Chilliwack School District

Alternate Education Journey

- Education Centre (Secondary) & Chance Shxwetetilthet (Middle)
- Middle School Reconfiguration for Sept. 2018
- Expanded Ed. Centre & Rebranded to Kw’íyeqel Secondary
- Teaching Staff from CSAS was dispersed to 4 Middle Schools as Inclusion Teachers (ADR, CMS, MSMS, & VMS)
- In House Alternate Programs staffed in 3 Comprehensive Secondary Schools (Pathways)
- Secondary Inclusion Teachers added in Sept. 2021

Chilliwack School District

Kw’íyeqel Secondary FAQ’s

- Not a School of Choice

- Type 3 Facility – What does that mean – 4 Requirements
  - Intake process
  - Annually reviewed IEP or SLP – objectives, additional support, progress, and transition plans
  - Exit Strategy – return to mainstream, continue in alternate education, graduate to work or post-secondary education
  - Evidence of additional services above and beyond what a regular student would receive in a mainstream school

Chilliwack School District

Kw’íyeqel Programs

8 Homeroom Programs

- Transitions
- Outdoor Education
- Culinary Arts
- Expressive Arts
- Human Services
- Sustainable Resources
- Trades Discovery
- Compass

Electives

- Mixture of Academic & Skills-based
- Goal of filling in all Graduation Plans

- Connections PM Program

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Morning Homeroom & Afternoon Elective Main Site

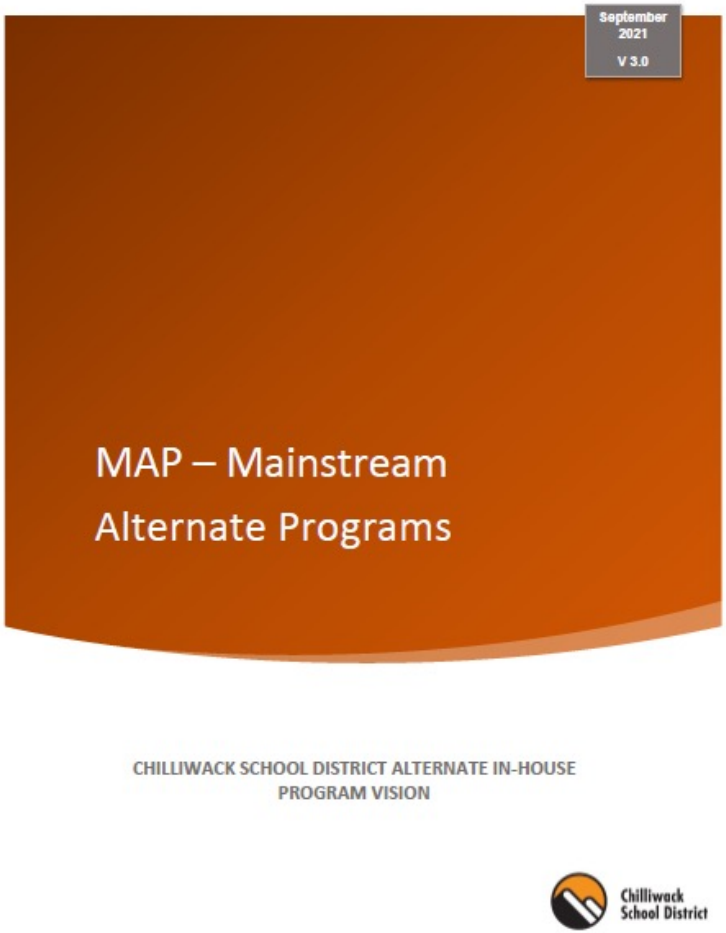
AM Homeroom – Integrated

- 1 Teacher & 1 EA per classroom
- English Language Arts
- Math
- Careers
- 1+ other course(s) - passion or skill area

Afternoon Electives – 3 Terms

- Visual & Studio Arts
- Woodwork & Automotive
- Foods & Nutrition
- Leadership
- PHE
- Drama
- Academics – Socials 10 & 11, Science 10, Science & Technology 11, Law 12, Others

MAP – Mainstream Alternate Programs



Guiding Principles

- With support, students with social, emotional, or behavioral challenges can meet with success
- Success for students with significant challenges requires a unified team approach which utilizes the skills and expertise of Teachers (Classroom, Learning Assistance, and In-House Alternate), Counsellors, Child & Youth Care Workers, EAs, parents, and community agencies
- Whenever possible, it is preferable to work with students and families within their local school community and foster natural community connections
- Support should be on a continuum which allows for fluidity between levels of support
- There should be multiple and easily accessible paths to student success

Purpose of Mainstream Alternate Programs

- To support students with social/emotional and behavioural issues within their local school community
- To help students identify barriers that are not allowing them to be successful in their learning and co-create strategies for them to overcome these barriers or challenges
- To engage in academic and social activities that move them forward on their learning and growing path

Ministry Definition of Alternate Education

- The BC Ministry of Education states that alternate programs:
  - Focus on the educational, social, and emotional issues for those students whose needs are not being met in a traditional school program. An alternate education program provides its support through differentiated instruction, program delivery, and enhanced counselling services based on student need.

