

# Skyline Alternate School

## Handbook



2023-2024

School District 27 (Cariboo-Chilcotin)

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# Welcome to Skyline Alternate School!

Whether you are a new student or a returning student, the staff at Skyline Alternate would like to extend to you a hearty welcome. This handbook is for you to review. It is full of information so that you will know what success means at Skyline.

Skyline is an alternate school that strives to provide a healthy and successful school experience for students who, for whatever reason, have been unable to achieve success in a regular school setting. We are not a school of choice. All students in attendance have gone through a referral process from their regular school to enter Skyline.

Skyline Alternate prides itself on being able to work successfully with students to create a positive school experience. We have seen many students come through our door, and within a few months, they begin to see the benefits, feel the sense of safety and connection, embrace Skyline, and make it their own. Many students entered Skyline and a brief time later left with a Dogwood Graduation certificate in their hands. Skyline has worked for many students, and it can work for you!

Welcome to Skyline. We hope that you feel a sense of belonging; we are confident that you will experience mastery as you embark on your studies; we trust that as your generous spirit soars, you will develop a sense of independence as you prepare for life beyond school.

Sincerely,

Skyline Staff

# Skyline Alternate School

## Our history

Skyline school started in the 1960's and for many years was located where the current Fire Hall is situated by Canadian Tire. Skyline has always been a school program that provides an offsite educational option for students who struggle with the structural, attendance and behavioural expectations of a regular school program. It was designed to support students with an independent, self-paced program that recognized that with support, students with challenging life-situations and lifestyles could be successful. With a focus on building individual self-control and responsibility, often through outdoor education and active learning experiences, Skyline students worked through basic grade 8-10 curriculum materials in hopes to return to senior secondary school or join the work force with some skills. Over the years, Skyline has continued to evolve to become an "Alternate" school choice for students struggling for success in a mainstream school. Skyline now offers programs from grade 8-12 and each year graduates many students. While the location, staff and students continually change over the years the main goal of Skyline has stayed the same, which is to help students with challenging life situations find success in school and beyond.

## Our Vision

Skyline Alternate School will provide an educational setting where social and emotional growth and support with healing of vulnerable students can occur with the goal to become productive (a relative and culturally defined term) community members.

## Our Mission Statement

We have the responsibility...

- To nurture a sense of self and a sense of community
- To provide a variety of learning experiences
- To help students succeed and celebrate successes
- To develop relationships with students based on trust
- To recognize and respond to individual student needs

## Our Values

- Belonging
- Mastery
- Independence
- Generosity
- Resilience
- Strengths versus Deficits
- Restitution – Restoration
- Positive Relationships
- Encouragement

## Our Daily Schedule

8:45am to 9:00am	Check in circle & breakfast
9:00am to 10:00am	Block 1
10:15am to 10:30am	Morning Break
10:30am to 11:45am	Block 2
11:45am to 12:45pm	Lunch
12:45pm to 1:45pm	Block 3
1:45pm to 2:00pm	Afternoon Break
2:00pm to 2:45pm	Block 4
2:45pm to 3:00pm	Wrap up circle & student debrief
3:00pm to 3:15pm	Staff wrap up & debrief

# SCHOOL CALENDAR 2023-2024



DATE	DESCRIPTION
<b>September 4, 2023</b>	<b>Labour Day Holiday (School Closed)</b>
September 5, 2023	Planning / Administration Day ( <i>Students do not attend</i> )
<b>September 6, 2023</b>	<b>First Day of School</b> (Shortened By 2.5 Hours)
September 22, 2023	Pro-D / Non-Instructional Day (Students Do Not Attend)
<b>September 29, 2023</b>	<b>National Day for Truth and Reconciliation</b>
October 9, 2023	Thanksgiving Day Holiday
October 20, 2023	Pro-D / Non-Instructional Day (Students Do Not Attend)
November 10, 2023	Remembrance Day Holiday (School Closed)
November 15 & 16, 2023	Parent Teacher Interviews (School day shortened by 1 hour)
November 20, 2023	Pro-D / Non-Instructional Day (Students Do Not Attend)
<b>December 25 – January 5, 2024</b>	<b>Winter Break (School Closed)</b>
January 8, 2024	First Day Back After Winter Break
February 16, 2024	Pro-D / Non-Instructional Day (Students Do Not Attend)
February 19, 2024	Family Day (School Closed)
<b>March 18 – 29, 2024</b>	<b>Spring Break (School Closed)</b>
April 2, 2024	First Day Back After Spring Break
April 24 & 25, 2024	Parent Teacher Interviews (School day shortened by 1 hour)
April 26, 2024	Pro-D / Non-Instructional Day (Students Do Not Attend)
<b>May 20, 2024</b>	<b>Victoria Day Holiday (School Closed)</b>
<b>June 27, 2024</b>	<b>Last Day Students Attend School</b>
June 28, 2024	Planning / Administration Day (School Closed)

