, with extraordinary circumstances, can experience success in their engagement with learning opportunities.
- The school is comprised of junior (grades 8-10), senior (grades 11-12) and young adult (19 yrs and older) programming for HS diploma.
- Students attend half day learning sessions (9-12 OR 1-4) and aspire to attend the full four days a week.

MISSION STATEMENT

- Walker Mission Statement:
 - In partnership with students, parents and community, Walker Development Centre supports students to fully develop their core and curricular competencies as outlined by the Ministry of Education in a safe caring learning environment. At WDC the staff and students embrace personal and cultural differences; promote mutual respect, personal and social responsibility; and foster the love of learning.
 - Staff believe in:
 - Safety for all while working at Walker
 - Fostering a sense of belonging
 - Meeting individual needs
 - Mutual respect for all
 - Collaboration with community partners
 - TEAM approach to learning and problem solving
 - All individuals can learn

SCHOOL DISTRICT 51 - BOUNDARY

SD51 MISSION STATEMENT

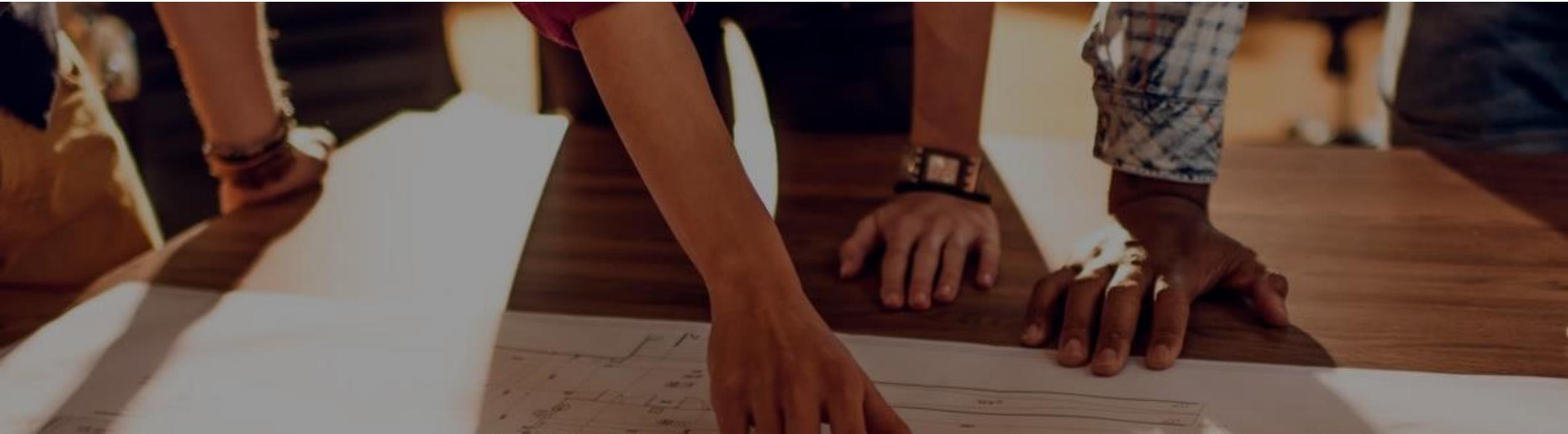
- The Board of School Trustees and SD51 – Boundary will provide opportunities for students to develop their individual and unique potentials in harmony with home, school and community, thus supporting them to become mature responsible citizens with inquiring minds and a desire for lifelong learning.
- To assist in the realization of its mission, SD51 – Boundary will:
 - Provide students with a safe, pleasing environment conducive to a positive learning atmosphere
 - Provide the resources necessary to help develop each student's [potential
 - Support processes that promote student's educational success, critical thinking skills and creativity
 - Support programs which model respect, appreciation and the critical need for a healthy environment and lifestyle
 - Promote curricula and resources which provide the student with a positive self-image and self-esteem
 - Encourage students to develop a sense of social responsibility

