



Student Handbook 2021-22

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Vision

Students experience educational success, find their voice, fulfill their potential and have the power to achieve their dreams.

Mission

To provide holistic social and emotional support and high school education to young women and trans-youth in our nurturing community, as well as provide an enriched early childhood experience to infants and toddlers of young parents while modeling care-giving skills and supporting each student in their parenting.

Core Values

Compassion

Power

Respect

Territory Acknowledgment

We respectfully acknowledge that Artemis Place stands on the unceded and traditional territories of the Lekwungen-speaking and SENĆOŦEN - (Sen-Choh-Th-en) speaking peoples. We recognize that the original peoples of this place, including the Esquimalt Songhees and W̱SÁNEĆ (H-Wah-Say-Nich) nations, continue to be the keepers of this beautiful land and its stories. We understand our responsibility and we commit to working towards decolonization and honor the need for reconciliation.

Introduction and Herstory

Artemis Place Society operates Artemis Place Secondary School and the Artemis Young Parent Program. It is a non-profit society overseen by a volunteer Board of Directors. The Society has been providing alternative programs for young women since 1971 and is highly respected throughout the province. Artemis Place is a holistic and nurturing school community where young women, young moms and all trans-gendered youth aged 15-19 years are supported to experience success in academics, life skills and personal well-being. The staff assists students to enhance confidence, skills, and knowledge by building trusting, caring relationships in a small school environment. As a Society, we are working towards understanding and responsibility for reconciliation, in response to Canada's Truth and Reconciliation Commission.

There are 3 programs delivered in an integrated model at one site: Artemis Place Secondary School, Artemis

Young Parent Program, which includes a childcare centre, and the Life Skills /Counselling Program.

The inter-disciplinary staff team is made up of Youth and Family Counsellors, Teachers, Academic Coordinator, Garden Coordinator/Educational Assistant, Admin Coordinator, Program Coordinator, Early Childhood Educators and Director.

Artemis Place Secondary

Artemis Place Secondary is a tuition-free, Special Education Independent school. Grades 10-12 are offered by BC certified teachers through self-paced, personalized learning to meet the goals, strengths and needs of each student. Curriculum is formed by an Individual Education Plan (IEP) which outlines student's personal and academic goals. The teachers create a welcoming learning environment, working closely with students to inspire and encourage them. Members of each student's learning support team (parent, social worker, community counsellor, etc.) are invited to participate in developing an IEP as well as attending progress meetings. In addition to required courses, other opportunities include Visual Arts/Textiles, Food Studies, Active Living, Yoga, Environmental Science, Family Studies, Life Skills and Careers. At eighteen years of age, students may choose to work towards the option of an Adult Graduation Diploma.

Artemis Place Life Skills and Counselling Program

In the Counselling and Life Skills Program, each student works one-to-one with Youth and Family Counsellors (YFC). Annual planning and regular check-ins take place and students can also access their counsellor as needed. YFCs provide a caring, non-judgmental and confidential counselling environment for all students. They help students develop meaningful goals and strategies to work towards. They also make referrals to community supports and agencies, when needed. Skill-building workshops are offered on topics such as healthy relationships, mental wellness, gender diversity, and Indigenous ways of knowing. These are often led by community presenters and are geared toward the interests and needs of the students. Developing life skills is an important component of the program and students are supported to learn basic independent living skills while gaining confidence and increasing self-esteem.

Artemis Young Parent Program

The Young Parent Program supports pregnant teens and young parents in a nurturing community, while also providing a safe, stimulating environment for their children. In the on-site, licensed infant/toddler and multi-age centres, a staff of experienced Early Childhood Educators (ECE) provide responsive care for the children, along with building respectful, trusting relationships with their families. There are rich and varied experiences to support all aspects of children's well-being, while nurturing their cultural and familial traditions. The centre provides healthy snacks and lunches with a flexible schedule to meet the individual needs of the children. There is lots of time for outdoor play as exploring the natural environment is a cornerstone of the program. The team of ECEs, Youth and Family Counsellors and a Public Health Nurse offers

pre-natal and parenting education, individual and group counselling, support and advocacy. Parents are also given the opportunity to connect with other students to share the joys and challenges of parenthood.

