

# CENTRAL PROGRAMS AND SERVICES

SD #23

Manual of Programs, Services, Procedures, & Policies

2023/2024

Central Programs and Services Philosophy

Central Programs and Services-SD23 is a supportive learning environment focused on meeting the diverse academic, social, emotional and behavioural needs of our students. We offer a variety of unique educational programs and services aimed at meeting the needs of the whole child. Our teaching and operational framework is characterized by identifying and capitalizing on the assets and strengths students inherently bring versus what they do not. We believe that creating opportunities for our students to showcase their gifts, talents and interests builds a sense of self-worth, confidence and resiliency from which to move forward.

*"An absolute belief that every student has potential. It is their unique strengths and capabilities that will determine their evolving story as well as define who they are-not what they're not (not, I will believe when I see – rather, I believe, and I will see)." – O'Connell et al. (2006)*

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### Admission and Transitioning

\*All students must obtain a Central Programs and Services **referral from their previous school** to be considered for entry into Alternate Education. This requirement includes those who are self-referring. The referral form is required

to determine the need for Alternate Education and to support the development of the Student Learning Plan or Individual Education Plan. If a referral is not possible due to extenuating circumstances, a school administrator will determine whether admission to Alternate Education is appropriate based on the information available.

## Registration

### Student Referral

- All in-district students must have our electronic referral document completed by the previous school's administration and forwarded to the Vice-Principal.
- If an out of District student requests a self-referral to Central Programs and Services the office will contact the previous school and request a referral be completed.
- If a family, student, or community agency requests registration without a referral the office will assist in requesting a referral from the previous school before registration can commence.

### Registration Meeting

- Registration meetings occur during designated registration days in the summer and on a rolling basis throughout the year. Each meeting includes the Registrar or an Administrator, a parent or guardian, and the student. Additional support staff, community supports, and previous school staff are invited as required.

### Intake Process

- After the registration process is complete the student will be required to attend 2 afternoon sessions with our Intake Coordinator prior to being scheduled into programming. During this time, the student will meet with additional support staff, learn more about our school, complete some basic assessment, and work alongside staff to develop academic, social emotional, and transition goals.

## Transitions

### Transition Planning

- All students at Central Programs are on an Individual Learning Plan (IEP) or a Student Learning Plan (SLP). Transition planning is a part of each of these documents. Students will work with their case manager throughout the school year to discuss progress towards their planned transition.
- Depending on a student's, age, grade, and individual learning and social emotional needs their transition plan could be: an intended part time cross enroll or a full return to traditional school, graduation (traditional or adult), work, and/or continuing education including post-secondary.
- If a student, their family, and their case manager feel that a transition back to traditional school is appropriate an Administrator will be consulted to start the referral process.

### Transitioning to Graduation and Beyond

- Central Programs offers a number of programs and supports for students as they work towards a transition to graduation and beyond. These include:
  - Ongoing year long career education and social emotional learning including: spotlights, guest speakers, lessons, and workshops offered in the school for all students as they earn career life education credits (see pg. 16)
  - The Gateway program (see pg. 9)
  - Partnerships with community programming such as YMCA Jumpstart and Okanagan College (see pg. 8)

Code of Conduct



Student Expectations

At Central Programs and Services, we expect students to continuously work towards improving their academic skills, social/emotional regulation and transitional goals. Each student will work with their parent/guardian and school staff to develop an individual Student Learning Plan that will include agreed-upon goals and strategies. These documents will be reviewed throughout the year and revised as needed.

With the support of their educational team, students are expected to be working towards meeting the academic and social/emotional goals of their Student Learning Plan. Students will be held accountable to the goals and personalized behavioural expectations outlined in their student learning plans.

Behavioural expectations within a student's learning plan are aimed at supporting the student's individual growth as well as maintaining a safe, caring and orderly environment for all members of our school – both staff and students – that is free from all forms of intimidation, harassment, racism and discrimination.

Consequences to Behaviour

Students will be held accountable for not working towards meeting their personal academic and social/emotional goals as outlined in their Student Learning Plan. Consequences will be determined based on the appropriateness of the consequence to reinforce socially responsible values and behaviours and may include transitioning from Central.

It is understood that students require assistance in developing and subscribing to these socially responsible values and behaviours. One role of school staff is to educate and guide student social development by increasing expectations and consequences as students mature both physically and socially. As a result, responses to behavior will vary according to these variables. Generally, as a student matures, expectations will increase, and consequences will be adjusted accordingly.

The purpose of using network services and digital technologies while in educational settings is to engage in responsible educational activities. Therefore, the use of personal technology devices, school technologies, and district network services requires students to abide by the school's Code of Conduct and procedures, as well as Central Okanagan Public Schools Policy 486: Student Use of Network Services and Digital Technologies.

To view the full CPS Code of Conduct, please visit our website at [www.cps.sd23.bc.ca](http://www.cps.sd23.bc.ca).

