



Mountainside/SmanitaXan Secondary School Plan

2025-2026

Vision to Goal Setting at Mountainside/SmanitaXan Secondary

School Context & Vision

Mountainside Secondary School (MSS) is the North Vancouver School District's smallest secondary school. MSS functions as part of the continuum of social/emotional/behavioural supports that are available to all students at all secondary schools in the NVSD, and services students in Grades 9-12 (ages 14-19). MSS aims to allow for varied and alternate pathways to graduation (80 credit or Adult) or School Completion, and beyond.

The educational journeys of the students who attend Mountainside are rarely linear; many have faced barriers to success within the traditional model of the school system. We see our primary role here at the school to be reigniting and re-engaging students with their educational and life journeys.

Through our core values of mutual respect, genuine relationships, flexibility, choice, individual accountability, and community connections, we aim to build a community where learners are able to discover new passions, develop their skills, and create clear pathways to life after graduation.

Under the umbrella of Mountainside Secondary Program, there are three other programs working to support students in our district. They are:

[Ascent Program](#) – Partnership program with Vancouver Coastal Health, offering cross-agency support for students with internalizing social and emotional learning challenges

[KEY Program](#) – offering intensive educational, supervisory, and social-emotional learning support to students for whom a larger, less structured environment is unsuccessful.

[Eslha7an Youth Program](#) – offering a culturally rich educational experience, targeting students of indigenous ancestry.

Acknowledgement of the Traditional Territory

We are grateful to the Coast Salish people, specifically the Skwxwú7mesh Nation and Tsleil-Waututh Nation, for allowing us to learn, live, work, play and grow on their traditional, unceded territory. Alroy (Bucky) Baker gifted our Squamish name, SmanitaXan, which means "side of the mountain," to us in 2014.

Mountainside/SmanitaXan Secondary Vision Statement

Mountainside is a supportive educational community committed to providing students with opportunities for individualized, innovative, and transferable learning experiences that encourage the development of the whole student.

Mountainside/SmanitaXan Secondary Connection to District Strategic Plan

Our school motto is “Own Your Journey,” which aligns with our District’s priority areas and the broader Framework for Enhancing Student Learning. We are committed to empowering students to make positive choices that enhance their intellectual and social development. We do this by ensuring students have equitable access to an education program that best suits their needs.

Programming at Mountainside/SmanitaXan aligns with the key goals of School District 44 detailed in the Framework for Enhancing Student Learning in some of the following ways:



District Strategic Plan Key Priorities	Mountainside/SmanitaXan
Student-Centered Education	<p>Each student has an individualized graduation plan</p> <p>Students make individualized learning goals upon entry</p>
Innovative Instruction	<p>Students are given voice and choice in their work whenever possible, and are often invited to co-create assignments, projects or units of study with staff</p>
Inclusive Culture	<p>Value added programs such as Music Therapy, Queer Committee, Creative Connections, Gaming Club, and Boy’s Groups offer opportunities for students to meaningfully connect with each other</p>
Mental Health	<p>Enhanced counseling services</p> <p>Weekly access to a doctor and nurse</p> <p>Mental health literacy is embedded in our daily Self-Efficacy course</p> <p>Coordination with outside agencies for individual students, Ascent, and other student groups</p>
Reconciliation	<p>Indigenous students are provided with an opportunity to connect with their culture every week through our Indigenous Connections group</p> <p>We are guided by First People’s Principles of Learning in our decision making, with particular focus on the following: “Learning is holistic,</p>

	reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).” and “Learning involves recognizing the consequences of one’s actions.”
Environmental Stewardship	<p>We have a growing school garden that provides beauty, hands on learning, and curricular connections</p> <p>Participation in food reclamation program to create healthy school lunches</p>

School Goals



Goal 1:

To develop and implement strategies to support student transitions both between grades and toward post-secondary so that students feel prepared and empowered to meet the next step of their educational and/or career pathway.

Goal 2:

To increase active student engagement in learning by building and communicating clear expectations and using universal design for learning to create safe and innovative classrooms that are accessible to every learner.

Planning and Implementation

School planning is not a singular meeting at Mountainside but a continual process that involves ongoing dialogs that take place in numerous contexts and with a wide variety of school stakeholders.

Mountainside staff have been invited to participate in the development of school directions and goals. Our collaborative group is composed of CUPE, NVTA, and school administration staff. Mountainside staff continually reflect and review current interventions and programs, seek new opportunities for growth, and develop/implement/evaluate goals and change processes and structures.

Mountainside also has an active Parent Advisory Council that creates a space where parents can offer feedback about the goals, student needs, and the functioning of our school programs.

This year we have also worked with students and community partners to gather input and allow time and space for their thoughts, concerns and passions to shape the goals that we are working towards. Everyone in the Mountainside community has opportunities for involvement in the creation of our school goals and we will continue to monitor and adjust them based on the success of our initiatives and the changing needs of our students.

Strategic Actions

For Goal 1:

- **Action 1:** Indicate a detailed transition plan – to the next program, post-secondary, work – on each Student Learning Plan upon intake, and connect with the appropriate staff to help facilitate. Review and adjust as necessary each quarter.
Staff involved: Careers Coordinator, Individual Case Managers
- **Action 2:** Provide resources through CLE and Self Efficacy classes, including strategies for managing stress/change, enrolment in employment seminars, exposure to career, volunteer, and/or community opportunities supported by case managers, YEWs and the Careers Coordinator.
- **Monitoring and Adjustments:**
 - Monitor attendance in new program (are they landing?); successful completion of WEX 12; application to a post-secondary program
 - Provide targeted YEW, EA, counseling support to students who are not maintaining attendance after transitioning to a new program in the school

For Goal 2:

- **Action 1:** Create individualized learning goals with each student, including on intake and review progress quarterly
Staff involved: Case Managers, School counselors
- **Action 2:** Identify and implement universal supports in order to increase the self-efficacy of complex learners.
Staff involved: Case Managers, Classroom teachers, LST
- **Action 3:** Use staff collaboration days throughout the year to for colleagues to work together on curriculum developments through a UDL lens.

- Staff involved: Classroom teachers
- **Action 4:** Use staff collaboration days/professional days and Self Efficacy classes throughout the year to develop clear schoolwide expectations and explicitly teach/support learners to meet these expectations using a Positive Behaviour Interventions and Supports (PBIS) approach.
- Staff involved: All staff
- **Monitoring and Adjustments:**
- Monitor engagement by reviewing course attendance, progress and course completion rates overall, and monitor if students are meeting the targets they set for themselves
 - Provide targeted supports in the classroom, provide professional development opportunities for staff

Monitor, Evaluate and Adapt

Ongoing Assessment and Reflection



Formative Assessment:

We will collect data from the following sources:

- Course completion data
- Attendance data
- Student surveys (both local and district wide)
- Anecdotal evidence from students, teachers, PAC, and community partners

Communicating Progress

Engagement

Staff Engagement



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Student Voice



This year we have also worked with students and community partners to gather input and allow time and space for their thoughts, concerns and passions to shape the goals that we are working towards. Everyone in the Mountainside community has opportunities for involvement in the creation of our school goals and we will continue to monitor and adjust them based on the success of our initiatives and the changing needs of our students.

Family and Educational Partner Engagement

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Reflection and Strategic Alignment

Year-End Reflection Coming June 2026