ERASE Bullying

Like all schools in BC, Artemis Place participates in the ERASE Bullying program. You can find more information about this at <https://www2.gov.bc.ca/gov/content/erase>

If you are experiencing bullying, please speak to one of the staff so we can support you. If you do not feel safe reporting directly to staff about bullying, there is also an anonymous provincial reporting tool that can be utilized at <https://erasereportit.gov.bc.ca/>

All bullying will be addressed in our community. Online bullying that impacts students will be addressed even if it is outside of school hours.

Child Abuse Reporting

Artemis Place follows the CFCSA and reports on child abuse and neglect as is required by law. The [Child, Family and Community Service Act](#) (CFCSA) requires that anyone who has reason to believe that a child or youth has been or is likely to be abused or neglected, and that the parent is unwilling or unable to protect the child or youth, must report the suspected abuse or neglect to a child welfare worker.

Community Building

At Artemis Place, we work to provide an environment where students:

- Feel safe, supported, welcomed, and respected.
- Are supported to attend classes and complete academics on a self-paced schedule.

Artemis is a Trans-inclusive school:

- We provide a safe and supportive space for women and gender diverse people.
- We expect our community members to contribute to an environment of openness and respect where all people feel welcome and free to express their individuality.

Our Peace building process:

- When interpersonal conflict arises, staff will support youth to participate in a peace building process based on restorative justice and non-violent communication principles.
- This process is integral to building a safe and supportive school community.

Community Agreement

- Students are important in building the community culture of Artemis Place and as one component of this, students sign the Community Agreement form to affirm their agreement. As below:

Artemis Place strives to ensure all students feel safe – emotionally and physically. We are committed to building and maintaining an environment and community that is conducive to supporting students in achieving their individual goals.

Recognizing this is a shared responsibility between both staff and students, I agree to:

- Follow all pandemic response parameters.
- Contribute to a calm and comfortable environment by being aware of how my behaviours and words impact others, with special consideration for sensory sensitivity.
- Develop and work toward my goals with the support of the teachers and YFCs, including participating in Progress Meetings at least twice per year.
- Use my cell phone respectfully and at a minimum through academic blocks.
- Help develop and maintain Group Guidelines, including cell phones off and away during all group activities.
- Be mindful of students' personal belongings, the building and school resources.
- Commit to non-violence and never bring any weapons to school.
- Meet non-Artemis friends outside of school hours and off school grounds.
- Commit to working on personal wellness.
- Be substance-free during program hours, including alcohol, marijuana and recreational drugs, and not sell or bring any substances or paraphernalia to school.
- Work through disagreements constructively and take part in a Peacebuilding process when necessary.
- Communicate with school (and daycare if applicable) staff if I cannot make it or will be late for school.

I understand that staff will speak with me if it becomes apparent that following these points of the Community Agreement is a challenge or these challenges are impacting the school community. I agree that if any of the above commitments become difficult, I will reach out to staff for support.

Attendance

- School hours are Monday - Thursday, from 8:45am - 3:00pm and Fridays from 8:45am - 12:30pm, and parents/guardians are informed of absences daily by email. Staff have meetings after school hours and it is helpful if students can pack up to head out at 3:00pm.
- If students are going to be away or late, we ask students or parents/guardians to let the school know either by emailing info@artemisplace.org, or they can call/ text their Youth and Family Counsellor.