\_\_\_\_\_  
Student Name (Print)

\_\_\_\_\_  
Date

## Central Programs and Services – Manual of Programs, Services, Procedures, & Policies



### Central Programs and Services Richter Site

- \*The main CPS site offers full day programming.
- \*Academics are delivered in PODs (see page 5).
- \* Electives are delivered by specialist teachers (see page 6).
- \*This site houses the majority of our students, teachers, and specialist counsellors and teachers.



### Westside Learning Centre (WLC)

- \* This site offers a half day educational program.
- \* There are teachers and counsellors available to teach and support students.
- \*A drug and alcohol counsellor, Indigenous Advocate, and Learning Assistance teacher are available part time.
- \*This quiet environment is best suited for older students transitioning to graduation while working, or for students that have struggled at the main CPS site.
- \*Some students work on their studies part time at the traditional high school (MBSS) and are cross enrolled to complete some academics at WLC.



### Rutland Learning Centre (RLC)

- \* This site offers a half day educational program.
- \* There are teachers and counsellors available to teach and support students.
- \*A drug and alcohol counsellor, Indigenous Advocate, and Learning Assistance teacher are available part time.
- \*This quiet environment is most suitable for older students transitioning to graduation while working, or for students that have struggled at the main CPS site.\*Some students work on their studies part time at the traditional high school (RSS) and are cross enrolled to complete some academics at RLC.

### Bell Schedule CPS Richter

9:00-9:45 Breakfast and Open Gym  
9:45-11:00 Block 1 Class  
11:00-11:15 BREAK  
11:15-12:15 Block 2 Class  
12:15-1:00 LUNCH  
1:00-2:00 Block 3 Class  
2:00-2:15 BREAK  
2:15-3:15 Block 4 Class  
3:15-3:30 Teacher Advisement