Goal Statement – the Board attaches the highest priority to

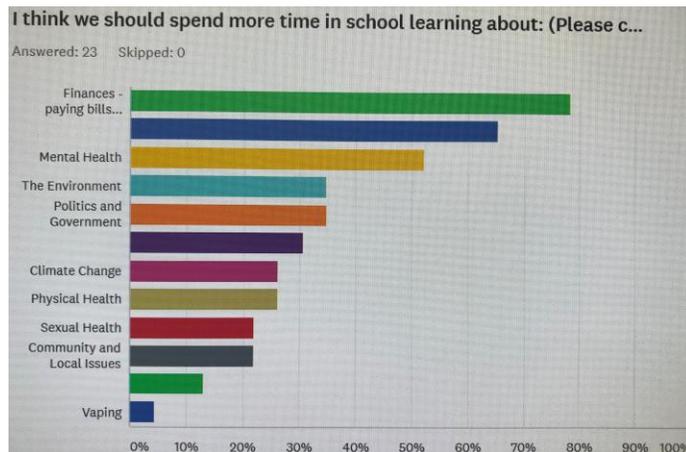
1. The provision of relevant and excellent education programs for students
2. The protection, care and growth of students
3. The support of its employees and the achievement of excellence in the workplace
4. The provision of physical facilities meeting the best standards of cleanliness, attractiveness, safety, and suitability
5. Reflection of the wishes of the community in the Board decisions and to the responsibility of keeping the public informed

WHAT DO WE CELEBRATE?

- Walker Development Centre celebrates the unique gifts each of our students bring to our building and community and the individual accomplishments each student makes, big or small.



WHAT DO WE KNOW ABOUT OUR LEARNERS?



Our students are referred to our alternate education centre as learners struggling within the mainstream “bricks & mortar” school system. The reason behind these struggles vary for each of our students but can be associated with social-emotional, motivation, academic and behavioural complexities. Our learners work best with self-paced individualized programming, in which open communication and collaboration between staff and student is essential. We believe the attendance rate of our students is directly related to a sense of connection, purpose and belonging at WDC.

Our students report needing more individualized support and a closer connection to teacher support to help them build confidence in themselves as learners.

Students report the teachers and staff at Walker create a safe place to participate in discussions, share their ideas and take small risks to enhance their learning.

WALKER GOALS FOR 2021-2022

Goal 1: Growing students understanding of personal mental health and nurture student capacity for healthy coping and decision making.

Our goal is to help students;

- continue developing self-awareness,
- develop empowerment through a positive healthy view of themselves (best self),
- develop awareness and understanding of all emotions they experience,
- construct their self-confidence and resiliency.

Action Plan:

