EDMONTON CATHOLIC SCHOOLS
PROGRAMS OF CHOICE
INCLUSIVE EDUCATION
FLEXIBLE AND ALTERNATE PATHWAYS FOR LEARNING
2018-2019
A DEFINING STATEMENT OF INCLUSIVE EDUCATION IN OUR DISTRICT - Katholos: Education for Life for All

In accordance with our District Foundation Statement, all resident* students and their parents/caregivers are welcomed into our schools. The Learning Team is committed to collaborating, identifying, applying and mentoring practices enabling all students to reach their potential spiritually, socially, emotionally, physically and academically within the Programs of Study alongside their peers.

[*resident student as defined by the school act]

Educational practices that are flexible and responsive to the strengths and needs of individual students can create inclusive learning experiences that ensure all students are successful.

(Administrative Procedure 213)

The first choice is always the community school as we journey along the pre-K to Grade 12 continuum.
INCLUSION IS A VALUES-BASED SYSTEM
FLEXIBLE AND MULTIPLE PATHWAYS TO MEET THE NEEDS OF OUR CHILDREN AND STUDENTS
A CONTINUUM OF SUPPORTS
Katholos - welcoming all
Inclusion is a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners.

Inclusion is not just about learners with special needs. It is an attitude and approach that embraces diversity and learner differences and promotes equal opportunities for all learners in Alberta.

Alberta’s education system is built on a values-based approach to accepting responsibility for all children and students.

PRINCIPLES OF INCLUSIVE EDUCATION

The following six principles are key to achieving Alberta’s vision for an inclusive education system. These principles can guide and inform value-based and learner-centred decisions related to policies, practices and actions at every level of Alberta’s education system.

ANTICIPATE, VALUE AND SUPPORT DIVERSITY AND LEARNER DIFFERENCES
Welcoming, caring, respectful and safe learning environments create a sense of belonging for all learners and their families.

HIGH EXPECTATIONS FOR ALL LEARNERS
Creating a culture of high expectations begins with an accessible curriculum and meaningful and relevant learning experiences. Educators and families act on the idea that, with the right instructional supports, every learner can be successful.

UNDERSTAND LEARNERS’ STRENGTHS AND NEEDS
Meaningful data is gathered and shared at all levels of the system—by teachers, families, schools, school authorities and the Ministry—to understand and respond to the strengths and needs of individual learners.

REDUCE BARRIERS WITHIN LEARNING ENVIRONMENTS
All education partners work together to identify and reduce barriers within the curriculum, the learning environment and/or instruction that are interfering with students’ ability to be successful learners and to participate in the school community.

CAPACITY BUILDING
School leaders, teachers, education professionals, families and community partners have ongoing opportunities, relationships and resources that develop, strengthen and renew their understanding, skills and abilities to create flexible and responsive learning environments. Capacity building takes place at the personal, school and system levels.

SHARED RESPONSIBILITY
All education partners, including school and jurisdictional staff, families, community service providers, post-secondary institutions, teacher preparation programs and government are committed to collaboration and are committed to the success of all learners.
Educational practices that are flexible and responsive to the strengths and needs of individual students can create inclusive learning experiences that ensure all students are successful.

Every learner has unique needs. Some learners have profound and ongoing needs and others have short-term and/or situation-based needs. This calls for flexible and responsive learning environments that can adapt to the changing needs of learners. For some learners, the most responsive and flexible learning environment may include:

- instruction and support in a grade-level classroom with same-aged peers;
- individualized instruction in smaller group settings;
- a specialized classroom or setting;
- one-on-one instruction; or
- a combination of all the above.

Alberta’s education system is built on a values-based approach to accepting responsibility for all children and students. Inclusion is a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all children and students.

To support children and students in attaining the goals as stated in the Ministerial Order on Student Learning, school authorities must ensure that all children and students (Kindergarten to Grade 12), regardless of race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, or any other factor(s), have access to meaningful and relevant learning experiences that include appropriate instructional supports.

