



# ANNUAL REPORT

2022-2023

Artemis place society | [info@artemisplace.org](mailto:info@artemisplace.org)







# ARTEMIS PLACE SOCIETY

## OUR VISION

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

## OUR 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.

## ACKNOWLEDGEMENT

Artemis Place is located in the traditional territories of the Lkwungen and WSÁNEĆ peoples. We acknowledge our traditional hosts and honour their welcome and graciousness to the students who seek learning here.

## ARTEMIS PLACE SOCIETY

The society has been delivering integrated educational services in the Capital Region since 1971. Artemis Place Society has been called the Victoria Society for Educational Alternatives, Artemis Options Society and the Girls Alternative Program.

Our students have been young women and young moms although, gender non-conforming students have attended as long as the program has operated. As a component of our organizational development, the Society engaged in a productive process around trans inclusion and formally welcomed trans youth into our program in the 2015-2016 year.

Within this intentional community, the Society is committed to adopting decolonizing practices and engaging with the recommendations of the Truth and Reconciliation Commission.

Artemis Place Society operates Artemis Place Secondary School and Artemis Young Parent Program which includes an on-site Child Care Centre. The Secondary School integrates education, counseling and life-skills in a nurturing alternative school setting. Artemis Place is for young women, and/or young women who are pregnant or parenting and all trans youth who choose Artemis Place to find support and success.





## Artemis Board of Directors:

The 2022-2023 school year was marked by three leadership changes which created a significant amount of shifting, difficult transitions, and the creation of an exciting new leadership model. In addition to this, Artemis welcomed new and past staff members to the team and new and returning board members. While the leadership structure was challenged over this past year, the entire team provided their ongoing dedication to students, families, the curriculum, and the children that come to Artemis every day.

This was also a year of moving through and leaving the remnants of the pandemic. This meant that staff and students were able to meet freely and gather together with excitement. The Leaders' report shows that there were many opportunities to connect through the weekly lunch, attend the staff led groups for parents and students and to take one of the many workshops on Indigenous learnings, Science Ventures and the opportunity to learn outdoors in Artemis' garden.



A few challenges that happened over this past year include the leadership team working through a challenging and time-consuming Ministry of Education and Childcare audit process. Another was bringing the educational, counselling, support staff and childcare team through a difficult leadership transition. Artemis is fortunate to have such a dynamic and professional team in Patricia and Heather.

The Board would like to take this opportunity to thank Heather and Patricia for their leadership during a particularly tumultuous year. They took the challenge on willingly, with grace and professional dedication. Artemis could not take care of the children, families and students without amazing support from the staff. The teachers, counsellors, support staff and childcare professionals are the heart and foundation of this organization. The Board is so grateful for their dedication and their innovative approach to our students.

On behalf of the Board, thank you to each person that works so hard to create the environment that makes Artemis so unique and special.

The Board of Directors Artemis Place  
Lkwungen and W̱SÁNEĆ Territories



## INTRODUCTION FROM THE LEADERSHIP TEAM



### ARTEMIS PLACE SOCIETY

Artemis Place Society runs with a volunteer board of directors and implements a shared leadership model with two directors, Heather Kay and Patricia Hamlin. Heather, the Program Director has been involved with Artemis Place for over 30 years and is committed to the philosophy of respect, trust and caring in all aspects of the program - from the children in the child care centres to the students and staff she works with.

Patricia, the Education Director, is fairly new to the program and brings with her many years of experience in educational leadership and building alternative schools. She began at Artemis 2 years ago in the studio and remains connected to the work with students particularly in textiles. Both directors are committed to working as vital members of a team, are thoughtfully inclusive of Indigenous perspectives and ways of learning and teaching and thrive in a supportive environment.

### QUOTE FROM A PARENT:

"Dearest Artemis Staff:

Thank you for being so amazing! For being so supportive, inclusive, understanding and FUN!

Thank you for showing our children that learning can happen in all different ways and encouraging our children to explore learning outside the box.