“Learning, Growing, and Belonging Together”

350 North 2<sup>nd</sup> Avenue Williams Lake, BC V2G 1Z9 Tel: 250.398.3800 Web: [www.sd27.bc.ca](http://www.sd27.bc.ca)

## **First Nations Enhancement Agreement**

School District 27 and the First Nations communities which share the local geographical area have created an Enhancement Agreement designed to provide conditions to empower our First Nations students. We offer cultural as well as academic support.

We, at Skyline, support the Enhancement Agreement by incorporating the First Nations Principles of Learning as a multi-cultural template for best educational practice.

1. Learning supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
2. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
3. Learning involves recognizing the consequences of one's actions.
4. Learning involves generational roles and responsibilities.
5. Learning recognizes the role of indigenous knowledge.
6. Learning is embedded in memory, history, and story.
7. Learning involves patience and time.
8. Learning requires exploration of one's identity.
9. Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

## Skyline Expectations

### Attendance:

- All students will arrive on time and be prepared for their classes
- All students will follow designated break times
- All students will leave only with their teacher permission
- Students must not wander in and out of other classrooms
- Students are expected to attend Life Skills sessions
- Parents/guardians will be notified of student absences, lates, and skipping

All students are expected to attend on a regular, full-time basis. Parents/guardians are expected to notify the school if their child's absence is to be excused especially if the absence is more than a day or two (illness, family emergency, etc.)

Classroom teachers will attempt to contact parents/guardians when a pattern of truancy occurs to enable students to get back on track. If parents are concerned about attendance, they can contact the school at any time or check their child's attendance themselves through MyEdBC.

If a student cannot attend full-time, an attendance contract could be considered. Attendance contracts are an agreement between the teacher, student, and parents to set a schedule that works for the student. Reasons for part time attendance may include:

- job requirements
- mental or physical health issues
- family obligations
- transportation issues
- school recommendation

Repeated unexcused absences will be dealt with in a school-based team approach as opposed to a disciplinary level but constant absences may result in removal from Skyline.

### Attitude:

- All students will work cooperatively and respectfully with each other and with the staff
- All students will keep hands, feet, and objects to themselves
- Harassment (verbal or physical) of others will not be tolerated
- Sexual comments or inappropriate language will not be tolerated
- Any weapons or drugs could lead to immediate suspension



A positive attitude is key to academic success. We ask all students to be respectful and positive while at school. Skyline offers many supports and programs to help students find success so students must participate regularly.

### **Achievement:**

- Assigned work will be completed in a timely manner
- Compliance with teachers' directions is expected
- Students are expected to submit quality work based on their abilities
- Participation and cooperation are key to achievement

Achievement is directly linked to good attendance, effort, and participation. To be successful students need to attend regularly and work to the best of their ability each day.

### **Smoking:**

Smoking is not allowed on any School Board property. Students who choose to smoke must do so at designated break times and must leave school property before smoking.

### **Drugs and Alcohol:**

- Drugs and alcohol are not permitted on school property
- Students under the influence of drugs and/or alcohol are not permitted on school property and could be suspended from school

Students who struggle with drug and alcohol issues will be referred to a drug and alcohol counselor and will be encouraged to enroll in a treatment program

### **Fighting/Assault/Threats/Intimidation**

- All students and staff at Skyline have the right to a safe environment
- Students who compromise the safety of others will face appropriate discipline
- Acts of violence, threats, intimidation, and bullying are major violations and could lead to suspension or removal from school.

### **Role of the Bystander**

- A bystander is any individual who encourages, incites, or purposefully watches acts of violence, aggression, assaults, threats, or intimidation.
- A bystander in such events is deemed to have compromised the safety of others and will be held accountable which could include suspension or removal from school

## **Cell Phones/Handheld Electronic Devices**

- Cell phones and other electronic devices can negatively impact the learning environment.
- Teachers will use discretion in determining at what point a cell phone or other electronic devices negatively impact the learning environment.
- Teachers will remind students to stop using cell phones or other electronic devices.
- Teachers may remove a cell phone or electronic device for the duration of class.
- If cell phone continues to be an issue it will be referred to administration and parents might have to come pick up the phone

Cell phones can be a useful tool when used properly but typically are more of a distraction used for games or checking messages. Parents are encouraged to contact students through the school phone system. Students can access the Internet through school computers if needed for projects or research.