2017 - 2018 Guide to Education: ECS to Grade 12, page 29
Specialized supports may be available for students as needed. Specialized supports may include:

- Speech Language Pathologists
- Occupational Therapists
- Emotional Behavioural Specialists
- Family School Liaison Workers
- Mental Health Therapists
- Adapted Physical Education Therapists
- Physical Therapists
- Blind/Vision Consultants
- Deaf/Hard of Hearing/Education Audiology Specialists
- Psychologists
- Early Learning Consultants
- Board Certified Behavioural Analysts
- Addictions Counsellors
- AAC Team
- Inclusive Education Consultants
- Clinical Social Workers
- Multi-cultural Animators
- LPN’s (licensed practical nurse)

Our Multi-disciplinary team includes both ECSD staff as well as collaboration with our partner organizations through the Regional Service Collaborative Delivery (RCSD) team.
Empower™ Reading offers a comprehensive approach to teaching children with reading disabilities the skills needed to analyze text, decode words, and successfully learn to read and gain knowledge from written materials.

The Empower™ Reading program addresses the core learning problems of struggling readers by remediating core deficits in decoding, spelling, word reading, vocabulary development, and text comprehension. The goal of this program is to strengthen specific literacy skills and teach students effective strategies for decoding words and understanding text while building motivation and reading confidence.

This full year program is designed to teach struggling readers a set of five meta-cognitive strategies (Sounding Out, Rhyming, Peeling Off, Vowel Alert and Spy) for decoding and spelling. Each strategy builds and depends upon the mastery of previously taught skills and strategies and students. This program is intended for students who are reading significantly below age-level expectations and have a diagnosed Learning Disorder.

This highly structured and sequenced program is a partner of the regular Language Arts program. Empower Reading is implemented five days a week for one hour per day. Certified teachers delivering this program have received formal training through Inclusive Education and use specialized resources. The program is offered at some community Elementary schools - inquire at your child’s school.

For more information contact your community school or Inclusive Education at 780-989-3000.
The diverse learning needs of the students who attend St. Margaret require a personalized approach to learning that focuses on developing student competencies.

Our goal is to engage students in their learning and to develop the knowledge and capacity of their community school to create learning environments and opportunities that support the transition of students back to their community school. Students who attend St. Margaret School may have a diagnosis of Autism Spectrum Disorder or other developmental delays (GIST program) or an Emotional Behavioural Disorder (PBS program), although a diagnosis is not required.

THE LEARNING TEAM

The learning team of St. Margaret School includes: Administration Team, Learning Coach, Classroom Teachers, Psychologists, Board Certified Behaviour Analysts, Speech and Language Pathologists, Occupational Therapists, Family School Liaison Workers, Early Learning Facilitators, STAY Advisor, Inclusive Consultant, Mental Health Therapist and Therapeutic Assistants. Assistive Technology also plays a key role in programming. St. Margaret School is also an ECSD site for Therapeutic Play or Play Therapy for students requiring this support. The Learning Team supports all programming at St. Margaret School.

For more information contact St. Margaret School at 587 499-4804, your community school or Inclusive Education at 780 989-3000.
GIST
K - GRADE 12

The Guided Intervention Supported Transition (GIST) Classroom supports children with Autism Spectrum Disorder (ASD) and other developmental delays. The model follows best practice intervention guidelines for supporting students with ASD by:

• Providing evidence-based intervention techniques in an intensive, modified classroom setting

• Building capacity among classroom staff including teachers and educational assistants for success in the regular classroom.

• Transitions back to community schools have been successful using this model.

WHAT IS AUTISM SPECTRUM DISORDER AND HOW DO CHILDREN WITH ASD LEARN?

