CENTRAL PROGRAMS AND SERVICES

2020/2021

Manual of Programs, Services, Procedures, & Policies

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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Central Programs and Services - Manual of Programs, Services, Procedures, & Policies

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.

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.

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

- *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

Individualized Academics

- *All academic subjects are taught through the POD classrooms.
- * Each POD has a teacher with a Humanities background and a teacher with a Math/Science background.
- *All courses are adapted to each student's unique learning needs and interests (see pg. 14).

School Based Team Referrals

*When interventions at the POD level are unsuccessful POD teachers will refer students to the School Based Team. See page 10 for the flow of referrals for counselling and SBT at CPS.

SLP Management

*POD teachers manage Student Learning Plans for all students assigned to their POD. This includes goal setting, term by term evaluation, weekly updates, and ongoing social emotional planning.

The PODs

*Each student completes
their academic subjects on a
rolling basis in their linear
POD classroom. Each POD has
2 teachers at all times. These
teachers support student
social emotional needs while
also delivering curriculum.

Transition Planning

* Discussion and support regarding plans to transition students to graduation, work, post-secondary, traditional school or continuation at Central Programs occurs throughout the year and as a discussion focus at the end of each term.

Communication

- *2:30-3:30 PM is allocated in the schedule for POD teachers to meet with students, connect with parents, and touch base with support staff
- * Additionally with 2 teachers assigned to each class, teachers can meet with students privately throughout the day.

Additional Services

- * POD teachers embed social emotional learning into cross-curricular subjects (see pg. 12)
- *Refers and encourages students to attend specialized programming when appropriate as aligned with SLP/IEP goals and needs.
- *Refers and introduces to school counsellor when additional individual support is needed.

Elective Courses

Alternatives

* Due to the smaller nature of CPS we do not offer as many elective options as local traditional schools. On a case by case basis administration and teachers will work with students to provide both credit and funding for high interest activities in the community. This could include, music, dance, martial arts, driver's education, and more.

Work Experience

- * CPS has many community partnerships that help our student's transition into work.
- * Our Careers Teacher works with students to complete Work Experience 12 credit through job shadows, active job experience, and partnerships with programs such as YMCA jumpstart.

PF

- *CPS has a full sized
 Gymnasium equiped with
 workout equipment, bicycles,
 and traditional sports
 equipment. PE classes offer a
 community element with hikes,
 field trips, and bike rides.
- A PE teacher is available in the Gym at lunch daily for students who want a healthy outlet or to complete PE outside of the timetable..

Electives

*Central Programs offers a number of high interest elective courses. Several courses are offered within the timetable on a term by term basis. Courses run daily as a half day block with students attending their POD in the other half. Some alternative options are offered on a case by case basis in consultation with Admin, case managers, and POD teachers.

Foods Studies

- * CPS has fully equipped Foods Classroom where students can engage in the Foods Studies and Culinary Arts curriculum.
- * Students also engage in service learning and community connection projects including preparing food for the school community at barbeques and celebrations.

Technology Education

- *CPS has a fully functional woodshop and offers a number of the grade 10-12 applied skills courses including woodwork and metalwork.
- * Interested students can participate in the WORX program and build items to sell to the community. Students earn a small stipend and gain job readiness skills.

Art

* CPS has a fully stocked Art room where students can take a range of visual arts, digital arts, and photography courses.
Students in the Art room participate in projects such as a yearly calendar and murals that are displayed throughout the school.

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



7

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 recieve 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

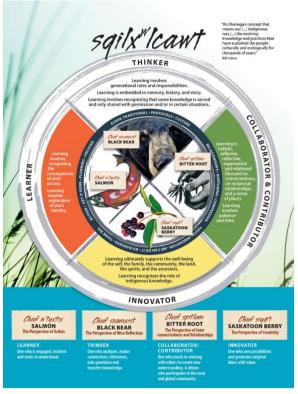
- Central Student WORX is a transition to employment program which utilizes the wood shop to produce, market, and sell hand made products.
- •In a structured, protective setting, students learn wood working skills of safely using a range of appropriate tools, equipment and procedures, as well as the 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 sportlights, 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.

FOUR FOOD CHIEFS ATTRIBUTES OF THE 215T CENTURY LEARNER





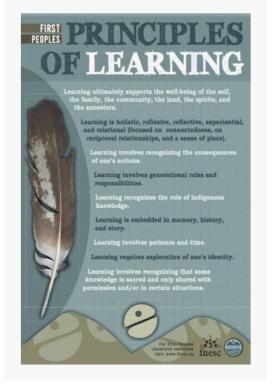






"The First Peoples Principles of Learning are affirmed within First Peoples communities and are being reflected in the development of all K-12 curriculum and assessment. First identified in relation to English 12 First Peoples, the First Peoples Principles of Learning generally reflect First Peoples 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.