- The school delivers a full-time program and the goal is for students to attend full-time. Many students face barriers to full-time attendance, and if this is the case, students are encouraged to speak to their Youth and Family Counsellor to arrange for successful planning and to work on a transition plan to full-time attendance.
- Students who are experiencing extended absences are expected to continue communicating with the school about their situation.
- Student work hours and medical appointments should be scheduled for outside of school time, whenever possible.
- Young parents call/text the daycare if your child will be absent at 250-598-5183 ext. 4. Check with the daycare for their cell number for texting.

Teacher/Counsellor Groups

- Students have primary Teachers and a Youth and Family Counsellor who guide and support them in their goals.
- Every Monday morning, there is a TC group meeting where the weekly schedule is reviewed, community announcements are read, and information is shared. Students need to do their best to attend these meetings.
- If this meeting is missed, TC group minutes will be posted on the Artemis Place Student Facebook site.
- TC group is a great opportunity for students to organize their work for the week, suggest ideas for programming and build relationships within a smaller group.

Complaints

If you are unhappy with something that happened at school, or with a staff person, you are encouraged to bring it to a staff person's attention in a respectful way and work towards a solution, or agree on how to move forward in a good way. If the situation has been with a specific person, please speak with that person directly if you are able; if not you may reach out to Rachel to discuss your concern and work together to find a solution.

Cell Phones and Wi-Fi:

- Wi-Fi for your personal devices is available in the morning until 9:15am, during breaks and lunch, and from 2-3pm and all day Friday. WIFI is available all day on the Artemis Place owned devices.
- Phones can be used to listen to music and students are asked to avoid unnecessary cell phone use during class time in order to be able to focus on your school work.

Computer Use

- Since the computers are shared, students should save their work in their Student Google account. Artemis Place does not allow the use of social media applications, such as Facebook, Snapchat, Instagram, Twitter, and online games (this includes Proxy sites). Please use the computers

appropriately, e.g.: to research projects and word process.

Reporting Periods

- Students receive formal report cards in February, April and June. There is an informal report in November and meetings are available throughout the year to discuss student progress. Students and/or parents can request these meetings with the student's primary teacher on an as needed basis as well.

Graduation

For information on the BC Graduation Program, please visit: <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation>

Artemis Place hosts a graduation ceremony each June and this event is always a special time to celebrate the hard work and determination of our students.

Graduation Assessments

As part of the current graduation program in BC, all students who are working towards a regular Dogwood Diploma are required to write both Numeracy and Literacy Assessments. These will be offered at Artemis at least twice per year and are facilitated by Artemis Place teachers. Please speak to a teacher if you have questions about this process.

Student Transcript Service

Graduation transcripts are no longer mailed to the school following graduation. There is a free online transcript service where students can print or send in their transcripts at <http://www.studenttranscripts.gov.bc.ca>.

Get Credit Form

Artemis Place often offers cross curricular opportunities throughout the year. To get credit, you will be asked to complete a Get Credit Form and hand it in to staff in order to track your learning. On this form, we will be asking student to self-assess their own learning in workshops and group activities by using a proficiency scale.

Proficiency Scale

PROFICIENCY SCALE What does my grade...mean? <i>at Artemis!</i>				
BEGINNING	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
<p><u>Approaching understanding</u> of the concepts and competencies in relation to the expected learning, but not yet showing that learning concretely</p>	<p>Demonstrating <u>initial understanding</u> of concepts and competencies in relation to the expected learning</p>	<p>Demonstrating <u>partial understanding</u> of concepts and competencies in relation to the expected learning</p>	<p>Demonstrating <u>complete understanding</u> of concepts and competencies in relation to the expected learning</p>	<p>Demonstrating <u>sophisticated understanding</u> of concepts and competencies in relation to the expected learning</p>
<p><u>What it sounds like:</u> "I don't get it yet, but I'm trying and I'm showing up."</p>	<p><u>What it sounds like:</u> "I am just getting started and learn best with help."</p>	<p><u>What it sounds like:</u> "I'm starting to get it, and I'm beginning to do more and more on my own."</p>	<p><u>What it sounds like:</u> "I get it and can do it on my own"</p>	<p><u>What it sounds like:</u> "I really get it and can teach others how to do it." "I go above and beyond expectations."</p>
<p><u>Letter grade:</u> C- (50-59%) Minimal achievement</p>	<p><u>Letter grade:</u> C (60-66%) Satisfactory/average</p>	<p><u>Letter grade:</u> C+ (67-72%) Good work</p>	<p><u>Letter grade:</u> B (73-85%) Very good</p>	<p><u>Letter grade:</u> A (86-100%) Excellent/outstanding</p>

