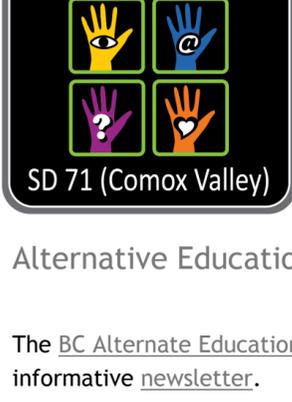


INNOVATIVE INKLINGS

Comox Valley School District Newsletter for Innovation
May 20, 2016



Alternative Education
Links
Maslow
Quotes
Behaviours
Glacier View Secondary
IEPs
A STEP ahead
Expectations

Alternative Education: Links

The [BC Alternate Education Association](#) publishes a very informative [newsletter](#).

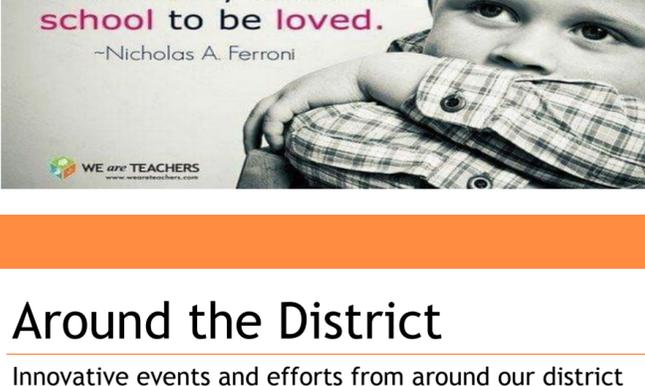
UBC has a [listing of alternative programs](#) in BC.

[Tracy Sherlock](#), a reporter with the Vancouver Sun, wrote a piece about how [alternative programs modernize education](#).



"Fair isn't everybody getting the same thing...Fair is everybody getting what they need to be successful."

"The kids who need the most love will ask for it in the most unloving of ways."



Around the District

Innovative events and efforts from around our district

Glacier View Secondary School Review

This week we visited [Glacier View Secondary School](#) and heard about the many programs and staff that work to support our students that struggle most in our bricks-and-mortar schools. There were a number of repeated themes throughout the presentations; primarily, under the leadership of [Murray McRae](#), the school community has worked to create a safe, warm, welcoming place for all and that is translating into increased student success and student choice to attend. The school logo is designed to be inclusive having five sections feeding into one whole, representing the five schools that students at Glacier View Secondary School have come from. The word "Unity" appears underneath. There is no doubt that this is not the Alternative School experience most expect. Glacier View is expecting to have 20 students graduate this year, a record number, and \$6,000 will be received in the form of bursaries.

Currently there are 135 students from grades 7–12 attending Glacier View and the core goal this year has been to create a positive school identity for kids. Despite the many examples of activities designed to do this, none speaks louder than the Wellness Centre. The idea is that partners—School, [VIHA](#), [Ministry of Children and Family Development](#), [Wachiay Friendship Centre](#), [John Howard Society](#), etc.—will work together to create a space for students, in a comfortable, safe environment, to get much needed health and wellness supports. This program is being modelled after the [John Barsby Wellness Centre](#) in Nanaimo. We went to take a look at the space and the maintenance teams under the leadership of [Dan Dalgleish](#) and [Ian Heselgrave](#) have done an amazing job of converting former class-space into a welcoming, private and respectful space.