Thank you for bringing the "love of learning" back into my child's life! For providing a place that she wants to go to every week. I hope that all of you know what a difference you all make!"

## GLANCING at Artemis Place 2022-2023

- ✚ Basic courses offered to students in grade 10, 11 and 12.
- ✚ Both Adult Dogwood and Dogwood Certificate courses available.
- ✚ Three groups are offered weekly – Social Emotional Awareness (SEA), Gender, Sexuality Alliance and Queer History Group (Q+), and the Parent Group. All facilitated by staff.
- ✚ A sample of Workshops and outings:
  - ❖ Science Ventures, Island Sexual Health,
  - ❖ Goldstream hike and picnic, cold water swimming, beading and drum making,
  - ❖ School Nurse for immunizations,
  - ❖ Legislature tour, National Truth and Reconciliation Day Camosun Event,
  - ❖ U Vic Law Presentation on Queer and Trans rights,
  - ❖ swimming and weights at Gordon Head Rec Centre,
  - ❖ walks to Mystic Vale and PKOLS,
  - ❖ attendance at Dream It (Sorooptimists),
  - ❖ Camosun College tours,
  - ❖ Microscope Workshop put on by U. Vic, Pysanky
  - ❖ dying Easter eggs with Lydia from the Ukrainian Cultural Centre,
  - ❖ Chicks were housed for a couple of days a week during spring as part of Science,
  - ❖ a farm visit, paddle boarding with one student even overcoming their fear of water,
  - ❖ a barbeque in the garden,
  - ❖ yearbooks, spirit wear, garden starts for students to take home,
  - ❖ report cards and IEP's, Camosun College visits,
  - ❖ making sage bundles
- ✚ Weekly community lunch on Wednesday all students welcome and often hosting guests.
- ✚ Inclusive and diverse holiday celebrations during the school year.
- ✚ A significant change in how students lead their own Educational Plan.
- ✚ Four reporting periods during the school year.
- ✚ Early childhood educators document the development of individual children in the Infant-Toddler room.
- ✚ Professional Learning Teams tackled issues of reporting on core competencies – a Ministry Requirement.
- ✚ Early Childhood Educators and school staff met once/month. Learning and collaborating with each other was essential for success.
- ✚ Inspections – Ministry of Education and Childcare and Island Health. Changes were made to comply with revised standards.

### Thank you to our Donors:

|   |   |   |
|---|---|---|
| HMR EMPLOYEE<br>BENEFITS                      | Breakfast<br>CLUB of Canada                                     | <i>Knox Presbyterian<br/>Church</i>                   |
| 1000 x 5 Children's<br>Book Recycling Project | VICTORIA FOUNDATION   | We are a One<br>Planet Principles<br>School (Saanich) |
| Private Donors                                | FISABC Federation of<br>Independent School<br>Association of BC | Anonymous Donors                                      |

## STATISTICS 2022-2023

|   |      |
|---|------|
| Number Enrolled over Program Year           | 56   |
| LIVING Independently                        | 7    |
| Annual U-Passes Distributed                 | 31   |
| Awareness Groups Offered*                   | 108  |
| Children in Daycare                         | 20   |
| Course Completions                          | 158  |
| First Nations Metis %                       | 30   |
| GRADUATES                                   | 6    |
| Homeless at some point during year          | 9    |
| Indigenous Knowledge & Culture hours        | 290  |
| Involved in Criminal Justic System          | 5    |
| Living In foster/care home                  | 7    |
| Living With Parents %                       | 50   |
| Maximum Students Enrolled at one time       | 54   |
| MCFD Involvement                            | 22   |
| Meals served                                | 1980 |
| Non-binary Trans Students %                 | 30   |
| One on One Youth Family Councillor Sessions | 1080 |
| Pregnant or Parenting Through the year      | 9    |
| TO 1:1 Support Hours                        | 330  |
| Weekly Q+ Groups offered                    | 39   |
| Weekly SEA Group                            | 39   |
| YFC Outreach Hours                          | 250  |





## Artemis Young Parent Program



For over 33 years Artemis YPP has supported young moms and pregnant students to complete their high school education while their children attend the on-site child care centre.