Food and Clean Up

- Our kitchen is a space for students to use during breaks and lunch time. There is also a weekly community lunch on Wednesdays and students can help prepare.
- Each person is responsible for cleaning up after themselves, including rinsing dishes and putting them into the bin for washing,
- Please be mindful of food waste, recycling and composting and sort your waste appropriately.

Lockers

- Students can request a locker with lock and are encouraged to store their personal belongings securely and not leave them in open spaces, unsupervised. Please speak with Marion in the office to request a locker.

Substance Use

- Students are expected to not be under the influence of any non-prescribed substances while at school, and to not bring any drugs, alcohol or paraphernalia on school grounds.
- If staff notice that you are presenting as under the influence, they will speak with you directly, and ask you to leave. This is also a topic covered under our community agreement as the Artemis school community is to be a safe and respectful space for all students.

Visitors

If a student is expecting a visitor, a staff person should be told. Friends are asked to meet outside of school hours and off and away from the school grounds. Social workers, youth workers, etc. will be asked to wait at the front hall and sign in and out. During Covid-19, visitors to the school are to be kept to a minimum. Visitors are asked to use hand sanitizer and wear a mask when inside the school.

Snow Days

We follow the closure announcements of the Greater Victoria School District 61 which are shared on their social media and on radio stations. On snowy days, SD61 will announce by 7AM whether school will be closed. We will also share notices of closures on our [Facebook](#) page.

Emergency Preparedness

Artemis Place does regular emergency drills throughout the year for fire, earthquake, lockdown and all students participate in these drills to ensure they understand how to respond in an emergency. Saanich Fire and Saanich Police will usually attend one drill per year to support the learning and to ensure best practices.

Online School Calendar

- Be sure to check out our online school calendar on our website at artemisplace.org to see our daily schedules.
- Special Events are often posted on our student Facebook site as well.

One Planet Saanich

Artemis Place is a participant in the One Planet Saanich program. We want to continue to work towards sustainable and environmental practices within our school community. If you are interested in being involved, connect with Woodsy this year who will be leading this initiative. For more information, check out <https://www.oneplanetsaanich.org/>.

A Typical Day at Artemis

The day is broken into 4 blocks with numerous choices offered. There is a morning and afternoon break, along with 45 minutes for lunch. Both self-paced and small group workshops occur throughout the day, which can be academic or life skills focused. The week begins with a TC group check-in, information sharing and goal setting. Along with academics, some of the weekly activities include gardening, active living, science ventures and a Parent Group. There is also a weekly community lunch, life skills groups and fun community-building activities. Field trips are planned throughout the year as well. Some of the group offerings are outlined below:

Garden: Depending on the weather, we may be outside digging, planting, harvesting, or learning about

compost, pollinators, worms, and soil. During colder, wetter months, you may find us in the kitchen processing our homegrown foods and medicinal herbs, making kombucha and sauerkraut, or planning our next move in reclaiming and rewilding our school field (future food forest!). Always, we include recognition of our host Indigenous nations and our reciprocal relationship to the land and creatures with whom we share our learning.