Individual and group work

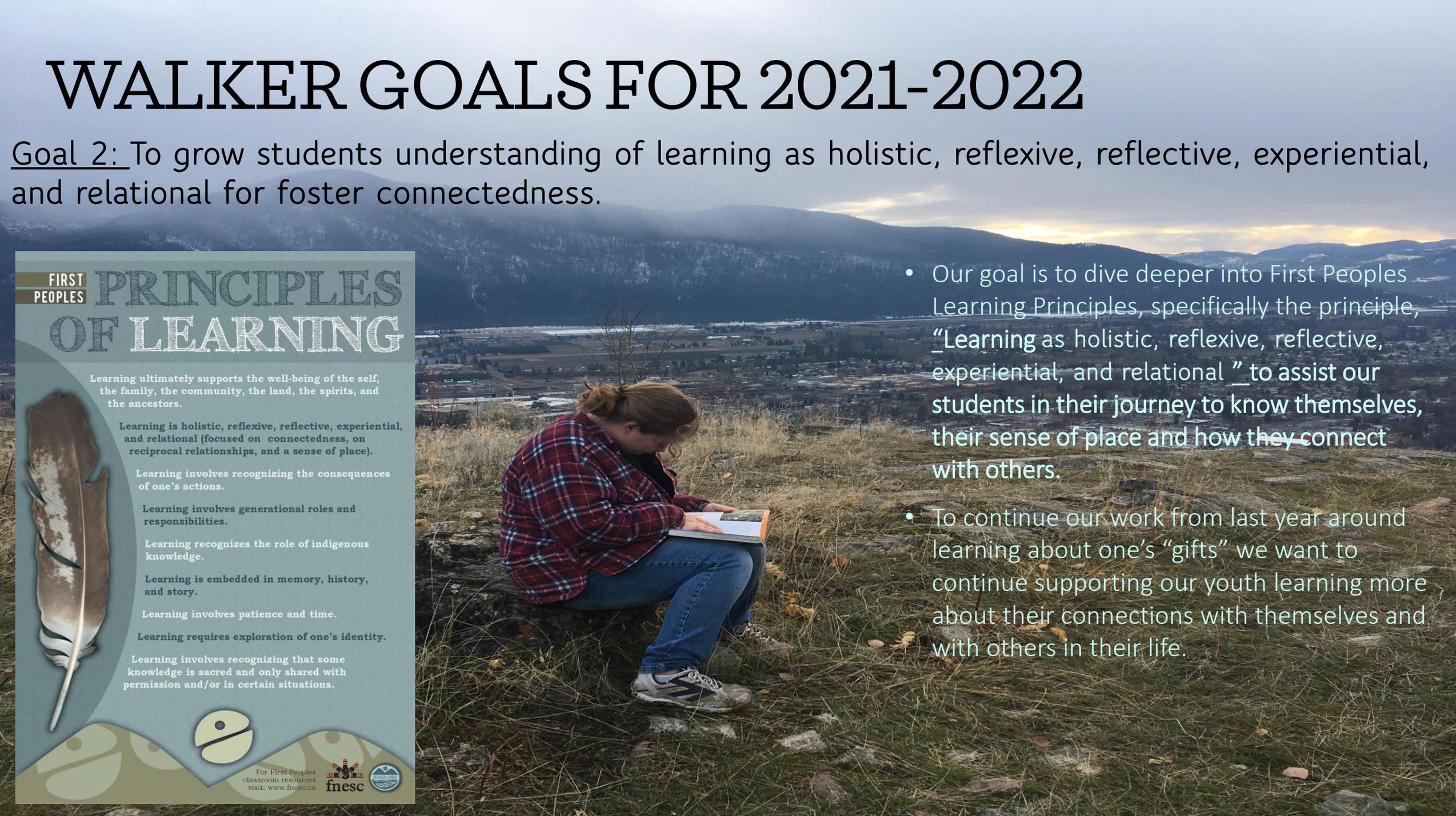
- ✓ mindfulness skills
- ✓ Calming Activities
- ✓ art journals and therapy,
- ✓ "weekly coffee house",
- ✓ Open Parachute learning
- ✓ outdoor experiences that offer individual and group challenges
- ✓ connecting with nature,
- ✓ share knowledge and skill building with our students.

- Assist all students to develop and practice skills they need to competently navigate stressful life events, cope with emotional dysregulation, and develop/engage with important family, peer, school and intimate relationships. Proactively, WDC staff are committed to assisting students in learning and applying healthy decision-making skills and effective emotional regulation strategies prior to choosing unhealthy coping

- Our students can demonstrate vulnerable and/or at-risk behaviours outside of school. For some of our students, difficulty with sustaining positive relationships and practicing negative self-talk impact their perceptions of their self worth and themselves as capable learners.

WALKER GOALS FOR 2021-2022

Goal 2: To grow students understanding of learning as holistic, reflexive, reflective, experiential, and relational for foster connectedness.



FIRST PEOPLES PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

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.