## **Generosity**

All students who take advantage of the school breakfast, lunch and snack program will be expected to assist with kitchen clean up and food preparation on a rotational basis.

## **Programs**

### **Resiliency Program**

The Skyline Resiliency Program is a required area of study for all students attending Skyline Alternate School. The Resiliency Program is one of the principles distinguishing features of Skyline, which creates belonging, confidence, and self-worth to continue with academic studies, and differentiates us from high schools that are more traditional. Resiliency class is a time for students to connect with one another and their teachers. It is a time to debrief situations that impact the school and a time to build bonds of safety and respect between staff and students.

### **Academic**

Skyline Alternate offers the required core courses for graduation. Due to our school size, we are limited in the range of offerings we can provide. Skyline offers a limited number of electives that students can complete to satisfy their graduation requirements. We also offer training in First Aid, WHMIS, Food Safe, and other programs as opportunity arises.

### **Cross-enrolment with LCSS**

In some circumstances, students may enroll in elective classes at the local high school. Conditions may vary depending on the needs of the student. Generally, cross-enrolled students are given a “Three Strikes” mandate: immediate forfeiture of LCSS elective upon third administrative referral.

# BC Graduation Requirements

## Grades 10, 11 and 12 Graduation Requirements (Dogwood Diploma)

These are minimum course requirements. Students must complete all required courses and complete a minimum of 80 credits. Students should try to complete 8 courses each school year, especially in Grade 10 & 11.

Effective July 1, 2023: At least 4 credits must have an Indigenous focus.

Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• English 10 (made up of 2 modules)</li> <li>• Socials 10</li> <li>• Foundations Pre-Calculus 10 or Workplace Math 10</li> <li>• Science 10</li> <li>• Physical &amp; Health Education 10</li> <li>• Career Life Education 10</li> <li>• Plus 2 Electives</li> </ul>	<ul style="list-style-type: none"> <li>• One English 11 course</li> <li>• Exploration in Social Studies 11 or any Social Studies 12</li> <li>• One Math 11/12 course</li> <li>• One Science 11/12 course</li> <li>• Career Life Connections 12 (Moodle part)</li> <li>• Plus 4 Electives</li> </ul>	<ul style="list-style-type: none"> <li>• English Studies 12 or English First Peoples 12</li> <li>• Plus 7 electives, at least 3 of which must be at the Grade 12 level</li> <li>• Work Experience</li> <li>• Career Life Connections 12 (Capstone Project)</li> </ul>
<p>Indigenous Focused Course Options:</p> <ul style="list-style-type: none"> <li>• B.C. First Peoples 12</li> <li>• Contemporary Indigenous Studies 12</li> <li>• English First Peoples – Literary Studies 10*</li> <li>• English First Peoples – New Media 10*</li> <li>• English First Peoples – Spoken Language 10*</li> <li>• English First Peoples – Writing 10*</li> <li>• English First Peoples – Literary Studies + New Media 11</li> <li>• English First Peoples – Literary Studies + Spoken Language 11</li> <li>• English First Peoples – Literary Studies + Writing 11</li> <li>• English First Peoples 12</li> </ul> <p><i>*denotes a 2-credit course (meets half the requirement)</i></p>		

## BC Adult Graduation Diploma Program

### Adult Dogwood

An adult high school diploma is the British Columbia Adult Graduation Diploma (BCAGD), also known as the “Adult Dogwood.” It is for adult learners (18 years of age and older) who want to take courses to complete high school and obtain their adult high school diploma.

To graduate with an Adult Dogwood, students must have:

- A required Language Arts 12 course
- A Math 11 or 12 course.
- At least three additional Grade 12 electives, **or** a Grade 11 Socials Studies course and two additional Grade 12 electives

Courses and credits can be counted from either or both the public secondary and post-secondary systems.

Of the five courses required for the Adult Dogwood, at least three must be completed **after** the adult student has entered the Adult Graduation Program, either through enrolment (instruction) or [Prior Learning Assessment](#). This means that students can receive credit toward the Adult Dogwood for no more than two qualifying courses completed while in the B.C. (school-aged) Graduation Program. You cannot receive an Adult Dogwood using only courses completed prior to enrolling in the Adult Graduation Program.

Adult learners are not required to complete the Graduation Numeracy or Literacy Assessments to graduate with the Adult Dogwood. At the same time, adult learners should be aware that some post-secondary institutions may require that students write assessments/examinations for admission purposes.