ASD is a neurodevelopmental disorder characterized by skill deficits in the areas of social communication and interaction and restricted, repetitive patterns of behaviour. It is a well-known, research-based fact that most children with ASD do not learn through observation alone and require intensive intervention and practice to learn the same skills that “typical” learners acquire naturally. To address this, GIST uses techniques based in Applied Behaviour Analysis (ABA) which is the most research-supported intervention for teaching skills to children with ASD. Applied Behaviour Analysis uses the principles of learning and behaviour (e.g., reinforcement) to systematically teach relevant skills and improve functioning in a real world setting.

WHAT IS GIST?

GIST is a short term transitional program for children identified with ASD and other developmental delays. GIST provides skill-based assessment and short-term intensive behavioural intervention to students who may not yet have all of the skills required to succeed in their classroom. Each child is accompanied to the GIST classroom by their home school Educational Assistant or Therapeutic Assistant who learns how to identify, measure, and implement various strategies to teach new skills. Professional learning is also offered to home school staff on a regular basis.

LOCATION

St. Margaret School
7114-98 Street NW

Admission into GIST is based on:

• A referral made in consultation with the community school, parents, Inclusive Consultant, Specialists and GIST staff.

• Priority may be given based on severity of skill deficits, other supports available and additional factors.

Transportation may be provided.
PBS CLASSROOMS

- provide for deeper personalized learning and personal profiling of students
- focus on strength based programming
- have intensive intervention and analyze behaviours
- have a rich and welcoming environment that focuses on inquiry and project-based learning
- look at students holistically – the learning team members work together to build a learner profile
- liaison with other community supports as needed
- are rich with assistive technology
- offer family programming opportunities
- work in partnership with the community school to ensure successful transitions for students back to their regular classroom
- support professional learning opportunities for the community school team
- focus on the 10 key elements of support for students with behaviour disabilities as outlined by Alberta Education

WHY CONSIDER A PBS PLACEMENT

Students with challenging behavioural needs are always supported first at their community school. If additional, intensive supports and intervention are required, a conversation begins with the school, Inclusive Programming Consultant, specialists and parents.

The typical school environment, with traditional scheduling and programming, may not be suitable for all students. The environment itself may be a factor in amplifying behaviours.

In a PBS environment, we develop an in-depth understanding of the student to develop a personalized plan to meet their learning needs with additional specialized services.

LOCATION

St. Margaret School
7114-98 Street NW

HOW TO REGISTER

Students are identified by the community school in consultation with parents and Inclusive Education Consultants for consideration and next steps.

Contact your community school, Inclusive Education at 780 989-3000 or St. Margaret School at 587 499-4804.

Transportation may be provided.
PLAY THERAPY

Play Therapy uses the natural medium of “play” for children to communicate with the therapist. It recognizes that play is a restorative process that is guided by the child. It may be used to assist in alleviating an emotional or psychological problem that is preventing a child from functioning normally.

A safe, confidential and caring environment is created which allows the child to play and the therapist to observe and provide strategies for the child to cope with the difficulties they are facing. Play Therapy is not “free time to play” as it is structured and mediated by Edmonton Catholic Specialized Services Staff (Certified Psychologist or Clinical Social Worker) who are trained in either discipline.

Play Therapy helps children:
- Become more responsible for behaviors and develop more successful strategies
- Develop new and creative solutions to problems
- Develop respect and acceptance of self and others
- Learn to experience and express emotion
- Cultivate empathy and respect for thoughts and feelings of others
- Learn new social skills and relational skills with family members
- Develop self-efficacy

Play Therapy may be offered as an option for parents to consider in meeting the complex and diverse needs of their child. Appointment days and times for sessions are arranged on an individual basis with the parents of the child. The length of a session can range in time from 30-50 minutes depending on the child and will take place over a period of 8-10 sessions. Play therapy is provided by trained specialists.

Parents are responsible to transport their child to and from the sessions.

LOCATION

St. Margaret School
7114-98 Street

HOW TO REGISTER

Registration is based on a referral from the child’s school or is parent initiated.

