

CENTRAL PROGRAMS AND SERVICES

Manual of Programs, Services, Procedures, & Policies

2020/2021

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 appropriateness of 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

SD #23 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 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.

Out of District Student Referral

- 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.

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.

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 POD teacher or 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 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/POD teacher 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. 15)
 - 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.

To view the full CPS Code of Conduct, please visit our website at www.cps.sd23.bc.ca.

Student Name (Print)

Date

Learning Sites and Program Delivery



Central Programs and Services Richter Site

- *The main CPS site offers full day programming.
- *Academics are delivered in PODs (see page 5) for half of the day.
- * Electives are delivered by specialist teachers (see page 6) for half of the day.
- *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 is one teacher and one school counsellor available to teach and support students at all times.
- *A drug and alcohol counsellor, Indigenous Advocate, and Learning Assistance teacher are available part time.
- *This quiet environment is often the perfect fit 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 complete some academics at RLC.



Rutland Learning Centre (RLC)

- * This site offers a half day educational program.
- *There are 2 teachers available fulltime and a school counsellor available part-time at this site.
- *A drug and alcohol counsellor, Indigenous Advocate, and Learning Assistance teacher are available part time.
- *This quiet environment is often the perfect fit 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 complete some academics at RLC.

Bell Schedule CPS Richter

9:00 - 9:45 AM Class
9:45 - 11:00AM Class
11:00 - 11:15 BREAK
11:15-12:15 PM Class
12:15-1:00 LUNCH
1:00-2:00 PM Class
2:00-2:15 PM- BREAK
2:15 - 3:15 PM Class
3:15 - 3:30 Teacher Advisement

Bell Schedule WLC and RLC

9:00-11:00 AM Class
11:00-1:00 Teacher Advisement/Lunch
1:00-3:00 PM Class
3:00-3:30 PM Teacher Collaboration

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

The PODS



Elective Courses



Middle School Program

Beading and Traditional Stick Games



Strength Based Practice

- As a guiding practice, we focus on the assets and strengths students inherently bring versus what they do not. We continually evaluate the impact programming has on our learners and work closely with the District to ensure we are doing everything possible to be responsive to the needs of our middle school learners.

Indigenous Focus

- Although the Middle school program is not designed specifically for Indigenous youth, an enhanced focus on integrating Indigenous wisdom, including the First Peoples Principles of Learning and the Four Food Chiefs Attributes of a Learner, benefits all students enrolled. Additionally, this program provides opportunities for our students to learn together, develop trust, establish meaningful relationships and build cultural bridges. We are continually investigating ways to weave Indigenous learning into the curriculum and collaborate with community partners to provide rich experiences for our students, as we truly believe that this will help students build respect for themselves, others and the land.

Staffing

- Our middle school for the 2019 - 2020 school year is staffed with two full-time teacher positions, an Indigenous Student Advocate, Indigenous cultural presenters, and an Indigenous Elder. The program is further enhanced with a school-based resource team specific to the middle school program. The Central Middle School team works in consultation and collaboration with the School District's Indigenous Education department, which provides ongoing emotional, social, academic, and cultural support. Additional enhanced services provided include drug and alcohol counsellors and mental health clinicians.

Structure and Curriculum

- Similar to the senior grades, the middle school program delivers academics and social emotional support following the POD structure. Due to the unique educational and social emotional needs of this younger population, students are kept together with their core teachers for both academics and elective classes. Students work on cross curricular projects that utilize the available facilities including the Gym, kitchen, woodshop, and art studio.



Learning about Traditional Medicines

Talking Circle



Smoking Fish



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 13 for course details.
- A committee of specialist teachers 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 counselling center, 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 middle and secondary Indigenous Student Advocates. Advocates support students Social Emotionally, Educationally, and Culturally. A dedicated space within the school is set aside for students to connect and access supports.
- Students are further supported with curriculum integration of First Peoples Principles of Learning, access to a First Nations Wellness Worker, field trips, and integrated district support. See pg. 10

The Den

Mindfulness Space and Programming

- A calm, quiet room in the school for students to access as outlined in their IEP/SLP for a break, an alternative space, or specialized programming.
- See page 11 for a detailed breakdown of the intention and running of this space

Accelerate Youth

Partnership with the Enactus of Okanagan College

- This program is facilitated through a partnership with Enactus of Okanagan College.
- This program strives to increase student motivation through hands-on learning opportunities meant to better equip students with the skills to manage the culture and environment in which they live.
- Connections with community resources will be used in order to increase our support of the students with their transition back to the regular high school and out into the community.
- Focuses include Financial literacy, budgeting, healthy eating, entrepreneurship, marketing, and business teachings

Jumpstart

Partnership with the YMCA Jumpstart to Employment Essentials Program

- CPS has partnered with the YMCA to bring Jumpstart staff into the CPS site weekly to meet with students to start the screening process for the Jumpstart program.
- Our Careers teacher works closely with YMCA staff and is able to provide students with Work Experience 12 credit for successful engagement in the program.
- Jumpstart is a 14 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.
- 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