In September 2022, there were 10 children enrolled in the Infant/Toddler Centre with an additional 2 joining us by the end of the school year.

Eight children were enrolled in the multi-age room: four of the children from past students who were either employed or attending post-secondary programs. We feel so lucky to have children with us from birth to 5, and then see them graduate from the program to start kindergarten. We wish them well as they spread their wings! We celebrated the end of the school year with a social gathering for families and a bouncy castle for entertainment and fun.

This year we took part in the Victoria Conservatory of Music Program for children which was greatly enjoyed by everyone. We also supported 3 practicum students from Camosun College Early Learning and Care Program. In the spring, we had a refresh of our outdoor space by expanding the sand area, creating gravel pathways and resodding our much-loved hill. There is lots of time for outdoor play as exploring the natural environment is a cornerstone of the child care program.



The weekly parenting group led by a teacher and youth and family counsellor covered many topics including: attachment styles, Indigenous traditions, guidance and discipline, self-care, family law, and in every group, they would do and learn one quick and simple self-regulation strategy.

Once a month we meet with the entire staff about the Inclusive Education Plan.



## Quotes from Student Moms:

"I love how supportive the daycare staff are, I feel comfortable leaving my son with them. I know that if he needs me then they will let me know so I can be there to comfort him. The staff are so kind and gentle with the kids - daycare is a warm and safe place. My child loves going to daycare, and I love to see how they are making friends."



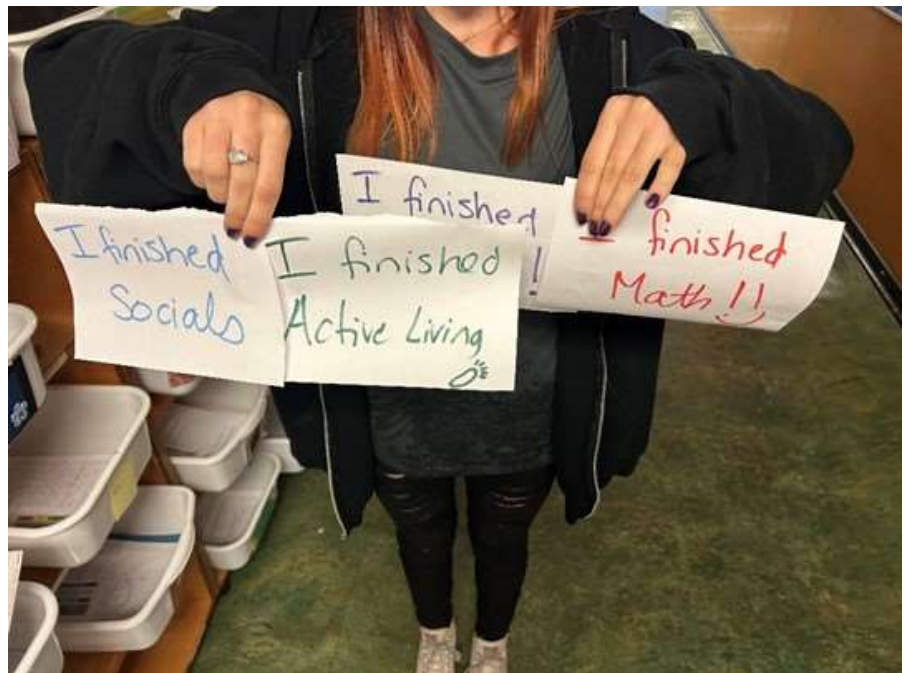


## Education Report

Every student had an individual plan that articulated their goals and guided their instruction to meet academic and social/emotional needs. Artemis Place reported on the core competency goals of each student through their Inclusive Education Plans each reporting period.