For more information contact your community school or Inclusive Education (LSI) at 780 989-3000 or St. Margaret School at 587 499-4804.
PERSONAL PATHWAYS
GRADUES 4-12

The school of today exists in a global environment in which multiple pathways are needed to meet the diverse needs of learners. Technology has also facilitated the ability to personalize learning more than ever before. This educational experience is a holistic model in which health and wellness are considered alongside academic goals.

Personalized Pathways includes individualized learning, with a maximum of 15 students in a program. Included in the programming supports are: a teacher, emotional behaviour specialist, specialized therapeutic assistant, youth facilitator, as well as a mobile multi-disciplinary team as needed. Additional resident staff are determined based on the needs and interests of the students. Both academic support, reading intervention (if required) physical and mental literacy are embedded in the program. Programming is based on the strengths of the students, and includes their interests and values.

Community Recreation Centres are authentic community hubs, where incredible alternative learning environments exist. These sites can be very effective in meeting the diverse needs of students, and help students grow their skills to better support their transition into the real world. For students in grades 4-9, particularly where the traditional school environment has not effectively met their needs, a recreation centre provides multiple opportunities for physical literacy and diverse learning experiences with embedded supports as well as potential work experience opportunities. Within these meaningful opportunities, social skills and social responsibility can also be developed. A recreation centre has the potential to re-engage students in their learning.
PERSONAL PATHWAYS SUPPORT STUDENTS WHO:

• might need a detour from the regular program for a short or longer period of time. This includes working through some behavioural or other needs while not putting their academic or learning goals on hold.

• might need a different approach to access learning (due to such things as travel, parental preference, medical, behavioural, or social needs).

• have become disengaged in their learning in a traditional school setting.

Personal Pathways offers students a variety of ways to access learning. Programming will centre on the interests, values and the holistic needs of students and their families as they journey along their learning paths. Curriculum, based on the program of studies, is organized into big ideas and competencies are woven throughout the program.

Programming also naturally integrates physical literacy and active living that is organic in a community recreation centre.

The development of a personal profile leads the learning pathway. This program considers educational, personal, life and career goals. The program identifies which barriers to success students might face and how to manage and support students in addressing the barriers. Personal profiles incorporate work experience responsibilities/duties as part of a member of the recreational centre community hub.

LOCATIONS AT GENESIS SCHOOL

GRADE 4-7
Downtown Community Arena (Roger’s Place)
Pathways - Hockey

GRADE 7-9
The Meadows Community Recreation Centre
2704-17 Street NW

Clareview Community Recreation Centre
3804-139 Avenue NW

ACT Aquatic & Recreation Centre
Pathways - Outdoor Pursuits
2909 - 113 Avenue NW

GRADE 10-12
The Meadows Community Recreation Centre
2704-17 Street NW

Clareview Community Recreation Centre
3804-139 Avenue NW

Admission into the program is based on:

• a referral from the school or
• parent initiated

Transportation may be provided.

Contact St. Margaret School at 587 499-4804 or your community school.

in partnership with the City of Edmonton
WIN is an acronym for “Whatever is Necessary, Whenever it’s Needed” – supporting the understanding that some students benefit from alternative ways to access learning based on their unique diverse needs.

WIN programming focuses on building skills and opportunities to prepare students for the real world. Transitioning into the community is an integral component of the program. Work study supports career programming and community participation with transitional supports.
WIN JUNIOR
GRADES 7-9

This Program of Choice is a blend of a congregated classroom experience and inclusive classroom opportunities. Within the classroom, the students have the opportunity for individualized programming support within a community of learners, focusing on:

- Developing student strengths
- Spiritual growth (Social justice and service projects)
- Skill development in literacy and numeracy
- Social interaction
- Living, vocational, leisure and recreational skills working towards greater independence.
- Communication skills

As part of the individualized program, the student will have opportunities to participate in curricular programs within the school and/or options that fit their interests and strengths.