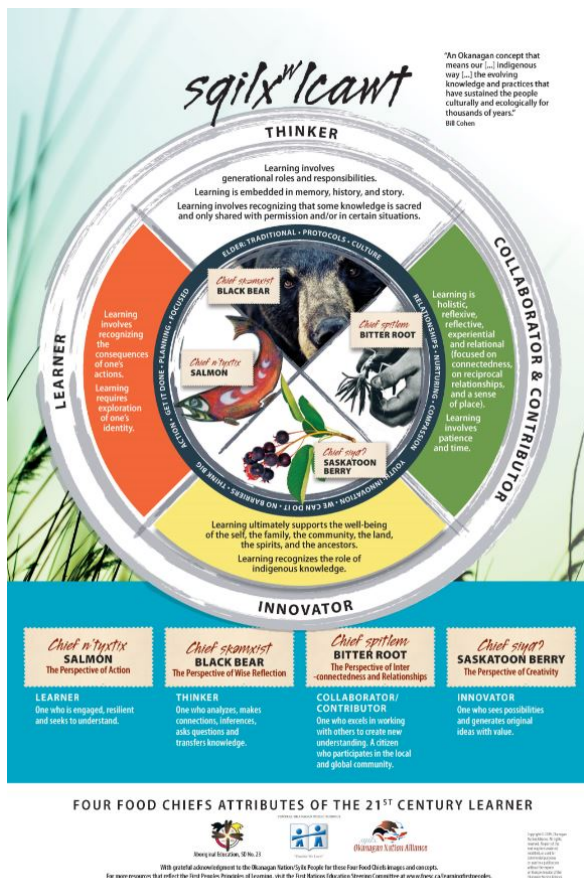
- Central Student WORX is a transition to employment program which utilizes the wood shop to produce, market, and sell hand made products.
- In a structured, protective setting, students learn wood working skills of safely using a range of appropriate tools, equipment and procedures, as well as the skills needed to prepare for and increase success in future employment positions.
- Students earn a percentage of the what is sold.
- 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 15 for details on the tracking process.

Indigenous Education

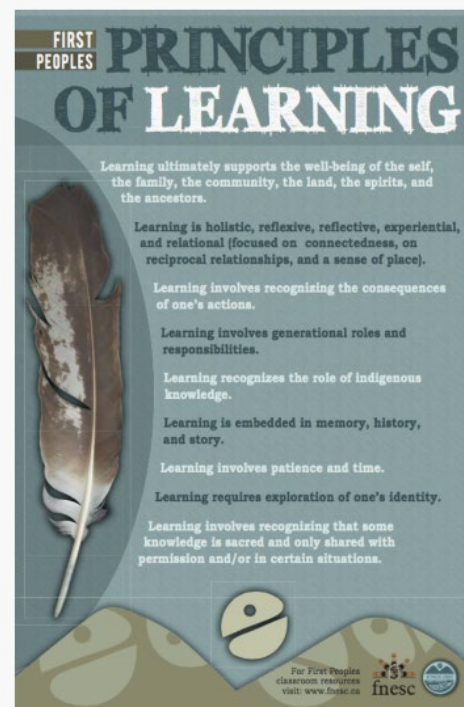


All SD23 Indigenous students are supported by the Central Okanagan Indigenous Education team. These students are supported through the lens of the local story of the Four Food Chiefs. At Central Programs and Services our grade 10-12 students work with a full time Indigenous Advocate and as described on page 7, our middle school students are supported by a part time Advocate 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 admin.

"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 from the Okanagan Indigenous Education team are embraced whenever possible. Recent enriching field trips include a trip to a local Kekuli and a sweat lodge, guided nature hikes, and canoe paddle making for our Indigenous grads.



The Den



Intention

- 1) To create a welcoming space for students to participate in specialized programming and mindfulness learning sessions.
- 2) To create a safe space to support the social emotional goals of our individual students. (eg. When students need a break as documented in their SLPs)

Accessing The Den

- *As long as supervision is available, this space will be open during class time. Supervision will be provided by the Behaviour Intervention Teacher or if she is scheduled elsewhere, available Behaviour CEAs and non-enrolling staff.
- * Teachers connect with the supervising staff member when sending a student to this space. Teachers and staff can walk the student to the Den and connect in person or they can call or email the BIT teacher
- * The hope is that with teacher referrals, the students who need the space most will be accessing. And with communication between students, teachers and staff, expectations around duration of time in the Den and the intentions of the space will be clear.

The Space

- *The intention for this space is to meet the social emotional needs of students as outlined in their SLPs and IEPs. It is a calming and quiet environment where students can utilize their mindfulness and anxiety management strategies developed through the programming sessions.
- *The space is furnished with couches, tables, bean bag chairs, low lighting, and plants to provide the desired mindful atmosphere,
- *Student expectations all revolve around meeting the set intention for the 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 (dog visits).