Student Priorities

- Priority 1 – Demonstrated Behavior: Students who are attending school and engaging in some ways, but are experiencing decreased success to social, emotional, or behavioural (external or internal) challenges
- Priority 2 – Attendance Concern: Students who are not attending school on a regular or consistent basis and this attendance rate is negatively impacting student success

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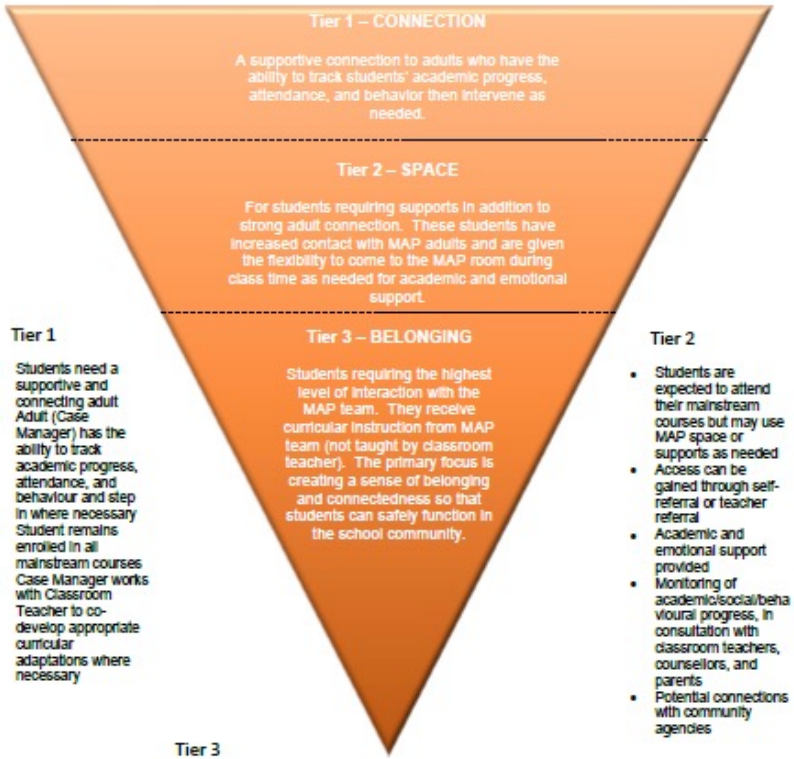
MAP – Mainstream Alternate Programs

MAP Tiers of Intervention



Tier 1

- Students need a supportive and connecting adult
- Adult (Case Manager) has the ability to track academic progress, attendance, and behaviour and step in where necessary
- Student remains enrolled in all mainstream courses
- Case Manager works with Classroom Teacher to co-develop appropriate curricular adaptations where necessary

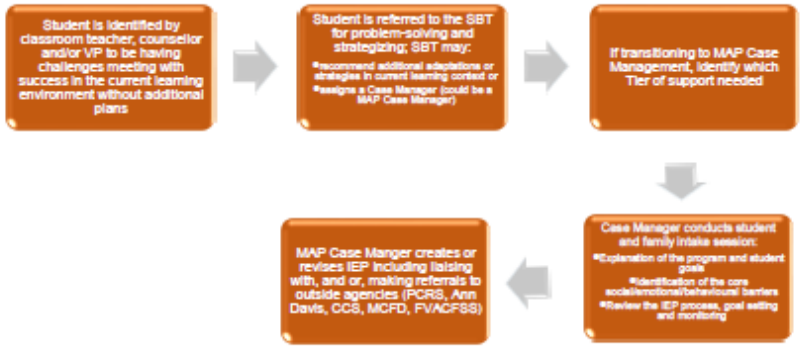
Tier 2

- Students are expected to attend their mainstream courses but may use MAP space or supports as needed
- Access can be gained through self-referral or teacher referral
- Academic and emotional support provided
- Monitoring of academic/social/behavioural progress, in consultation with classroom teachers, counsellors, and parents
- Potential connections with community agencies

Tier 3

- Extensive contact with the MAP team during instructional time
- Monitoring of academic/social/behavioural progress, in consultation with MAP staff, Admin, Counsellors, and parents
- Variety of curriculum delivery methods and differentiation
- Likely connections with community agencies
- Commitment to counselling services in or outside of the school