Parent Group: This is an opportunity to come together weekly with other young parents while babies are safely cared for in the daycare centre. The group builds supportive community while offering shared exploration and learning around the unique challenges and joys of young parenthood. Each year, we aim to offer content that addresses the particular needs and interests of the parents attending. This may include guest speakers, creative projects, or special outings. Readings and activities from the Power Source Parenting program ground the group with relatable guidance and discussion topics as we wind through our year together. And of course, tea and treats are a must at every group!

Active Living: This course examines the importance of an active living lifestyle. Personal and societal trends relating to the concepts of play, recreation, leisure and wellness will be discussed within a framework of developing quality recreational experiences. A broad range of activities will be offered. The program consists of fun activities, such as hiking, canoeing, boxing, archery, skating, visiting recreation centres, and sailing, using both school and community facilities. Due to the nature of this course, a high level of maturity and responsibility will be expected from each student.

Pandemic Response

As part of our ongoing response to the pandemic, Artemis Place will continue to meet all the standards, requirements and protocols set out by Public Health, the BCCDC and WorkSafe BC. We remind all staff and students that they are required to **wear a mask, hand sanitize** and do a **Daily Health Check** every day. Please stay home if they are experiencing any cold or flu like symptoms and consider getting a Covid-19 test. Parents/Guardians may request a mask exemption by writing Artemis Place at info@artemisplace.org. For updates on our Communicable Disease Plan, please see the Resources section of the Artemis Place website.

Vaccines

- Public health strongly encourages all eligible students and staff to be fully vaccinated (i.e., receive 2 doses) against COVID-19 to protect themselves and those around them including those who are not eligible to be vaccinated.
- For more information go to www.getvaccinated.gov.bc.

Artemis Staff Team Bios: Who's Who

Amber, YFC (she/her)

Amber has been working as a Youth and Family Counsellor at Artemis since 2013, though she took two years off to be home with her kids. Having gone to a small alternative high school herself in Vancouver, Amber recognizes the importance of providing a safe space where youth can build community, feel respected and complete high school while planning for future goals. Amber loves participating in all the fun things we do at Artemis and highlights include visiting the littles in the daycare, cooking over the campfire at Goldstream, community lunch days, beach cleanup, and going for walks with students while checking in.



Amber has worked with youth in Victoria in several different settings including the Pandora Youth Apartments, Kiwanis Emergency Youth Shelter and Youth Detox. Amber is currently working on a Master's in Counselling through City University. When not at work Amber loves to explore outside in nature with her kids and rescue dog and she enjoys cooking nutritious food with her family.



Caitlin, Practicum Counselling Student (she/her)

Caitlin is studying counselling, and she loves to talk about what's going on beneath the surface, the world of the unseen and dreams. She's interested in how connections to community and nature can support our personal growth and sense of purpose in the world. Caitlin also likes to be active and specifically loves hiking, camping and dancing like nobody is watching.

Cecile, Teacher (she/her)



Cecile walks through the door of the art room in Artemis Place Secondary with gratitude. Art, design and photography are all things that define her. Throughout her 6 years of Post-Secondary studies in Art and many years of working with students of all ages she has been continuously amazed by the creativity she has seen and believes that everyone has the potential to produce awesome art! Her goal is to ensure that the Art room remains a place where students feel safe to express their visual voices and be seen and heard. She loves creating objects with textiles with and without a pattern and cooking nutritious meals with and without a recipe! Her inspiration comes from many sources including art history, ancient cultures and the world around her; from the smallest creature to the furthest galaxy, she is convinced that nature is the absolute best artist.



Cathy - Daycare Caregiver (she/her)

I'm a licensed Early Childhood Educator, Infant Toddler Educator, as well as a Special Needs Educator.

I began my work journey here at Artemis in 2002 with a 5 year break away while I had my own babies who are growing faster than I ever thought possible.

I love working at Artemis. It's a program which values individuality, personal strength, and growth with an incredible team of professionals supporting along the way.

Working in the daycare with the Moms,

children and their families, I feel like I can advocate, empower and help them see, feel and know how important they truly are while supporting and being part of their own journey with their little one. It brings me joy watching and helping the children learn and grow while building a strong connection with their family.