Counselling at CPS

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: Kristyn Marshall (CPS, RLC, WLC)

Roles: 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

Behaviour Intervention Teacher and/or Counsellor: Erica Mahoney (CPS), Heather Csikos (RLC), Chris Thygesen (WLC)

Roles: 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)

Roles: 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)

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 district specialists and coordinators; Resource, Behaviour, and Learning Assistance Teachers; 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



Career Life Education

Career Life Education and Career Life Connections Courses are offered to all students throughout the school year.

CLE/CLC Course Details

Course Delivery

Curriculum is delivered via a variety of delivery methods including: Job Shadows, Career Spotlights, Certificate Programs, Teacher-led Content, Den Sessions, In-class Guest Speakers and Lessons.

Credit Tracking

POD teachers track student progress on a tracking document. This document tracks how the material was delivered and what curricular content was covered. Teachers and Counsellors that lead or plan sessions provide POD teachers with the attendance and content from the session. POD teachers assign a grade based on the progress documented

CLE/CLC Curriculum

*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 and Curricular Content areas are included below. Additional Social Emotional Learning content has been added and embedded into the Ministry CLE/CLC curriculum. Students that attend Alternate Education Programs are expected to engage in specialized programming and this is one way that Central Programs is ensuring that all students have access to this programming.

Big Ideas CLE 10, 12 and SEL

Personal Awareness and Responsibility

involves understanding the connections between personal and social behaviour and well-being.

Career-life choices

are made in a recurring cycle of planning, reflecting, adapting, and deciding.

Career-life decisions

are influenced by **internal and external** factors, including local and global trends.

Cultivating networks and reciprocal relationships

can support and broaden career-life awareness and options.

Finding balance between personal and work life

promotes well-being.

Lifelong learning

fosters career-life opportunities.

Big Ideas CLC 12 and SEL

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.

A sense of purpose and career-life balance

support **well-being**.

Lifelong learning and active citizenship

foster **career-life opportunities** for people and communities.

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CLE/CLC and SEL Curriculum Content Areas

*The content and competencies of the CLE/CLC curriculum have been combined with Social Emotional Learning content and broken down into the below key topics to guide learning. Students learn these topic areas as vocabulary as they engage in programming.

Mentorship	Any opportunity for conversations with a supportive adult focused on student needs, interests, and goals that foster purposeful career-life development. Mentorship can include ongoing supportive relationships with CPS staff and teachers.
Well-Being	Exposure to content and developing strategies for maintaining well-being in personal and work life. Content that covers stress management, mindfulness practices, self-esteem, anxiety, and physical wellness all go in this category. Impact of digital presence on well-being is also in the curriculum. Workplace safety is also an element of well-being.
Self-Awareness	Exposure to content and developing strategies for recognizing one's own emotions, thoughts, and values, and how they influence behavior. Students should work towards an ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset." For CLE 10 and CLC 12, demonstrating an awareness of how to represent themselves both personally and publically and a knowledge of appropriate workplace behaviour.
Social Awareness	Exposure to content and developing strategies to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. Developing an understanding of social and ethical norms for behavior and to recognize family, school, and community resources and supports. This category also includes demonstrating understanding of healthy relationships of all kinds (friendship, mentorship, romantic, family). Considering the impact of these relationships on personal well-being and career well-being.
Self-Management	Exposure to content and developing strategies to regulate one's emotions, thoughts, and behaviors in different situations. This regulation is achieved by effectively managing stress, controlling impulses, and motivating oneself. Demonstrating understanding of models of decision making and innovative thinking for flexible planning and goal setting. Goals and planning can be in regards to academic, career, well-being, social emotional.
Inclusive Practice	Exposure to content and demonstrating understanding of inclusive practices, including taking different worldviews and diverse perspectives into consideration
Networking	Demonstrating an understanding of and engaging in personal networking and employment marketing strategies. This includes accessing resources and supports for career planning and social emotional needs and learning, as well as creating resumes and cover letters and job searching.
Community Connections	Exposure to, engaging in activities, and demonstrating understanding of ways to contribute to community and society that take cultural influences into consideration, the value of volunteerism, and the impact of community on social emotional learning and career-life planning.
Career Life Planning	Engaging in career-life development research related to diverse career-life roles, including post-graduation options, personal passions, work, family, and education. Exposure to and demonstrating options of organizing and maintaining authentic career-life evidence.

Core Competencies Using a scale of 4 students are assessed using self and teacher led assessment.	 Communication	The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in content.
	 Thinking	The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development and is demonstrated through creative and critical thinking.
	 Personal & Social	The personal and social competency includes: positive personal & cultural identity, personal awareness & responsibility, and social responsibility.