The Inclusive Education Practice process worked best when:

- ✚ There was collaboration and ongoing consultation with the student, parents/guardians, teachers, counsellors, administrative and support personnel, and possibly representatives of district/community/regional agencies.
- ✚ The students initiated discussions regarding the learning needs and/or requested access to support. Teachers and counsellors were receptive to, and promoted student goals.



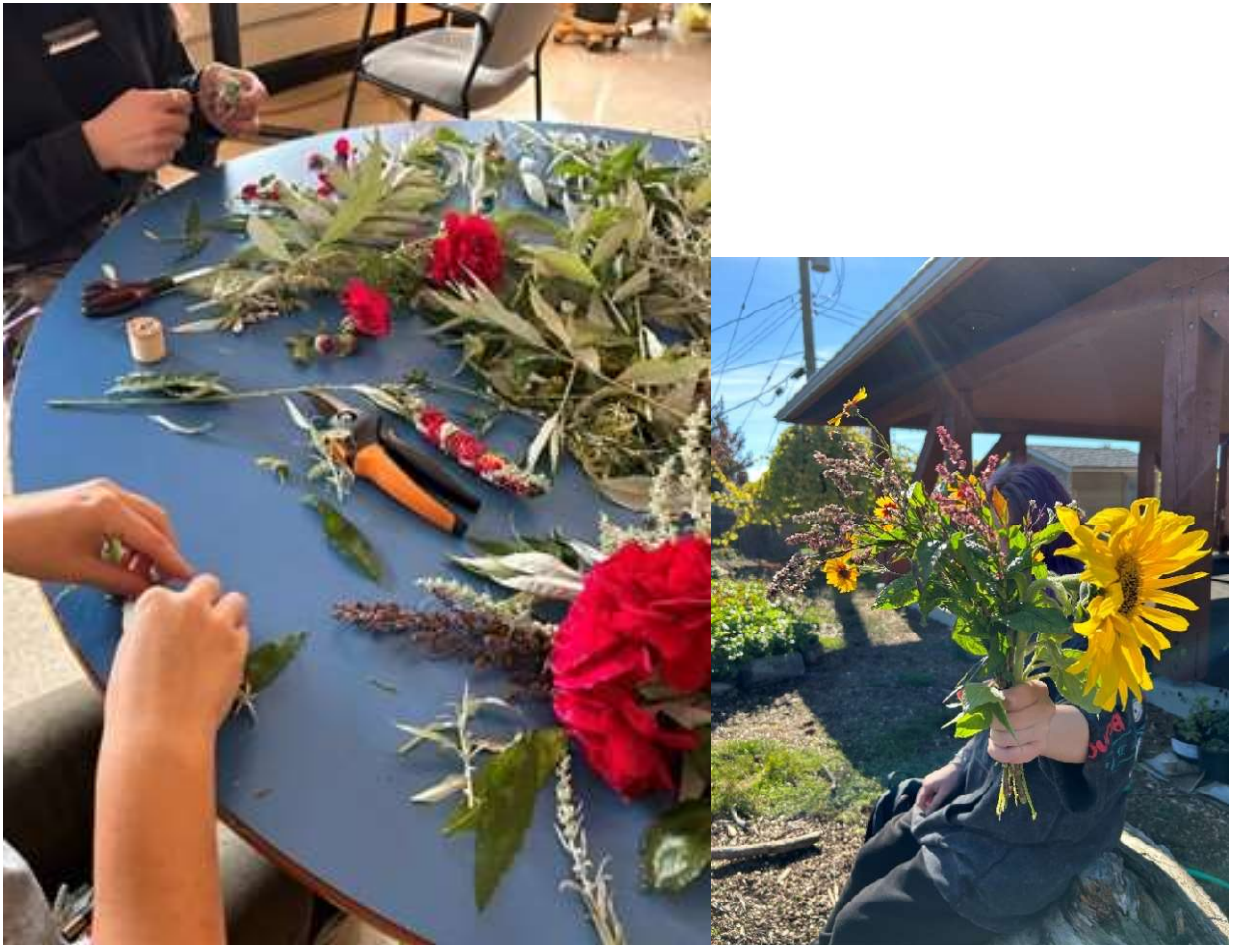


| Core Competency Goals  |   |                      |
|--|---|----------------------|
| Core Competency Goal Area/Domain   | Core Competency Goal<br>Identified by the student through at intake.<br>A curricular competency goal may also be included   |                      |
| Objective & Current Performance  | Instructional Strategies & Who Implements   | Method of Measuring  |
| Identify the observable student outcome – written alongside of the student   | What strategies will the student best be able to use? Consult the learning profile in conversation with the student to determine the best strategies at this time. Identify, along with the student and parents the best resources, tools, materials, and ideas for how a student could reach this objective. | Evidence of learning |
| Review: Mid-year reviews and adjustments are made to the IEP. Amendments are made to reflect student needs at this time of the year. May and June review and transition plans are made. Attention to designations and referrals are made with student and families' consent. |   |                      |



## Core Competencies:

The Core Competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need in order to engage in deep, lifelong learning. Along with literacy and numeracy foundations, they are central to British Columbia's K-12 curriculum and assessment system and directly support students in their growth as educated citizens. <https://curriculum.gov.bc.ca/competencies>