POD Teacher

*POD Teachers connect with students on a regular basis to support their social emotional needs. Mentorship, communication, goal setting, and referring to support services are key components of this support.

Group Sessions

- * Group specialized programming to meet the social emotional needs of students are offered by counsellors and guest experts on a regular basis.
- *Students are referred and encouraged to attend appropriate sessions by their POD teacher.
- *Sessions are offered in and out of the classroom.
- *Topics and opportunities include anxiety, ADHD, mindfulness, self-care, emotions, anger management, substance use, and more.

School Counsellor

- * When a POD teacher or Case Manager feels that a referral to individual support is warranted they refer to a school counsellor
- * School administration, concerned parents, students themselves, or elective teachers can also recommend a referral to individual support but the POD teacher should be notified.
- * The school counsellor will provide one on one counselling services and can refer to further counselling as appropriate such as CYMH, D&A, or further supports.

SBT

- *The School Based Team meets weekly to discuss students in need of additional support.
- *POD teachers, administrators, case managers and counsellors, refer students after other interventions have been unsuccessful or if they are looking for immediate wrap around support.
- * Discussion in these meetings may recommend referrals to either group sessions or the school counsellor for individual support.

CYMH

- * Child and Youth Mental Health provides intensive clinical support to referred students.
- *Shelly Christenson is the CYMH counsellor assigned to Central Programs and Services.
- *CYMH clinicians can refer to further support as needed such as a child psychologist or the Adolescent Psych Unit at Kelowna General Hospital.

Drug and Alcohol Counselling

- * At the main CPS site an ARC, D&A counsellor is based on campus for 20 hours a week.
- *The two learning centers are supported by an Interior Health outreach D&A counsellor.
- * Counsellors provide regular one on one support and can refer to more intensive support if needed such as detox or inpatient treatment.

Further Community Support

- * School counsellors may choose to refer to other available services based on student need.
- *These services include Boys and Girls club Reconnect workers for students at risk of homelessness, Anger Management group sessions, Young Parent support, Interior Health nursing, and social workers.

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.

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 coordination between the Resource and Learning Assistance Teachers.

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

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

Social Emotional Learning

*Social Emotional Learning (SEL) and Careers Education competencies and content are embedded into cross curricular projects. This supports student engagement in this essential piece of Alternate Education.

Strategies Courses

*Numeracy and Literacy Strategies Courses provide students an opportunity to focus on fundamental skills at their level and prepare for grade 10 coursework while earning credits towards either a Dogwood or Evergreen Diploma.

Project Based Learning

*POD and elective teachers utilize PBL extensively. For example, the middle school POD plans two school wide BBQs a year. This project covers outcomes across multiple grades and subjects including math for budgeting and English for letter writing.

Differentiated Instruction

All Instruction at CPS is adapted to the individual strengths and needs of each student as outlined in the SLP/IEP. Students are team taught by two teachers facilitating frequent one on one support.

*CPS offers academics within the POD structure in a linear self-paced delivery structure.

Unique Program Delivery

* Students can choose to work individually, with their peers, on a short assignments, or projects by working with their teachers.

Hands on Learning

*Elective courses in Art, Foods, and Technology Education offer students

* Academic courses use manipulatives, and engaging learning tools (ie tower garden, Lego robotics, and board games).

Thematic Teaching

*Socials Studies, English, and Science courses are regularly taught thematically engaging students at multiple grade levels. Multiple levels of text, visual tools, and formative assessment make these courses successful.

Field Trips

*Field trips offer students community connections and opportunities to deepen learning. (eg. engaging in authentic first peoples content at a local Regional Park).

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, Teacherled 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.

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,

recurring cycle of planning, reflecting, adapting, and deciding.

Big Ideas CLE 10, 12 and SEL

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.

between
personal and
work life
promotes wellbeing.

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.

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 C		
	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	Exposure to content and developing strategies to take the perspective of and empathize with others,		
Awareness	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-	Exposure to content and developing strategies to regulate one's emotions, thoughts, and behaviors in		
Management	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	Exposure to content and demonstrating understanding of inclusive practices, including taking different		
Practice	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	Exposure to, engaging in activities, and demonstrating understanding of ways to contribute to community and		
Connections	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	Engaging in career-life development research related to diverse career-life roles, including post-graduation		
Planning	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.