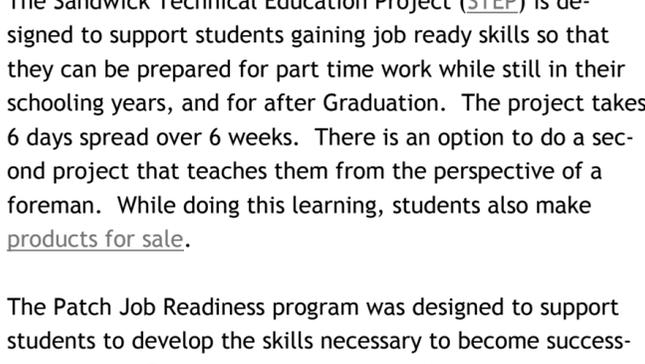
Additional key pieces that have been implemented this year to enhance school culture and community include: *Tuesday Soup Day*, a new Games room, the formation of 3 new clubs, new school sign, school mural project, an expanded school garden as well as a new display case exhibiting student successes.

There are many elements to Glacier View's programs, but one thing that runs through most of them is supporting students to become future ready. The students are as varied as there are students and each needs something different. Some benefit from the [Firewood Program](#) (hands-on, physical, outside, portable skill development) run by [Rob Hudson](#), while others benefit from the many courses (job ready certificates) and job placements produced by [Joanne Steven](#), the Work Experience Coordinator. Some participate in the [Bridgeway Program](#) with [Rob Prescott](#) (an all day program for students in grades 7-9 who have significant behavioural challenges, with the focus being to help them to be more successful in school and in life) others in the [KEY Program](#) with [Samantha McKay](#) (for students in grades 8 and 9 that attend for half days focusing on just their core academic subjects).

At the senior level there are two programs as well. Our [Senior Alternate Program](#) offers 80 students in grades 10-12 a half-day program through to graduation. Two teachers—[Stephanie Baker](#) and [Leigh-Ellen Stoyles](#)—provide academic support in many, many courses for these students. The [Connections Program](#) offers students many opportunities to gain course credits through a combination of face-to-face learning, on-line learning, and self-directed projects. Teacher [Sabrina Lloyd](#) maintains a highly experiential, environmental and adventure-based focus for the program that sees students explore and learn outside of the traditional classroom at least once a week.

One of the ways they build community at the school is through integrating the [First Peoples Principles of Learning](#) throughout the school. Aboriginal Support Worker [Bobbie Bailer](#) is omnipresent and engages students in a myriad of opportunities. The most popular book at Glacier View Secondary School is *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie. Youth and Family Support Workers [Paul Bozenich](#) and [Tracey McKinney](#), and counsellor [Kelsea Lockhead](#) use a similar approach in trying to connect with the Glacier View students. Based on a wide array of reasons the students are shy to trust adults and protective of stigmas, so the many support workers have to be patient and omnipresent to support the students as much as possible. More often than not, it is in the casual interactions that the students become most forthcoming. That is why things like the "games room" with its Table Tennis and the Outdoors Club (supported by \$4,500 of fundraising so the students can have entry level supplies) are so important. Not least of which, for many of these students, is that the opportunity to participate in such activities is not realistic.

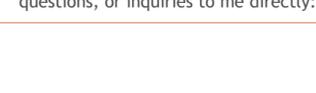
The rich variety of learning opportunities is a testament to the diversity of students who attend Glacier View. However, despite the program, the title, or the position, the staff of Glacier View Secondary School provide a safe, supportive place for all of their students. Whether it is providing them with much needed food and clothing or just a shoulder to cry on, the staff do everything they can to meet the basic needs of these vulnerable children and many thrive because of it. As the Wellness Centre shows, there is a constant desire to find ways to improve the support offered to these students and their community.



STEP and PATCH

The Sandwich Technical Education Project ([STEP](#)) is designed to support students gaining job ready skills so that they can be prepared for part time work while still in their schooling years, and for after Graduation. The project takes 6 days spread over 6 weeks. There is an option to do a second project that teaches them from the perspective of a foreman. While doing this learning, students also make [products for sale](#).

The Patch Job Readiness program was designed to support students to develop the skills necessary to become successful in the Oil Patch and includes many life-readiness skills and learnings.



Thank you for taking the time to read this and please direct any suggestions, questions, or inquiries to me directly: Gerald.Fussell@sd71.bc.ca