School Processes – Identifying & Supporting Students



Transition Pathways

Mainstream to MAP (Pathways – Recommend for Other In-House Alternate as well i.e., Connections)

- Once all strategies, supports, and resources within mainstream classes are exhausted
- SBT referral (see above)
- SBT decision around placement and level of support (Tier 1, 2, or 3)
- Alternate Program Meeting
  - Assign Case Manager
  - Intake Meeting with Student/Parent
    - Explain program and student goals
    - Attain any documentation or signatures (IEP, etc.)
    - Develop/review Learning Plan
  - Finalize level of support

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MAP – Mainstream Alternate Programs

- Team approach to working with Alternate Students
- Goal of ensuring SEL skill building and good transitions
- Keep students in the Mainstream school and moving down a path towards graduation

Roles & Responsibilities

MAP Specific

Student

- Engage and commit to social emotional learning and counselling supports offered in the Program
- Engage in respectful interactions with peers and staff
- Make academic progress based on IEP goals and class expectations
- Use supports appropriately

Family

- Participate in the intake meeting
- Support their child through on-going communication with the school
- Support the child with IEP goals
- Where necessary, engage with community supports

MAP Teacher(s) & Inclusion Teachers

- Case Manage (alongside counsellor) to facilitate the design and implementation of IEP's, submit ministry identifications, and implement inter-ministerial plans
- Connect with at-risk youth in a non-judgmental, patient, and enthusiastic manner
- Collaborate with school-based staff, district staff, parents, students, and community partners
- Design and implement learning programs to meet a variety of needs for different learners
- Coordinate and schedule meetings with counsellors, CYCW's and in-school community agencies as needed
- Implement a variety of assessment practices to measure and monitor student progress
- Maintain a safe and caring environment in the classroom
- Liaison with parents

CYCW

- Work in a collaborative partnership with the Teacher, Counsellor, Admin, and all other staff connected to MAP
- Support students in all Tiers of MAP
- Work a flexible schedule to meet the academic, social emotional, and behavioural needs of students
- Accompany students to outside agency appointments as required and provide transportation if necessary
- Interact with students in a non-judgmental, intentional, and goal oriented way
- Document interactions with youth and others involved using a contact log

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Chilliwack Bowls of Hope Society

Outside Agency & Community Partnerships

Outside Agency Supports

- PCRS
- Aboriginal Youth Mental Health
- Ann Davis
- Memiyelhtel - Aboriginal Mentorship Program
- Chilliwack Hospice

Community Partnerships

- Bowls of Hope
- UFV
- Lions Club
- Knights of Columbus
- Chilliwack Community Services
- Central Community Church
  - Grad
  - Monday Breakfast

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Inclusion Teacher Program Review

Middle Schools – CMS, ADR, MSMS, VMS
2021 – 2022

Secondary Schools – SSS, GWG, CSS
2022 – 2023 (In progress)

The Role:
Inclusion teachers (IT) are in support of the Values, Vision, and Mission in that they prioritize strong **connections** for our most at-risk students. Their work focuses on maintaining a **safe and inclusive** environment where all students belong, even those with challenges. To do this they provide and/or access **supports** for students, teachers, and families to help students successfully participate in their school and larger community.

Middle School

Program Review Process:

- School meetings with PVP, SBT, Classroom teachers & Inclusion Teachers (IT)
- Middle School Pillars: Teaming, Exploratory, Advisory, Collaboration,
- Other Data: Student attendance, DRT referrals, transition, achievement, case studies
- Generated themes and shared with PVP

Key Themes:

- *Majority of students are transitioning to mainstream, attending and achieving*

Teaming: model for IT involvement in teaming looks different based on the needs at the school. Keep focus on prevention!
Exploratory: able to provide alternate projects in Exploratory classes. Example: bike refurbishing
Advisory: some co-teaching examples of SEL in advisory
Collaboration: positive examples of collaboration with SBT and classroom teachers and interest in expanding to IT roles at secondary.

Secondary School

Program Review Process:

- School meetings with PVP, SBT, Classroom teachers & Inclusion Teachers (IT)
- MAP document and connected to the ongoing In-service work with IT
- **Note: Program review is still in progress**

Key Themes:

- the IT support has focused on the **transition** of grade 9 and 10 students
- works closely with SBT members and classroom teachers as a “bridge” with a focus on **relationship building and repair**
- works in a **proactive** vs. reactive way way with problem-solving and planning
- connections with **family** members through calls, emails and visits
- awareness of **community** resources and support
- additional **support** for schools prior to a DRT referral