### Bell Schedules WLC and RLC

#### RLC and WLC AM

9:00-11:00 AM Class  
11:00 students dismissed for lunch

#### RLC PM

11:00-1:00 RLC Transitions Outreach program  
1:00-3:00 RLC PM class

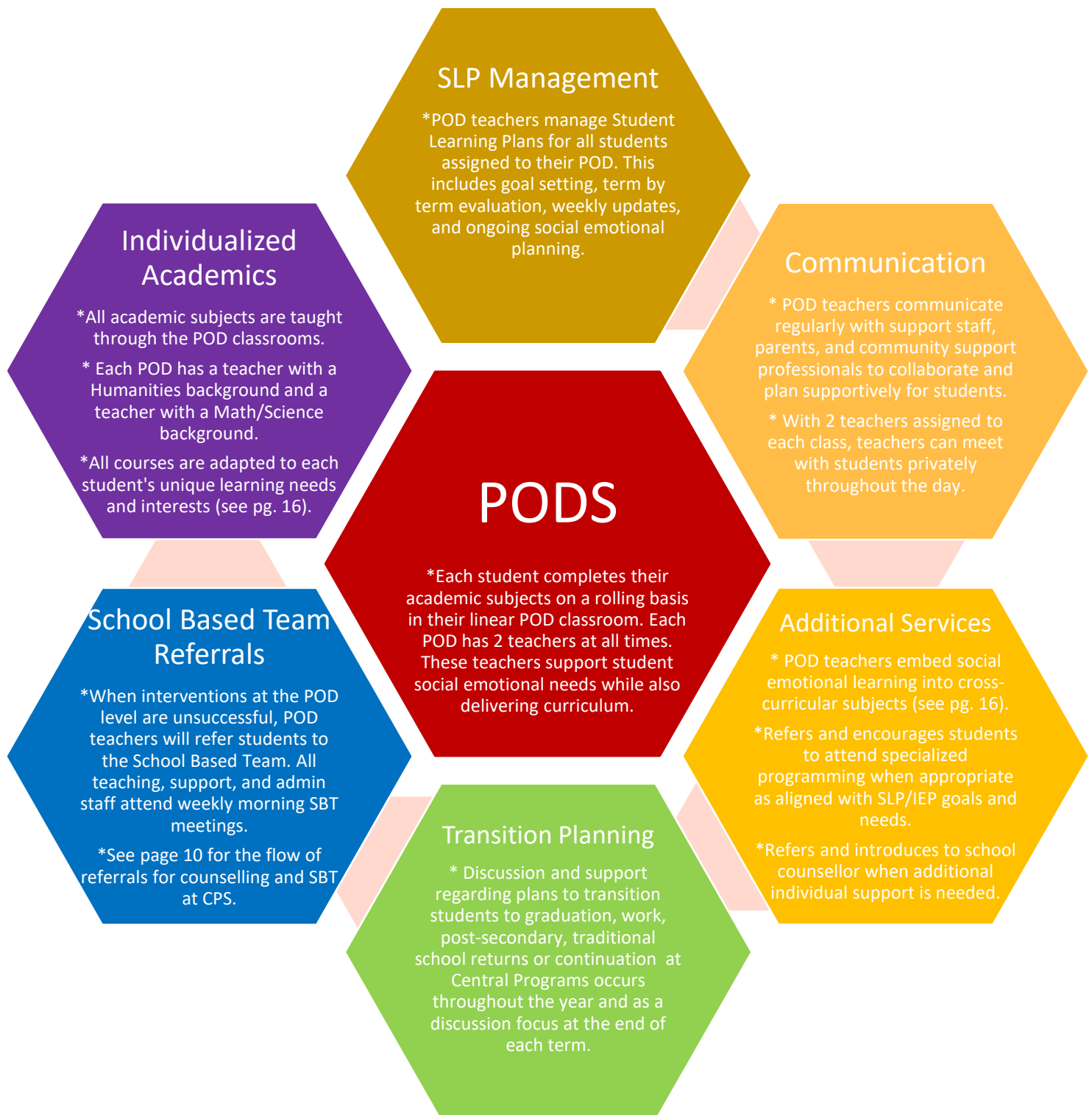
#### WLC PM

12:00-2:00 WLC PM Class  
2:00-3:00 WLC Transitions Outreach program

\*Students are usually enrolled in either the AM or the PM class, not both.

\*In unique situations, students may rotate between morning and afternoon, if they are cross enrolled with their community school to accommodate the community school schedule.

## The PODS and Learning Centers – Alternate Education Delivery Model



## Elective Courses





### Central Transitions 8 Program

School Within a School Model at the Richter site or supporting individuals alongside each student's community school.



### Transition focussed

- Students transition most successfully into secondary school when they believe in themselves and are building confidence; are connected and developing old or new school relationships; have an interest in school and school work; are given opportunities to understand the new routines and a school's organization; and when the appropriate school/community agencies are in place to support them.
- Transitions 8 is a strength-based program designed to meet the developmental readiness, needs, and interests of grade 8 students. Individualized goal-driven programming is co-created with the homeschool and family to best prepare each student for their gradual transition into secondary school, either at Central Schools or within their traditional community school.

### Core Values for our Middle School Year Learners

- Assessment and evaluation emphasis on literacy and numeracy skills based on each individual's progress, not measured comparatively against others.
- Individualized flexible programming recognizing different rates, needs, and styles of learning.
- Strong connections between home/school communities.
- Exploratory and interest-based learning opportunities including: PE, Woodshop, Art and Foods classes.
- Advisement connection where every student has a significant adult committed to fostering health, wellness, and safety.

### Staffing

- Central Site Transitions 8 program for the 2023/2024 school year is staffed with the equivalent of 2 full-time teacher positions and a half-time Indigenous Student Advocate. The program is further enhanced with a school-based resource team specific to the Central Transitions 8 program. The Central School team works in consultation and collaboration with each referring middle school to set individual goals for students, and to provide ongoing emotional, social, academic, and cultural support. Additional enhanced services provided may include drug and alcohol counsellors and mental health clinicians.
- The Transitions Outreach program offers the same enhanced service options and an additional .5 teacher.

### Structure and Curriculum

- This program delivers academics and social emotional support either 1) alongside the student's traditional homeschool through Central Programs Outreach Services, or 2) at the Central School Richter site morning Central Transitions classroom. Due to the unique educational and social emotional needs of this younger population, students are kept together with their age group for both academics and exploratory classes.

*Outdoor & Exploratory Learning*



*Smudging*





## Specialized Programing

### SEL

#### Social Emotional Learning

- The BC Ministry requires "evidence of additional services as required by the student population" including "enhanced counselling services" and "specialized program delivery." (BC Ministry) To meet these requirements, Central Programs offers Social Emotional Learning (SEL) opportunities to students throughout the year. These opportunities align with the Career Life Education and Connections curriculums so that students can also receive course credit. See page 17 for course details.
- A committee of specialist teachers, curricular leaders and counsellors run the SEL programming and support teachers throughout the year.
- Sessions are offered on a variety of topics including anxiety, drug and alcohol awareness, mindfulness, self-care, harm-reduction, relationships, the brain and emotions, and more. Lessons are delivered by teachers, counsellors and guest experts.
- Some sessions are offered in POD classrooms to all students and some are offered on an optional basis out of the Den, the Gym, the Counselling Centre, off campus, or in the Students Support Centre. All attendance is tracked for inclusion in student SLPs and for credit.