In my time away from work, I'm typically always with my family and helping my children with their own adventures. We love to be outside in nature- hiking, biking, exploring and camping. When I am on my own, I love getting lost in a good podcast, listening to music, hiking or just sitting down with a nice cup of coffee.

Looking forward to getting to know more about you too!

Chris, Garden Coordinator & Educational Assistant (they/them or he/him)



Chris is the Garden Coordinator and Education Assistant at Artemis, you'll often see them out in the garden planting, tending, harvesting, composting, and admiring the bees. They're always happy to have an extra set of hands join them! Chris has been working in the Artemis Garden since 2019 through their previous work at the Compost Education Centre in Victoria. Chris is passionate about all the connections that plants and land can make for learning about the world from science and foods to art making and how we contribute to community.

Chris is from Mi'gma'gi, or so-called Nova Scotia, and is a descendent of Irish and French uninited settlers. They've been living on Lkwungen territory since 2018. Some of their interests are environmental sustainability, social and food justice, their chickens, growing and foraging edible mushrooms, and various artforms including film photography, sculpture, and recently, print making. They love all things plants, fermentation, cooking and feeding people close to them, and cycling.

Corina, ECE (she/her)



I joined Artemis Place in the Spring of 2018. Prior to coming to Artemis I cared for children in my licensed in-home daycare for 16 years, which provided me with the privilege of staying home with my own three children now ages 17, 20 and 28. I have my certificate in Early Childhood Education, specializing in Infant Toddler care. I also have a background in administration and insurance where I began my entry into the workforce. As I was a young single parent myself, I felt a desire to be involved in a program that builds relationships with young children and their families. My work has consistently led me to caring for children and setting up environments where children can freely explore their surroundings and build in all areas of their development. I value each child's uniqueness and love to help children recognize and build on their strengths. I believe that a child's play is their work and this is how they learn about the world around them. I

enjoy the parent connections and I am grateful in my role in supporting moms (and dads) in their parenting journey and I also love the baby cuddles. When I am not at work, I enjoy spending time with my family at the beach or camping. I also pretend to be an avid gardener, but it's mostly throwing seeds in the garden and seeing what happens. I'm looking forward to a new year of discoveries with a great group of educators, teachers and counselors.

Daya, YFC (she/her)

I am a registered social worker who has been working at Artemis since 2013. I have previous experience serving diverse populations such as underhoused individuals, youth-in-care, young parents, and folks with disabilities of various ages. My interest in supporting young moms and their children was what initially drew me to Artemis (then known as "GAP"), but the collaborative team environment and commitment to providing a safe and nurturing community for all students is what has kept me here for so long - although I still consider getting to visit babies in the daycare a huge perk of the job!



My other interests include animals and nature, spirituality, art, cooking, and herbal medicine. I am part of the garden team at Artemis, and I love to learn and share plant-magic knowledge. I am known at Artemis for cooking way too much food without using

any recipes. Outside of school, I love to read fiction, thrift for vintage goodies, be outside and visit my extended family on Salt Spring Island. I am a mom of two young-adult sons, as well as a dog and two cats.

Emma, Teacher (she/her)



Emma has been working at Artemis since 2017, but has been off twice to have babies - Sasha (3.5 years) and Gabe (9 months). Artemis felt like the dream fit for Emma, having recently finished her teacher training before starting at Artemis and coming to the organization with several years experience working with marginalized communities in Victoria - mostly working with folks impacted by mental health and addictions, poverty, and homelessness. Emma is passionate about all things social justice and loves connecting with students on the issues they care about most. Nothing makes her happier than running a social studies tutorial that elicits excitement, opinions, and insight from students -

and she's often impressed by what she learns from them. Being a new parent herself, Emma feels particularly connected to the parents at Artemis, and gets a lot of joy connecting with the parents on all things parenting. Outside of work, Emma enjoys mountain biking and playing hockey; and watching sports. Right now, she spends most of her time away from work doing family friendly activities with her young kids.

