

North Vancouver School District SCHOOL PLAN 2011-2012

School: Youth Learning Centre School

District Administrators: Jeremy Church
Maureen McRae-Stanger
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Michael Kee

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School/Community Context:

The Youth Learning Centre School is an alternate school serving the diverse needs of three distinct school populations (YLC, Therapeutic Day Program, Eslah7an). The **YLC** is designed for 16 to 19 year olds who want to return to school and complete the requirements for graduation in a flexible, self-paced, supportive environment. Grade 10, 11 and 12 courses are offered. The **Therapeutic Day Program** assists students, grades 8-12, with mental health issues and is partnered with Vancouver Coastal Health to provide clinical support to students. **Eslah7an** is a program in partnership with the Squamish Nation for aboriginal youth, grades 10-12, and provides a self-paced academic program with a strong emphasis on native culture and language. Admission to the Youth Learning Centre is ongoing throughout the year. Students at the Youth Learning Centre School have been referred by the District Counsellor from either mainstream schools or other alternative schools on the North Shore. The students have come to the school for a variety of reasons such as poor attendance patterns, school anxiety, behaviour problems, ADD, ADHD, family, mental and/or physical health issues. The Youth Learning Centre School provides students with individual student learning plans, and in some cases Individual Education Plans (IEP), to improve skills and enable them to complete courses while working independently and in group settings. The majority of the students perceive their school experiences as being negative and their trust in the system is very poor. The three programs work in conjunction with outside agencies and community partners to build the students' self-confidence and respect; thereby assisting students to be more successful with their life choices.

Demographics:

Total number of students (September 2010): 146 Male: 79 Female: 67

Grade	8	9	10	11	12	GA
English	8	8	15	52	59	4
Fr. Imm.						

# FTE Teachers & Administrators	% Aboriginal Students	% Identified Special Education Students	% International Students	% ESL
.66 Admin .6 TDP 1.0 Eslah7an 3.617 YLC	13%	57%	0	1%



Total number of students (February 2011): 193 Male: 109 Female: 84

Grade	8	9	10	11	12	GA
English	4	9	19	72	64	5
Fr. Imm.						

# FTE Teachers & Administrators	% Aboriginal Students	% Identified Special Education Students	% International Students	% ESL
.66 Admin .6 TDP 1.0 Eslah7an 4.901 YLC	11.6%	69%	0	0%

Progress Analysis:

Review of School Goals – Previous Year

The goal of the YLC is to provide a positive and supportive learning environment that allows all students to experience success. Upon review of previous school goals, (improvement of healthy living, connectedness to outside resources, course completion rates, and developing social responsibility), it was felt that although progress was made in many areas, the goals continue to require further time and attention in order to be effectively implemented for all students. Staff and administration will continue to focus on these goals for the upcoming school year.

Opportunities for Further Development:

The Youth Learning Centre School is in a period of transition and change. By September 2012, all alternate programs in the North Vancouver School District will be consolidated into one alternate program that will provide multiple services, a variety of program delivery techniques, and partnerships with community supports to serve the varied needs of students who have not been successful in mainstream schools. The District's Community Learning Program Committee is involved in the research and design of the program, and will involve representatives from the partner groups at various stages.

School Goals:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Youth Learning Centre School Plan for 2011-12 are:

1. **To improve students' knowledge of Healthy Living Choices**
2. **To improve students' awareness and connectedness with outside resources**
3. **To improve the number of course completions per student**
4. **To improve students' development of Social Responsibility**

**School Goal 1:
To improve students' knowledge of Healthy Living Choices**

Goal Rationale:

A number of Youth Learning Students have been identified as making poor healthy living choices.

Objective 1.1

To increase student awareness of lifestyle choices that supports Healthy Living.

Strategies/Structures:

- To provide opportunities for outside resource presentations
- To address individual concerns as they arise whether through student disclosure or discovery
- To connect students with specific resource personnel
- To continue to expand and develop exercise and healthy living programs

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Actual	Target
Number of presentations offered per year	3	9	10
Number of exercise programs per week	2	3	4
Number of healthy living education programs per week	1	1	2

Evidence: (Qualitative)

- A significant number of students are attending the presentations (Safeteen, Health Nurse presentations, Internet Safety Presentation, ICBC Road Sense, RCMP Liaison, Service Canada)
- A significant number of students are interested and sign up for the exercise programs offered (yoga, soccer,)
- Students are provided with the assistance needed to liaison with resource personnel
- Students begin to make choices based on their improved knowledge base (quitting smoking, exercising outside of school, making sound nutritional choices, and healthy sexual choices)

School Goal 2:

To improve students' awareness and connectedness with outside resources

Goal Rationale:

Many students at the YLC demonstrate patterns of substance abuse, lack of anger management, poor self-confidence and resistance to authority and are not aware of the support they could be receiving from outside resources.