### Indigenous Education

#### Social Emotional, Educational and Cultural Support for Indigenous Students

- Students who self-declare Indigenous Ancestry are supported by Indigenous Student Advocates. Advocates support students spiritually, emotionally, physically, intellectually. The Gathering Room is a dedicated space, within the school, that is available for students to connect and access supports.
- Students are further supported with curriculum integration of First Peoples Principles of Learning, access to a Indeginous Wellness Worker, field trips, and integrated district support. See pg. 10

### MC College sampler

#### Partnership with MC College Exploration of Cosmetology

- CPS has partnered with MC College to bring an MC College instructor to the CPS main site once a week in the fall and then biweekly throughout the year. Students will be provided opportunities to work alongside a professional to explore the cosmetology field.
- Students wanting to further explore this career field are provided the opportunity to attend the MC College for a 4 week full day program mid year practicing a wide range of hairstyling and esthetics techniques.

### Jumpstart/Foundry

#### Partnership with the YMCA Jumpstart to Employment Essentials Program

- CPS has partnered with the YMCA to bring Jumpstart staff into the CPS site regularly to meet with students to start the screening process for the Jumpstart program.
- Our Careers teacher works closely with YMCA and Foundry staff and is able to provide students with Work Experience 12 credit for successful engagement in the program.
- Jumpstart is a multi-week paid program to help youth and young adults gain employment readiness and retention skills.
- Students build resumes, earn certificates, engage in job placements, and are supported as they search for jobs.

## Gateway

### Transitional program in partnership with Okanagan College

- The Gateway Program strives to provide students with the necessary supports to successfully transition to college and ultimately sustainable careers in the trade sector. See pg. 13.
- Students begin by taking a 5 week Pre-Gateway program at Central Programs and Services. Pre-Gateway focuses on readiness skills including time management, communication, problem solving, trades math and team building.
- Successful students move on to stage 2, attending Okanagan College for an extended 10 week period where they explore a variety of trades including: carpentry and joinery, plumbing, electrical, welding, automotive, metal work, collision repair and culinary arts.
- Some students move from Gateway to applying for SD#23's dual credit program for an additional 20-40 weeks study

## Elementary Partnership

### Reading with Elementary Buddies

- Central Programs and Services students in the Gateway program as well as other interested students travel to a nearby Elementary school to read with or support other curricular goals with primary students.
- The purpose of the program is to develop and strengthen resiliency skills, build connection, and encourage confidence in students.

## Drivers Education

### Partnership with Kelowna District Safety Council

- Central Programs and Services has partnered with the non-profit organization Kelowna District Safety Council to support students in obtaining their driver's license.
- Students are supported in taking and funding their 'L' learners test by a Central Programs teacher
- Through the support of donated funds 10 students a semester complete 18 hours of class theory and 12 hours of actual driving lessons to hopefully obtain the 'N' designation.

## WORX

### Transition to Employment

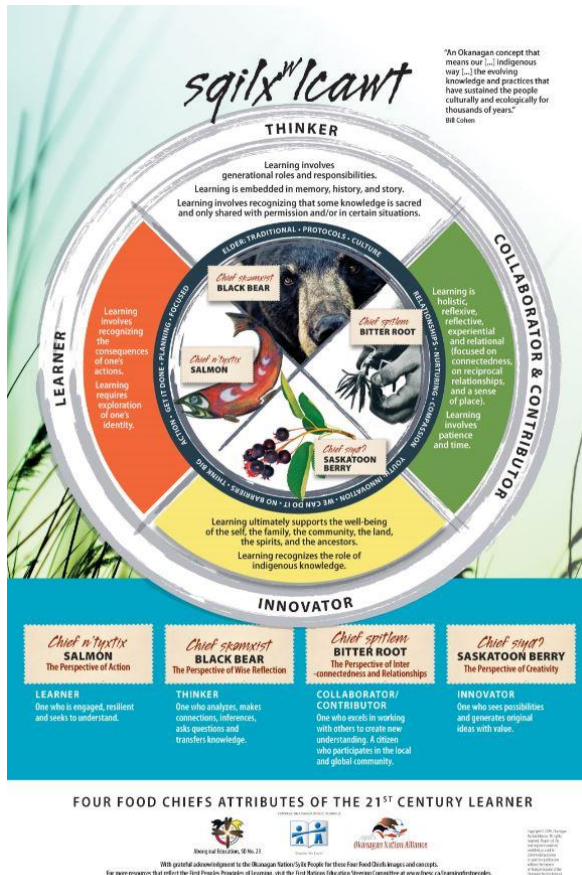
- Central Student WORX is a transition to employment program which utilizes the wood shop to produce, market, and sell hand made products.
- In a structured, protective setting, students learn wood working skills of safely using a range of appropriate tools, equipment and procedures, as well as the skills needed to prepare for and increase success in future employment positions.
- Currently Central WORX products are stocked and available for sale at <http://centralworx.weebly.com/>