## Social Emotional Awareness (SEA) Group

This weekly group offered support to participants interested in learning about and practicing tools to support their mental health and social connections. Facilitators explored emotional awareness and self-regulation, as well as connections between the nervous system, environment, and self-care. The group offered various techniques to help manage/regulate emotions including nature therapy, building executive functioning techniques, art therapy, equine-assisted learning and more. Participants enjoyed connecting with others and were offered many opportunities to learn in a friendly, engaging, safer environment.





## Occupational Therapy

Students had the opportunity to participate in Occupational Therapy groups and individual sessions. The majority of the group sessions focused on a variety of wellness skills including physical movement and body awareness, social connection, sensory awareness, and grounding strategies. The goal was to meet the students in situ, and focus support on individual physical and mental health. This included work on increasing attendance at school, activity planning and engagement, executive function, sensory regulation improving sleep, emotional regulation and physical activity.



## Q+ Group

At least half of the students at Artemis Place identify as queer, transgender, gender non-conforming, or Two-Spirit and this weekly group offered a safe space for students to create meaningful and relevant learning opportunities. Facilitators supported the creation, design, and implementation of meaningful sessions as participants shared experiences, connected with like-minded individuals, and built relationship (with each other, community, and the land). Topics throughout the year included: navigating gender expression, land-based healing, queer theory, history, and movements that have supported changing cultural views of gender, beyond the binary. Activities were followed up in other coursework such as Art, Environmental Education and Social Studies. From guest speakers, queer directed films, to popcorn and podcasts - this group provided learning to participants in a fun, supportive, youth-lead environment.







## Quotes from our Students

*"Before coming here (to Artemis Place) I didn't know any trans adults or have any adult queer people in my life. It helps me see a future for myself as a trans person."*

*Q+ is important to me because it makes me feel more well informed on historical roots of identity and sexuality. Q+ also creates a safe space for me to explore who I am without being judged."*



