

ALTERNATIVE EDUCATION REDESIGN, AMALGAMATION & MIDDLE SCHOOL TIER 3 SUPPORTS

Board Motion March 7th, 2017

THAT the Board of Education approves the merging of the Education Centre and CHANCE-Shxwetilthet Alternative schools. The redesigned District Alternative Education School will provide opportunities for all students aligned with the redesign BC curriculum framework.

MANDATE - REDESIGN

Reconfiguration, Amalgamation, & Rebranding

- Amalgamate the current CHANCE-Shxwetilthet Programs and the current Education Centre Main Site Programs into one Redesigned grade 9-12 Secondary School Intervention Support Framework.
- All grade 8 students will be supported at our redesigned middle schools moving forward – students with severe externalizing behaviors will continued to be supported at the District Type 3 school based on recommendations from the District Resource Team (DRT).
- Existing Main Site (Ed Centre) will be the Hub for all academic programs minus the REAL , Outreach Programs and existing CHANCE site – Satellite sites will be used for place based and project based learning opportunities.
- Renaming the redesigned school to build ownership, pride and culture at the school.
- Be directly connected (through training) to the new and existing Tier 3 support and intervention frameworks within Middle & Secondary Schools.

STAFFING FRAMEWORK – BASED ON EXISTING SUPPORTS

Middle School Tier 3 Supports

- Additional child youth care worker supports at each of our large middle schools to support vulnerable students.
- Additional District Counselling and teacher supports at each of our middle schools to create a fluid tier 3 support structure so students receive targeted timely behaviour and academic interventions without losing valuable instructional time.
- Students will be supported at their home schools within the redesigned middle school model.



New Secondary School

- Flexible programing .
- Literacy & Numeracy are essential foci.
- Bridge academic gaps.
- Focus behaviour interventions on specific types of lagging skill profiles.
- Teams will Identify essential learning standards for every grade and course, share essential learning targets with students and provide common assessments for every essential standard, and identify students for additional interventions.
- Build programs towards graduation goals.
- Ensure that a transition back to mainstream is an option.
- Students placed in the appropriate program based on lagging skills profile and readiness.
- Ensure significant and appropriate Social Emotional support .