## Careers

### Careers Education

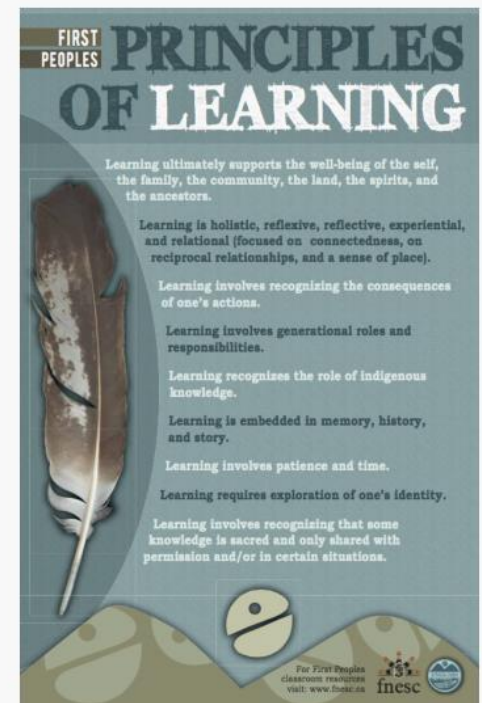
- Central Programs has a .5 teaching position and a .8 CUPE position in place to support Careers Education
- Starting in 2019/2020 CPS has made the decision to enroll all students into Career Life Education or Career Life Connections and embed Careers Education and Social Emotional learning into the culture of the school.
- Opportunities are provided around monthly themes, student engagement is tracked, and credit is given when students have met curricular outcomes across all of the Big Ideas and Competencies.
- These opportunities include job shadows, certificate trainings, career spotlights, career fairs, job experience, and more.
- See page 16 for details on the tracking process.

## Indigenous Education



All SD23 Indigenous students are supported by the Central Okanagan Indigenous Education team. These students are supported through the lens of the local story of the Four Food Chiefs. At Central Programs and Services our students work with Indigenous Advocates, as well as additional staff.

The role of the Advocate is to meet with students of Indigenous ancestry, to motivate and encourage their gifts and strengths, provide cultural awareness, make positive and meaningful connections and help them work through their path towards graduation. Social Emotional support is a key element of this relationship. Our Advocate is a part of team planning meetings for Indigenous students, works closely with parents, manages a safe alternative work space within the school, organizes cultural opportunities and field trips, and advocates for students with teachers and Administration.



*"The First Peoples Principles of Learning are affirmed within First Peoples communities and are being reflected in the development of all K-12 curriculum and assessment. First identified in relation to English 12 First Peoples, the First Peoples Principles of Learning generally reflect First Peoples pedagogy. The term "First Peoples" includes First Nations, Métis, and Inuit peoples in Canada, as well as indigenous peoples around the world." (BC Ministry of Education Aboriginal Education)*

At Central Programs and Services our Educators work to incorporate the First Peoples Principles of Learning into all subjects, both academic and elective. Opportunities to bring in guest speakers and field studies are embraced whenever possible. Enriching field trips have included a trip to a local Kekuli and a sweat lodge, Nk'Mip Desert Cultural Centre, guided nature hikes, and canoe paddle making for our Indigenous grads.



## Central Programs and Services – Manual of Programs, Services, Procedures, & Policies



Central Programs and Services strives to foster a close and collaborative relationship with the Indigenous Education program. All students are offered regular opportunities to engage in activities and presentations delivered by Indigenous Education staff. Examples include: Indigenous plants and ethnobotany presentations, a totem pole presentation by Master Carver Darren McKenzie, dream catcher presentation, visiting the MK'MIP Desert Cultural Centre and the carving, preparation, and canning of moose meat with an Indigenous Elder.

*In 2020/2021 Central Programs and Services Central Programs students had the opportunity to work with Master Carver, Frank Marchand, and Indigenous Education staff to carve a canoe. This exciting project ended with a Ceremony followed by its maiden voyage in Okanagan Lake. Central strives to offer culturally relevant, land-based learning opportunities for all students.*



*In 2021/2022 Central Programs and Services Central Programs worked alongside local Indigenous artist, Sheldon Louis, who created, and painted, this mural in the central gymnasium. This piece of art represents the beauty of the Okanagan Territory, the wisdom of Indigenous Elders and the perseverance and resilience of tyxtix (Salmon), which is one of the Four Food Chiefs.*

## The Den/Learning Center/Learning Commons

### Mindfulness, Emotional Regulation and Learning Spaces



#### Intention

- 1) To create welcoming spaces for students to participate in specialized programming and mindfulness learning sessions.
- 2) To create safe spaces to support the social emotional goals of our individual students. (eg. When students need a break as documented in their SLPs)
- 3) To create a spaces where students can access specialized support teachers including Resource, Learning Assistance, and Behaviour teachers for support as documented in their SLPs and IEPs.