# Code of Conduct

## Expectations of Acceptable Conduct

Students will be asked to conduct themselves in such a way as to help create an atmosphere of trust and security in which they may grow in confidence because of their actions and achievements. Behaviors we believe that will facilitate such an atmosphere are:

- to attend school regularly and conform to the rules of the school,
- to participate willingly, and to the best of their ability, in their learning,
- to respect themselves and others' safety, well-being, and property,
- to be accountable for their behavior and responsive to reasonable, related, and respectful consequences,
- to participate in creating a safe, positive environment conducive to learning.
- to be involved in developing a school code of conduct.

## Students Rights and Responsibilities

<p>The right to:</p> <ul style="list-style-type: none"><li>• be treated fairly and with respect and dignity</li><li>• be free from discrimination in any form</li><li>• be safe</li><li>• a quality educational program</li><li>• equitable access to and equitable participation in quality education for all students</li><li>• school cultures that value diversity and respond to the diverse social and cultural needs of the communities they serve</li><li>• school cultures that promote understanding of others and respect for all</li><li>• learning and working environments that are safe and welcoming, and free from discrimination, harassment, and violence</li><li>• decision-making processes that give a voice to all members of the school community</li><li>• policies and practices that promote fair and equitable treatment</li></ul>	<p>The responsibility to:</p> <ul style="list-style-type: none"><li>• come to school prepared, on time and ready to learn</li><li>• show respect for themselves, for others and for those in authority</li><li>• refrain from bringing anything to school that may compromise the safety of self and others</li><li>• follow the established rules and take ownership for their own actions</li></ul>
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1. These conditions apply while students attend school, while travelling to and from school, and while attending any school function at any location.
2. School District #27 has no tolerance for weapons, explosives/incendiary devices/materials and in the interests of safety GROW and Skyline Alternate School will

do everything in its power to ensure this no tolerance policy is strictly always adhered to.

3. Possessing or using weapons, explosives, fireworks, firecrackers, or any other items capable of causing bodily harm, including “fake” weapons that can be perceived as “real” weapons will result in immediate suspension from the school and the file undergoing district review.
4. School Code of Conduct Requirements with Respect to the Human Rights Code
5. The Code of Conduct and the BC Human Rights Code
6. The contents of this Code of Conduct acknowledge that if there is a conflict between this code and the Human Rights Code then the Human Rights Code shall prevail.
7. With respect to the Human Rights Code, this School Code of Conduct in no way intends to discriminate against a person or class of persons because of race, color, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation of that person or class of persons.
8. The school and the Board of Education will take all reasonable steps to ensure no person faces retaliation against another for making a complaint resulting in a breach of the code of conduct.
9. It is expected that while involved in school related functions of any nature students, parents, coaches and involved members of the greater community follow the school code of conduct as they are acting as ambassadors of the school.
10. Protocols regarding conduct while acting as ambassadors to the school are made known to students, parents, coaches and involved members of the community.

### **Consequences for Unacceptable Conduct**

1. If a student breach of conduct occurs, certain behaviors have been highlighted and a disciplinary action plan to provide students, parents, and staff with guidelines for disciplinary proceedings and protocol.
  - a. Where consequences for unacceptable behavior are concerned, whenever possible and wherever appropriate, consequences shall be restorative rather than merely punitive in nature (ex. actions of a discriminatory nature).
  - b. In no way is this list meant to be comprehensive as situational variables must be considered in all cases to best meet the needs of all parties involved in disciplinary incidents. Consideration will be given to a student’s age, maturity, and special needs and their previous school record.
  - c. Special considerations may apply to students with special needs where appropriate. (These are students who may not be able to fully comply with a code of conduct because of their special needs). As students grow older and

- move through successive grades at Skyline Alternate School, their maturity is expected to increase and be held to a higher standard of personal conduct.
- d. The use of suspension will only be considered when violation of the Code is serious or other consequences have been inadequate or ineffective.
  - e. On occasion, school officials may be responsible for advising other parties of serious code of conduct breaches. (e.g., parents, school district officials, police and/or other agencies).
  - f. Teachers are responsible for developing their own Classroom Management Plan. Within this plan, there will be classroom expectations, classroom recognition, and classroom consequences that will be explained to all students at the beginning of the year and that are consistent with and complement the School Code of Conduct

## ROLE OF STAFF

**Role of Staff:** (this list provides for some general guidelines. A more exhaustive job description may be available by viewing individual job posting descriptions or through SD 27 Human Resources)

### **Principal:**

The role of the principal is prescribed in the British Columbia School Act. His/her responsibility is:

- ★ To act as an intermediary between educational staff and senior management.
- ★ To act as an intermediary between staff and students and/or parents should questions arise that cannot be resolved at the classroom level.
- ★ To be the final authority in policy and rule enforcement at the school level.