Heather, Program Coordinator (she/her)



I began my journey at Artemis Place as the Young Parent Program Coordinator which I helped co-found over 30 years ago. This has been a dream job for me – I work with an amazing staff team, I enjoy working with young moms and youth and I get to spend time with the infants and toddlers in the daycare centre. Early Childhood Education has been a life long passion and for many years I was an instructor at Camosun College and Pacific Rim Early Childhood Institute - some of the students are now my colleagues! I am grateful to live on this beautiful land and be part of an environment that emphasizes community building, a sense of belonging and wellbeing.

In my other life I love playing music with friends and spending time with family. I'm also an avid reader and enjoy hiking and travelling. Who knows where my next

adventure will take me!

Marine, School Psychologist (she/her)



I started working at Artemis Place two years ago, shortly after my son was born. He attends the wonderful daycare here while I work. I am trained as a teacher and have worked in the education system for 17 years, first as a teacher, then as a high school counsellor, and currently as a school psychologist. I am so pleased to have the opportunity to be a part of the Artemis community – it is truly a special place. At Artemis, my jobs are to help with student assessments, and to collaborate on learning plans for the students that I work with.



Marion, Admin Coordinator (she/her) Hello, I am new to Artemis Place as the Administrative Coordinator. My career began as a Massage Therapist in Victoria BC and shifted towards my love of working with students. After a few years of working with the Victoria School District as an Educational Assistant, I found my way to Artemis Place and I am so looking forward to meeting everyone. Some of my other interests include; walking in nature, sitting on mountains, swimming in rivers, yoga and gardening.



Marta, ECE

I am a licensed Early Childhood (ECE) and Infant Toddler (IT) educator. I have 30 plus years of experience working in the field. I have been at Artemis since 1990.

I have been here for so long and seen so many wonderful children pass through while on their journeys that I consider myself somewhat of a “grandmother “.

From my very first day at Artemis (then called G.A.P) , I realized this was a very special place. It was an environment filled with kindness , acceptance, support and all held together by an amazing and welcoming team of caring professionals.

What initially drew me to the program was my desire to work with infants. In short time , I realized this was also a

unique opportunity to not only care for infants, but to support their young moms and, at times their extended families. Building relationships and making long term connections was the heart of the work. I grew up in a small village (80ppl) in a northern part of Italy. My childhood days consisted of solitary exploration of mountains, streams and endless trails. This is where my love and admiration for nature grew from. Connecting young children to the beauty and importance of our natural world is what speaks to my heart... “Let’s go outside!!”

Some of my other interests include spending time in the woods with my dog, (who teaches me how to be a better human daily), connecting with family, especially devouring Mom’s authentic Italian meals. I also love arts. I paint, draw, dance, sing and play guitar when no one is around.

Rachel, Director (she/her)



Rachel has been at Artemis Place for eight years and loves working for an organization that serves youth, and young parents and their families in a holistic and intentional way. Rachel's background is in social work but she truly enjoys being school-based. She appreciates the seasons that a school year brings, especially the graduation ceremony. Rachel is thrilled with the Artemis Garden and is excited to see how it continues to grow and evolve and hopes it inspires students' own relationship with nature.

Prior to Artemis Place, Rachel worked for many years with the Youth Outreach team at the Victoria YM-YW with her focus being social justice and youth.

Rachel and her partner parent their two kids (Mira, 17 & Bowen, 12) and rescued a pup (Murphy) in early 2020 who rounds out the family. Rachel grew up in Saanich in a family of nine and enjoys nature, gardening, hiking,

yoga and soccer and can occasionally be seen on her bicycle. If you have any questions or concerns, please pop by her office or send her an email.