#### Accessing The Space

- \*As long as supervision is available, these spaces will be open during class time. Supervision will be provided by the Behaviour Intervention Teacher, Learning Assistance Teacher, Resource Teacher, Librarian, and available Behaviour CEAs .
- \* Teachers will connect with the supervising staff member when sending a student any of these spaces. Teachers and staff can walk the student to the space and connect in person or they can call to confirm that support is available.
- \* The hope is that with teacher referrals, the students who need the spaces most will be accessing them. With communication between students, teachers, and staff, expectations around durations of time in the spaces and the intentions of the spaces will be clear.

#### The Space

- \*The intention for these spaces are to meet the social emotional and academic needs of students as outlined in their SLPs and IEPs. These are calming and quiet environments where students can utilize their mindfulness and anxiety management strategies developed through the programming sessions.
- \*The spaces are furnished with couches, tables, bean bag chairs, low lighting, natural light, and plants to provide the desired mindful atmosphere.
- \*Student expectations all revolve around meeting the set intention for each chosen space.

#### Programming

- \*Specialized Programming Sessions are advertised in the Den and throughout the school. Student attendance is tracked and forwarded to their teachers for inclusion in their SLPs and for CLE/CLC credit.
- \*Programs include: crafting while discussing social emotional topics, mindfulness and meditation, yoga, and Pets for People (therapeutic dog visits).



## Gateway – To the Trades



Central Programs and Services School, in partnership with Okanagan College, has developed an exciting initiative for grade 10-12 students called the **Gateway Program**. For students in general, the pursuit of graduation and the transition to post-secondary education can often be difficult. For Alternate Education students, facing a myriad of additional obstacles, The Gateway Program strives to provide the necessary supports to successfully transition to college and ultimately sustainable careers in the trade sector.

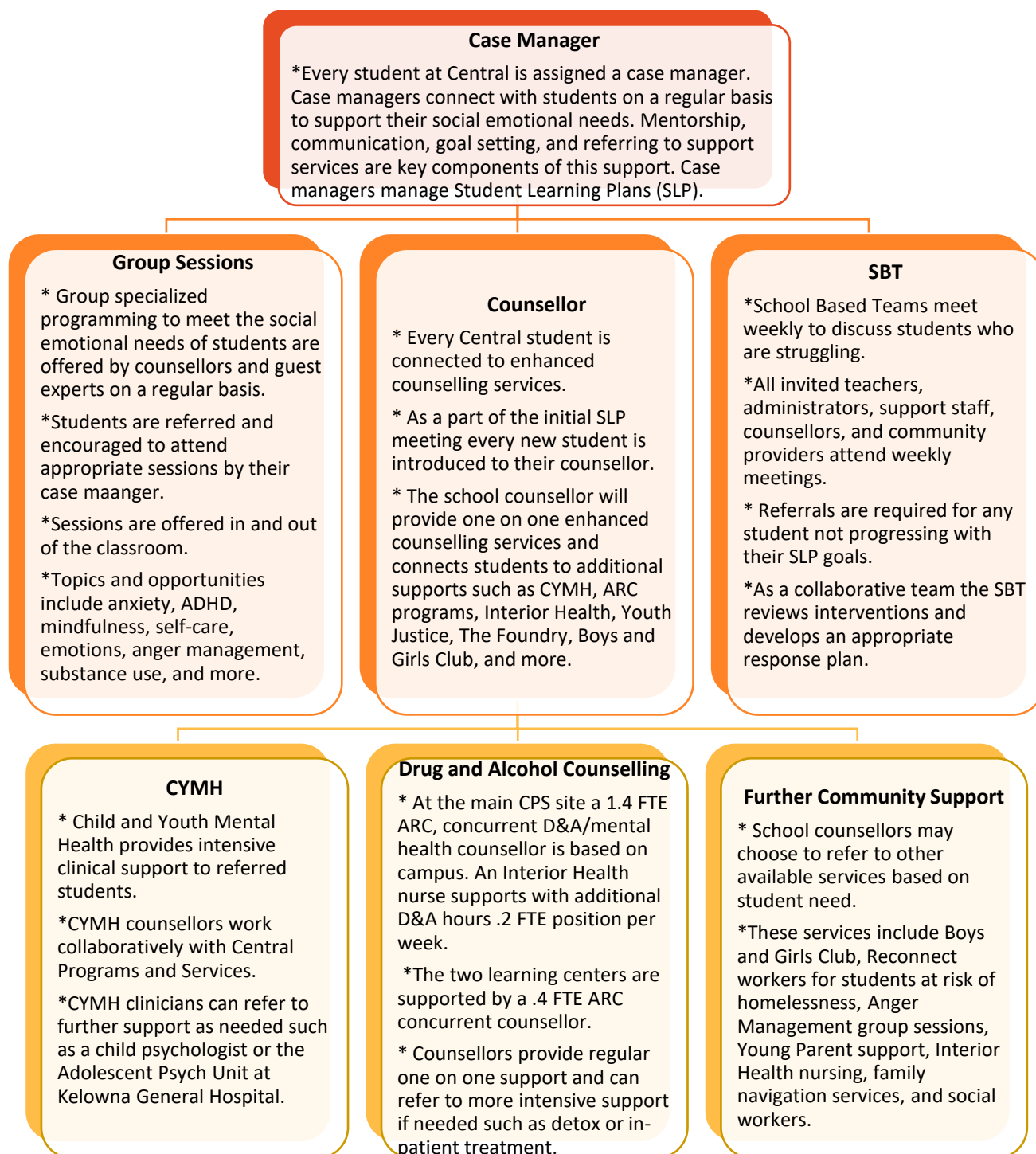
The Gateway initiative encompasses 3 progressive stages. As students move from stage 1 to 3 the demands of the program increase. Therefore, the aim of each stage is to help them acquire the necessary skills to be successful at the next level. Students begin by taking a 5-week Pre-Gateway program at Central school. Pre-Gateway focuses on readiness skills including time management, communication, problem solving, trades math and team building. Those students who are successful in completing Pre-Gateway move on to stage 2 attending Okanagan College for an extended 10-week period where they explore a variety of trades including: carpentry and joinery, plumbing, electrical, welding, automotive, metal work, collision repair and culinary arts. In stage 3, students may enter an apprenticeship, or select a specific trade and enter the Dual Credit Foundation Studies program for an extended 20-40 weeks depending on the trade selection.