For First Peoples classroom resources visit: www.fnesc.ca



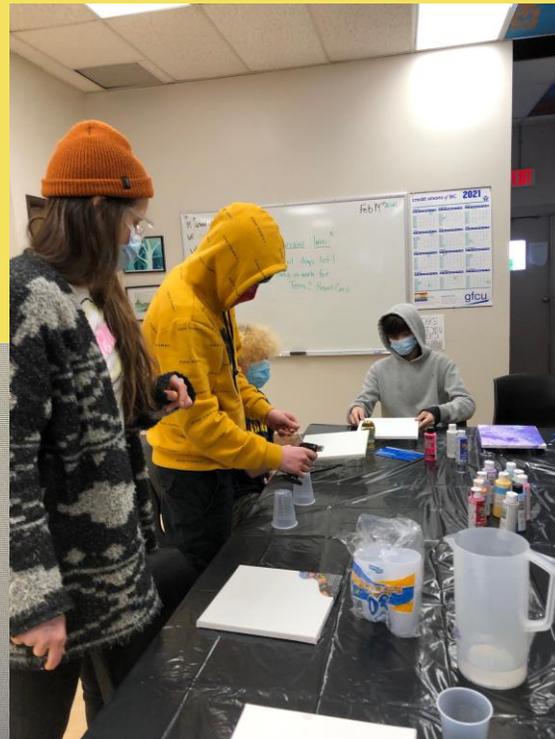
- Our goal is to dive deeper into First Peoples Learning Principles, specifically the principle, “Learning as holistic, reflexive, reflective, experiential, and relational ” to assist our students in their journey to know themselves, their sense of place and how they connect with others.
- To continue our work from last year around learning about one’s “gifts” we want to continue supporting our youth learning more about their connections with themselves and with others in their life.

WALKER GOALS 2021-2022



Goal 2: learning as holistic, reflexive, reflective, experiential, and relational for foster connectedness.

- Student Learning Plans – individualized
- Explore opportunities with Community Futures
- Art Journaling
- Thematic Learning
- Coffee House
- Inquiry Projects
- Indigenous Guest Speakers –Elders



Indigenous themes (Shared learnings)

Family life
Residential schools
Medicine wheel
Hunting, fishing and gathering
Music and dance – potlaches and feasts
Arts and crafts
Games and sports
Traditional technology
Rituals
Contributions by indigenous people to canadian culture
Indian act
Shelter (sedentary vs nomadic)



WHAT LEARNING AND ACTION WILL REQUIRE

Learning: holistic, reflexive, reflective, experiential, and relational

- As it relates to our students, ourselves and our community.
- Grow understanding of the medicine wheel
- Connect with Indigenous Elders in the area
- Connect with Indigenous artists
- Self Assessments, Reflections, and goal setting
- 4 Key questions of inquiry
- Learning in and from Nature
- Field Trips – personal stretches

Mental Health Learning

- Learning about emotions as they relate to our experiences, reflecting on our stories behind the feels
- How emotions influence thinking and behaving
- Daily Calming practice
- Open Parachute – intentional learning
- Practicing self-regulated learning
- Growth-mindset learning and practice
- Local Assets: Child Youth Mental Health, Freedom Quest, BFIS,

How will we know we are making a difference?

Student engagement, attendance, participation, student self assessment, some student work samples, parent and student feedback, self-regulated learning, some students may return to mainstream HS (blended program)