Objective 2.1:

To improve access and availability of outside resources to students

Strategies/Structures:

- To provide opportunities for outside resource personnel to meet with students on-site, in groups or individually
- To build relationships through field trip opportunities, classroom based interventions
- To maintain regular communication with parents, guardians, and support workers
- To provide telephone and/or email lists of outside resources

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Actual	Target
Number of field trips	4	4	5
Number of formal/informal parent interview sessions	1	2	*2 +

***Note: the number of informal interview sessions is much larger, based on individual parent phone calls, e-mails, letters home, and meetings. Two formal sessions were used this year.

Evidence: (Qualitative)

- Students will be more positive within the classroom environment
- Students will feel safe and supported
- Parents will feel that they are kept informed and are part of the education process
- Students will feel connected to the program and wish to continue
- Students are comfortable working with a support worker or outside resource worker

School Goal 3:
To improve the number of course completions per student

Goal Rationale:

Each student has an independent education program. They are working at their own speed; some of these students are not highly motivated to complete, so they spend an excessive amount of time on each assignment with very little result.

Objective 3.1:

To increase the number of students that complete more than one course per year

Strategies/Structures:

- To ensure that the goal sheets are completed with accuracy
- To follow up on concerns with level of difficulty or misunderstandings
- To frequently reinforce concepts and check for accuracy and completion of assignments
- To provide a schedule for assignment completion
- To provide access to online courses through the North Vancouver Distributed Learning School and to support students who are taking these courses
- To provide diverse ways for student to achieve prescribed learning outcomes
- To provide the Adult Dogwood graduation program to students who are 19 years of age. This program has fewer course completion requirements for graduation and may provide incentive for struggling student to complete the necessary courses

Key Performance Measure:	Baseline	Actual	Target
Track the number of courses completed per student	3 per year	4 per year	A minimum of 4 per year

Evidence: (Qualitative)

<p><i>Qualitative</i></p> <ul style="list-style-type: none"> - A significant number of goal sheets are completed accurately so that they show the students' progress - Students recognize the support provided and are comfortable asking questions of the teachers - Students feel that their work is valued and appreciated - Students show pride in their accomplishments
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School Goal 4:
To improve students' development of Social Responsibility

Goal Rationale:

Many students at the YLC exhibit poor attendance patterns, little interest in their global surroundings and poor behaviour choices

Objective 4.1:

To increase the YLC students' attendance.

Strategies/Structures:

- To build relationships through classroom based interventions
- To create a clear attendance policy
- To provide ongoing behaviour support
- To maintain regular communication with parents, guardians and/or social services

Key Performance Measure:	Baseline	Actual	Target
Each student's attendance performance (percentage of students attending the required sessions per week)	80%	80%	100%

Evidence: (*Qualitative*)

Qualitative **Baseline:**

- Students are attending class consistently
- Students are generally happy to be in class as described by students, parents, guardians or social services

Objective 4.2:

To increase the YLC students' participation in Global/Cultural/Community events.

Strategies/Structures:

- To build relationships through field trips, and community building events with the Continuing Education students (Adult ESL), Windsor House, Third Step and Therapeutic Day program (all housed in the same location as the YLC)
- To provide a variety of opportunities to show global citizenship and cultural awareness

Key Performance Measure:	Baseline	Actual	Target
Number of Global/Cultural/Community events that students have participated in	2	5	7

Evidence: (Qualitative)

Qualitative Baseline:

- A number of students take part as global citizens (delivering food to the Downtown Eastside, Relay for Life, Run for Breast Cancer, work at the Longhouse, Community/Cultural awareness, volunteering at community events)
- Community building activities programs in the Lucas Centre to give students a sense of leadership and social responsibility (Christmas sing-a-long, Indoor Olympics, Harvest Project, Downtown Eastside, Hearts for Haiti fundraiser, etc.)

Connections:

Connections to Family of School's School Plans and/or District Achievement Plan:

The Youth Learning Centre is not directly related to a Family of Schools, but serves the entire North Shore. The Youth Learning Centre has many connections to the community through other agencies and their service delivery models. Examples of the Community connections are: the Local First Nations Band Councils, RCMP, Vancouver Coastal Health, Ministry of Child and Family Development, Youth Probation, and PLEA.

Consultation Process of Youth Learning Centre School:

- School administrators and staff have been actively involved in the development of the School Plan.
- A summary of the approved Youth Learning Centre School Plan will be posted on the school web site by October 31, 2011

School Planning Council Approval of Proposed School Plan:

Date: May 5, 2011

Name		Signature
District Principal	Michael Kee	<i>Original document signed by SPC Members</i>
Vice Principal (Lucas Centre)	Maureen McRae-Stanger	
Vice-Principal (Lucas Centre)	Jeremy Church	
Vice-Principal (Eslah7an)	Brad Baker	
Teacher (YLC)	Lynda Woodhead	
Teacher (YLC)	Denise Bagshawe	

Board Approval of School Plan:

Approved by:

Mark Jefferson, Assistant Superintendent
June 12, 2011