### **Classroom Teacher:**

the role of the Alternate Education teacher is:

- ★ To provide a safe learning environment for all students registered in his/her class list/caseload.
- ★ To provide a suitable course of studies for each academically capable student.
- ★ To monitor attendance, behaviour, academic progress, and participation in Resiliency programming.
- ★ To create a learning plan for each student at Skyline
- ★ To provide feedback to parents regularly.
- ★ To be available to parents regularly within regular working hours.
- ★ To offer mentorship/coaching/academic counseling to a student as needed.
- ★ To provide a temporary work environment that may differ from the standard classroom when necessary.

### **Educational Assistants:**

- ★ To assist the teacher in delivering course and grade material appropriate to individual students.
- ★ In collaboration with classroom teachers, provide suitable adaptations in learning materials for individual students.



### **Youth Engagement Workers:**

- ★ To develop a more intensive knowledge of a student's social, emotional, and behavioural needs.
- ★ To facilitate group Resiliency seminars weekly.
- ★ To refer students to appropriate professional resources to address social, emotional, or behavioural needs.
- ★ To provide access to food for students

### **Indigenous Support:**

- ★ To assist the teacher in delivering course and grade appropriate material to First Nations students
- ★ In collaboration with classroom teacher, provide relevant cultural resources and learning materials for First Nations students
- ★ Help plan and implement cultural events
- ★ Communicate regularly with parents and First Nation Education Coordinators.

## **Staff Information (2023-2024)**

### **Office Staff:**

Heather Auger [heather.auger@sd27.bc.ca](mailto:heather.auger@sd27.bc.ca) Principal  
Amanda Doherty [amanda.doherty@sd27.bc.ca](mailto:amanda.doherty@sd27.bc.ca) Secretary

### **Teaching Staff**

Beverly Dawes [beverely.dawes@sd27.bc.ca](mailto:beverely.dawes@sd27.bc.ca) Classroom Teacher

### **Support Staff:**

Erin Dell [erin.dell@sd27.bc.ca](mailto:erin.dell@sd27.bc.ca) Education Assistant  
Shelley Walker [shelley.walker@sd27.bc.ca](mailto:shelley.walker@sd27.bc.ca) Youth Engagement Worker  
Cassidy Porter [cassidy.porter@sd27.bc.ca](mailto:cassidy.porter@sd27.bc.ca) Youth Engagement Worker  
Lora Fairbrother [lora.fairbrother@sd27.bc.ca](mailto:lora.fairbrother@sd27.bc.ca) Youth Engagement Worker  
Alicia Gilbert [alicia.gilbert@sd27.bc.ca](mailto:alicia.gilbert@sd27.bc.ca) Indigenous Support Worker

### **Custodial:**

Bastion Brown [bastion.brown@sd27.bc.ca](mailto:bastion.brown@sd27.bc.ca) Custodian

## Community Contact Numbers

<b>Emergency (Ambulance Police Fire)</b>	<b>911</b>
<u>Axis Family Resources</u>	<u>250-392-1000</u>
<u>BGC</u>	<u>250-392-5730</u>
<u>Canadian Mental Health Association (CMHA)</u>	<u>250-398-8220</u>
<u>Cariboo Friendship Society</u>	<u>250-398-6831</u>
<u>Child Development Centre (CDC)</u>	<u>250-392-4481</u>
<u>Denisiqi Services Society</u>	<u>250-392-6500</u>
<u>Drug and Alcohol Help Line</u>	<u>1-800-663-1441</u>
<u>Foundry</u>	<u>250-398-2185</u>
<u>Interior Health</u>	<u>250-302-5000</u>
<u>MCFD</u>	<u>250-398-4220</u>
<u>Kids Help Line</u>	<u>1-800-668-6868</u>
<u>Pregnancy Outreach</u>	<u>250-392-3583</u>
<u>Women's Contact Society</u>	<u>250-392-4118</u>
<u>RCMP (Non-emergency)</u>	<u>250-392-6211</u>
<u>RCMP (Victim Services)</u>	<u>250-392-8709</u>
<u>Suicide Crisis Help Line</u>	<u>9-8-8</u>
<u>Youth Against Violence</u>	<u>1-800-680-4264</u>