## Garden Experiences

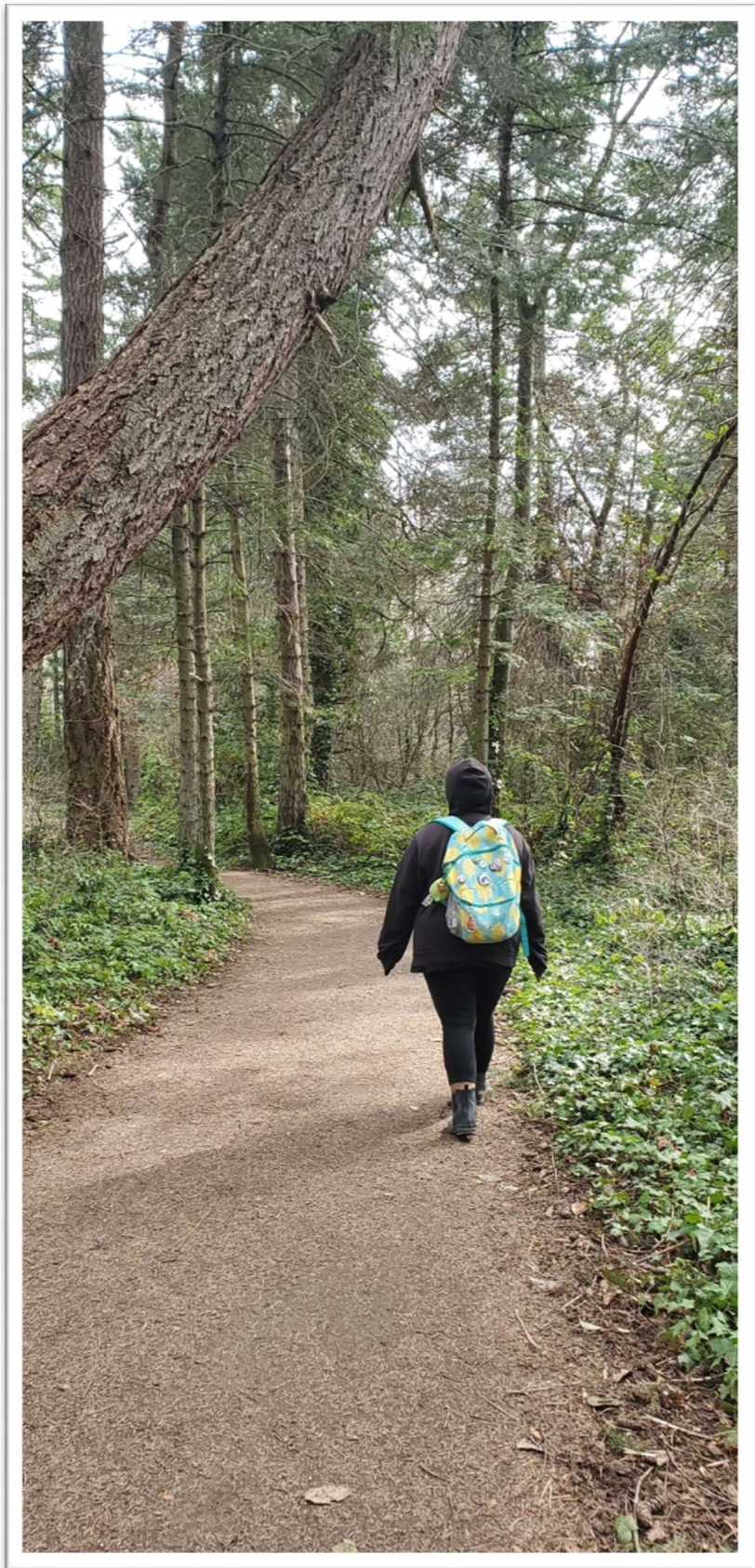
Our garden was a powerful tool against depression and anxiety. Staff facilitated learning in this space to promote self-expression and creativity in the natural environment. Students were active participants in the selection, propagation, design and care of the gardens.

The weekly community lunch always included harvests from the green house, raised beds, berry patches or fruit trees. We included the processing of teas and salves into the foods program as well as Indigenous focused curriculum. We also offered a variety of other garden experiences this year including dye workshops, compost education and meadow makers. In June students planted mini gardens with kale, tomatoes, and lettuce to take home for the summer.

The child care centres also benefitted from the delicious garden produce – the children picked peas, berries, apples while also learning about the planting, growing and harvesting processes.







## Photo Credits:



A BIG **THANK-YOU**  
to all of our talented staff  
who contributed all the lovely  
and lively photographs!