## Enhanced Mental Health Supports

**Flow of Supports – To meet the social emotional needs of Central Programs and Services students.**



## Special Education at CPS

### Resource

**Designations Currently Supported:** D, G, K

**Resource Teacher:** Jake Tymos (CPS, RLC, WLC) 1.0 FTE on site. District - Kristyn Marshall. There are no Resource assigned CEA's at Central.

**Roles:** In person intakes, manage IEPs, co-create student goals in co-ordination with community providers, support student's progress as outlined in the IEP on a daily basis, communicate and liaise with community supports and family, communicate and collaborate with classroom teachers regarding in class adaptations and strategies, coordinate with district coordinators, and consult with teachers and admin on potential new designations and de-designations.

### Behaviour

**Designations Currently Supported:** H, R

**Behaviour Intervention Teacher and/or Counsellor:** Cheri Mandoli (CPS), Heather Csikos (RLC), Chris Thygesen (WLC), Jill Friend (Gr 8) 2.3 FTE

**Roles:** In person intakes, manage IEPs, co-create student goals in co-ordination with community provider, support student's progress as outlined in the IEP on a daily basis, communicate and liaise with community supports and family, communicate and collaborate with classroom teachers regarding in class adaptations and strategies, complete functional behaviour assessments for current designations and potential new designations to best support student learning. Complete level B Behavioural Assessments to support new behaviour designations.

### Learning

**Designations Currently Supported:** Q

**Learning Assistance Teacher:** Leanne Ali (CPS, RLC, WLC) - 1.0 FTE

**Roles:** In person intakes, manage IEPs, co-create student goals in co-ordination with student and classroom teachers, communicate and collaborate with classroom teachers regarding in class adaptations and strategies, complete Level B Academic Assessments on currently designated students and referred non-designated students, refer students for Level C Psychoeducational Assessments, support students in the classroom and through the Learning Centre.

### Certified Educational Assistants

**Designations to Support:** Priority 1 (D,G,H, K) Priority 2 (Q, R)

**BIT CEAs:** Monique Small (Behaviour Support) and Kristen England (Behaviour Support)

**Roles:** CEAs support designated students as they work on academic and social/emotional goals as outlined in their IEP. CEAs also support the Safety Plans outlined for a few H designated students

### Enhanced Programming

\* Math Strategies and Literacy Strategies programming is offered to both designated and non-designated students in consultation with the Learning Assistance Teacher.

\* Students deemed a good fit for this specialized program have the opportunity to develop the fundamental numeracy and literacy skills needed to work towards completing grade level courses when ready.

\* Students working towards an Evergreen Diploma may also take these strategies courses with co-ordination between the Resource and Learning Assistance Teachers.

### Alternate Education Programming

\* All designated students attending Central Programs and Services meet criteria for their designations as outlined by the BC Ministry of Education and SD#23 policies. **These students are supported by both district and school specialists and coordinators; Resource, Behaviour, and Learning Assistance Teachers; BIT CEAs; and through school coordination with community providers.**

\* To be enrolled in Alternate Education at Central Programs and Services they must also meet BC Ministry of Education Alternate Education Policy. They are supported by their Resource, Behaviour, and Learning Assistance Teacher in the Case Manager role and engage in the specialized programming offered by Central Programs such as the Social Emotional Learning opportunities and enhanced counselling offered by our community partners. Like all of our Alternate Education students they also are supported by a POD teacher, have an SLP in addition to their IEP, and transition planning and consideration of traditional school programming is discussed with admin, the student, family, and community providers on a regular basis.