Rebecca, Teacher Support Volunteer (she/her)



Rebecca is a student at the University of Victoria, studying English Literature and Creative Writing. She hopes to become a high school English teacher in the future. When she is not studying, she enjoys spending time with her dog, hiking, swimming, reading, writing, and trying to teach herself how to longboard. Rebecca is originally from Alberta but has been living in Victoria for the past four years and now considers the island home. She is very excited to be joining the Artemis Place team!

Sarah, Teacher and Academic Coordinator (she/her)

Sarah (she/her) grew up in Victoria and Metchosin and came to Artemis after a number of years



working in libraries, post-secondary education, and public education. Sarah teaches English, PE, Active Living, Careers, and Law at Artemis. One of the reasons she loves teaching so much is that she also loves learning, and you can't be a teacher if you don't get excited about learning! The students and staff at Artemis are always teaching her the kinds of lessons we all need to learn to be better human beings. Sarah can often be found talking to students about poetry, space, run-on sentences, simple and compound interest, and sharks. If you notice her bugging you to do schoolwork, just know it's because she gets really excited about learning and can't help herself! She is passionate about

all things physical activity and food, and when she's not working, she can be found boxing, kickboxing, grappling, hiking, and reading...while eating chocolate. Sarah is most looking forward to welcoming you to Artemis and to working with you this year!

Shirley, ECE



Hello. My education and work experience ranges from infants to young adults. I have a degree from the School of Child and Youth Care at the University of Victoria. I am licensed as an Early Childhood Educator (ECE), an Infant and Toddler ECE and a Special Needs ECE. Over the years, I have come to the conclusion that one's education is never complete. The other day one of the children stated that I was his teacher. I replied by saying he is teaching me too. He looked confused so I explained that he teaches me that it's okay to be silly, to be sad, to get frustrated when learning something new and to do things just for fun. So, he is a teacher too!

I am honoured to be part of a well-established program offering a balanced program to young families. Although similar, no two days are alike which makes working at

Artemis "interesting". I am grateful to be able to play, laugh and work with this incredible team and this beautiful setting.

In my spare time I like to garden, spend time with family and friends and travel. My travels have taken me to different parts of Canada, US, China, Taiwan, Australia and one trip with quick stops to several countries, from Europe to Asia.

Tara, Bookkeeper and Admin Support



Tara has been at Artemis for several seasons and she will be working part time in the main office this year. She is a member of the Sayisi Dene First Nation. A mother of two children, a cat and a dog, Tara enjoys bead working and facilitating rites of passages. If you ever want to smudge, find Tara and she will happily hold space for you.



Woodsy, Teacher (she/her)

Woodsy's background is in science, sailing, travelling and dogs. This will be her 2nd year at Artemis teaching math and this year she will also be teaching the science courses while Alison is on maternity leave. Woodsy holds a B.Sc. degree from the University of Western Ontario in Toxicology and Environmental Science because she wanted to learn about alternatives to animal testing in drug development. She holds a M.Sc. degree in Biology from the University of Windsor, Great Lakes Institute for Environmental Research, because she wanted to help develop tools to assess pollution levels in river systems using benthic organisms (bugs in mud!) – and primarily because she got to drive the research boat for a year. She also holds a B.Ed. degree from Queen's University (Chemistry and Biology) because she realized

since she always seemed to land in instructor roles (sailing, rock climbing, alpine skiing, tutoring) she might as well follow that career path. Her teaching jobs in high schools have allowed her to live and travel from Ontario to Switzerland to Mexico and most recently British Columbia. She and her family (partner Pete, children Liam and Nel) travelled on their sailboat for 5 years as far north as Haida Gwaii and as far south as Banderas Bay, Mexico. They still live on their boat, now with their duck dog Tucker. She is passionate about helping people become the captain of their own ship (out on the water and more generally in their own lives) and at the same time working towards community building with Indigenous People on whose land she is an uninvited guest.