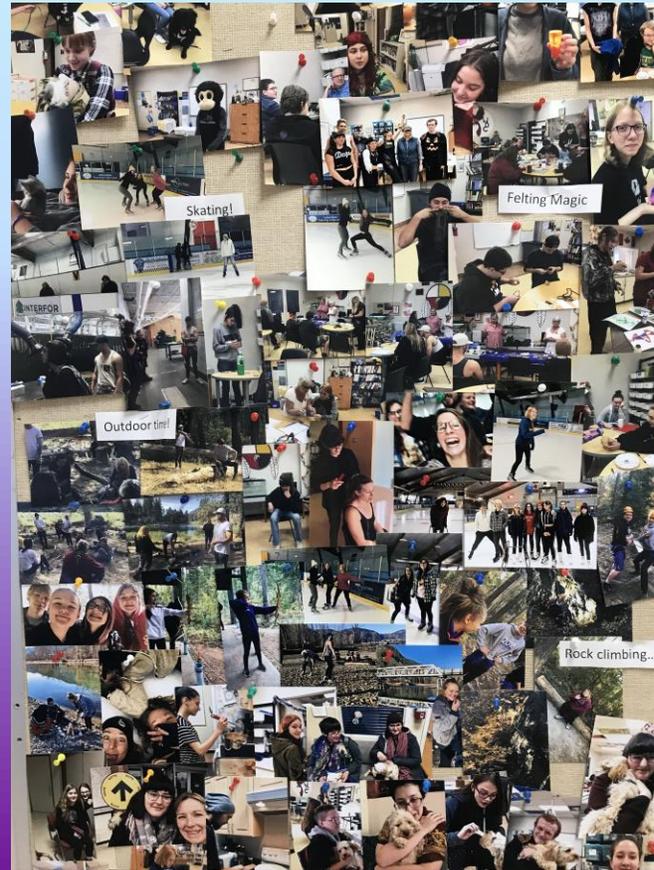
HOW WILL WE SHARE OUR ACCOMPLISHMENTS

WITH STUDENTS

- Coffee House
- Presentations
- Special Occasions throughout the year
- Intake meetings
- Participation
- Graduation

WITH PARENTS

- Intake Meetings
- Review Meetings
- Student Reporting
- Parent/Student gatherings



WITH STAFF

- Staff meetings
- Non- Instructional Days
 - Collaboration
 - Review



RESOURCES

Goal 1:

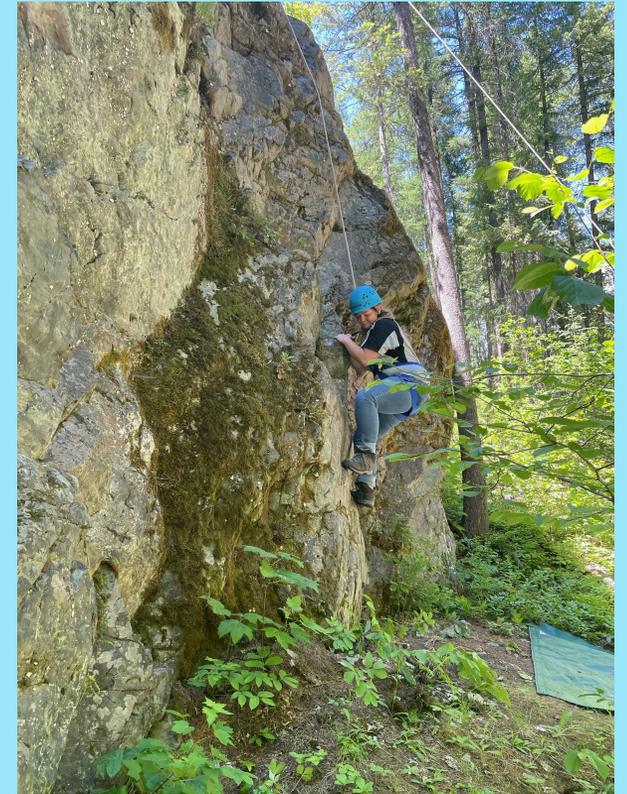
Open Parachute: <https://www.openparachute.ca/>

<https://www.anxietycanada.com/>

<https://keltymentalhealth.ca/>

The 10 best-Ever Anxiety Management Techniques – Margaret Wehrenberg

<https://www.heatherhollingsworthart.com/>



Goal 2:

Ripple Effect of Resiliency: Ripple Effect of Resiliency: An Indigenous Perspective (teachery.co)

<https://www.moniquegraysmith.com/>

<https://www.heatherhollingsworthart.com/>

Truth and Reconciliation Week – NCTR

[awp_moving_forward.pdf \(gov.bc.ca\)](#)

Softening The Edges: Assessment practices –Katie White