## Differentiated Instruction



Social Emotional Learning/Careers Education

Credit and Why We Track

A committee of Central Programs teachers have used the BC curriculum for CLE 10 and 12 and CLC 12 as a base for embedding Careers and Social Emotional Learning content into a trackable program to ensure our students receive credit for the programming they engage in. We have found that by providing credit, students are engaging in specialized Careers and SEL programming at a significantly increased rate. The Big Ideas from the curriculum are included below. Additional Social Emotional Learning content has been added and embedded into the Ministry CLE/CLC curriculum. Our Student Learning Plan document for each student integrates this Career Life and Social Emotional Learning tracking. Throughout the year this document is used to assign credit for Careers courses while also ensuring that students are engaging in SEL content. Social Emotional Learning above and beyond what is offered at a traditional school is an Alternate Education requirement. It is essential that students are being offered and engaging in SEL offerings. Note, the majority of students are enrolled in a CLE or CLC course to ensure they are receiving credit. Even adult grads can take CLC 12 as one of their 3 grade 12 courses.

CLE/CLC Course Details

\*We have chosen to focus on Big Ideas to guide SEL and Careers progress. These Big Ideas have been imbedded into our Student Learning Plan document for Pod teachers manage this document and update

\*Big Ideas 2-6 are from the BC Curriculum for CLE 10 and CLC 12. It is essential that students have covered all 5 of these Big Ideas to earn full credit for these courses.

\*Big Idea 1 is an SEL specific Big Idea that we have added to our Careers and Social Emotional Learning Program at Central Programs. This Big Idea has been integrated as a part of our Alternate Education mandate. **This Big Idea must be met as a part of a student's enriched Alternate Education program.**

1	2	3	4	5	6
•Personal Awareness and Responsibility involves understanding the connections between personal and social behaviour and well-being.	•Career-life development includes ongoing cycles of exploring, planning, reflecting, adapting, and deciding.	•Career-life decisions influence and are influenced by internal and external factors, including local and global trends.	•Engaging in networks and reciprocal relationships can guide and broaden career-life awareness and options.	•Finding balance between personal and work life promotes well-being.	•Lifelong learning and active citizenship foster career-life opportunities for people and communities.

## Central Programs and Services – Manual of Programs, Services, Procedures, & Policies

### Program Delivery

\*Students will be offered Careers and SEL content to meet the Careers/SEL Big Ideas throughout the year in a variety of ways. Many offerings will meet multiple Big Ideas. Some examples of these offerings include:

- 1) Yearly intake: All students are required to attend a yearly intake meeting as a part of the fall registration process. Each student's SLP/IEP team meets with each student to review and update their learning plan for the new school year. Goals, grad planning, support professionals, life circumstances are all a part of this meeting.
- 2) SLP progress update meetings: Each term case managers meet with students and update progress in relation to goals set at intake. This process meets the Big Ideas outlined above and students receive credit for their engagement.
- 3) Job Shadows, Career Spotlights, and Career Conferences
- 4) Classroom Talks: Our enhanced service professionals as well as guest providers (see attached schedule) visit classes to augment our SEL programming throughout the year.
- 5) Student Offerings: Sessions are offered on a sign-up basis for students throughout the year. These occur in the Den, Foods room, or the Gym.
- 6) Teacher Led: Many of these Big Ideas can be met through cross curricular content, in class discussions, or teacher led projects.
- 7) Whole School Special Events: The SEL teaching team offers a variety of whole school activities throughout the year, designed to meet these Big Ideas.

### Tracking

\*Careers and Social Emotional Learning Tracking occurs in the Engagement portion of the SLP each month.

<b>Engagement</b> <i>- CLE/CLC, SEL participation, school engagement</i> <i>* All students MUST have a detailed description of an enhanced counselling and/or Social-Emotional Learning Session offered and/or attended by September 30, 2021.</i>							
<i>List the date and describe the activity. If this activity can be used for CLE/CLC credit check off the appropriate Big Ideas</i>	1	2	3	4	5	6	Time Spent
Sep. 17, 2021 -Sample attended an in-class presentation by ARC drug and alcohol counsellor Kiera Kneller. The presentation discussed drug and alcohol awareness, community supports, and harm reduction.	x				x		45 min
Sep. 28, 2021 - Sample attended a career spotlight presented by a local RCMP member. They discussed training options, highlights of the career, and how a student can get RCMP support in Kelowna if needed.	x	x	x	x		x	1.5 hours
Sep. 29, 2021 - Sample had a one-on-one session with her school counsellor Ramona Sousa.	x	x			x		1 hour
Sep. 30, 2021 – Sample had a one-on-one SLP planning session with Mr./Ms. Example. They set goals, reviewed supports, discussed learning styles, discussed career options, courses and pre-requisites for college.	x	x	x	x	x	x	30 min