This is a strength based program, which also targets volunteer/career planning, and exposes students to authentic experiences to increase social and community awareness. Programming includes active living and recreational centre activities in many alternative learning environments.

Students who access WIN Junior may choose to transition into the WIN programming in high school where they can work toward a Certificate of Completion. In high school, students may access WIN programming either at the community high school or a congregated site at Austin O’Brien.

WIN Junior utilizes a team approach to ensure all learners are successful. The program is designed to include input from the student, parent/guardian and outside stakeholders. The classroom team consists of a teacher and Therapeutic Assistants in Speech and Language and Occupational Therapy. A Multi-disciplinary Team of Specialists is also available to support individual student programming as needed.

LOCATIONS

St. Nicholas Junior High School
3643-115 Avenue
780 474-3713

St. Hilda Junior High School
7630-38 Avenue
780 462-3195

St. Thomas More Junior High School
9610-165 Street
780 484-2434

Admission is based on:

- A referral from the school or
- Parent initiated

To register contact your community school directly or call Inclusive Education at 780 989-3000 for additional information.
WIN CONGREGATED (EE2 & EE3) GRADES 10-12

WIN Congregated is a program of choice designed to support high school students identified with mild to severe cognitive needs to attain a Certificate of Completion. Classroom configurations will be developed according to needs.

WIN Congregated is a classroom community that takes learning beyond the classroom walls into work environments, community facilities and throughout the greater school community, by participating in options and classes of interest.

### INSTRUCTIONAL EMPHASIS

WIN Congregated focuses on:

- Developing student strengths
- Spiritual growth (Social justice and service projects)
- Skill development in literacy and numeracy
- Social interaction
- Living, vocational, leisure & recreational skills
- Work Study
- Communication Skills

Instruction within the congregated WIN program may take different forms including one to one instruction, small group instruction, whole group activities, or teacher directed activities. Instruction may also include activities with grade level classrooms or option classes.

When individualizing the program plan for each student, experiences within the greater school community may be incorporated as well offering students opportunities to further develop their communication, social, and learning skills within the WIN classroom.

### WORK STUDY

In addition to the academic portion of the program, individualized work study placements may be established by the school to support growth of the student.

These placements are designed to allow the student to gain practical experience as they apply and expand their knowledge, skills and attitudes in contexts that will assist them in making appropriate decisions regarding their future education, training and employment. To support students in their off-campus experience, staff in WIN Congregated support students with:

- Resume writing
- Job placement
- Interviews
- Travel Training
- On the job training

WIN Congregated utilizes a team approach to ensure all learners are successful. The program is designed to include input from the student, parent/guardian and outside stakeholders. The classroom team consists of a classroom teacher and Therapeutic Assistants in Speech and Language, Occupational and Behavioural Therapy. A Multi-disciplinary Team is also available to support individual student programming as needed.

### WIN CONGREGATED LOCATION

Austin O’Brien High School
6110-95 Avenue
780 466-3161

Contact the principal and/or WIN teacher at the school.

Admission is based on:

- A referral from the school or
- Parent initiated

To register contact your community school or the WIN school directly.
WIN COMMUNITY SCHOOL
GRADES 10-12

WIN Community is a program of choice designed to support high school students identified with mild to severe cognitive needs to attain a Certificate of Completion in their community school. Students participate in curricular programs to audit the class for most of the day where they focus on developing their communication, social, and learning skills. For other parts of the day students work with the WIN teacher for one-on-one or small group instruction. They also have opportunities for community interactions and work study.

INSTRUCTIONAL EMPHASIS

WIN Community focuses on:

- Developing student strengths
- Spiritual growth (Social justice and service projects)
- Skill development in literacy and numeracy
- Social interaction
- Living, vocational, leisure and recreational skills
- Work Study

WORK STUDY

Individualized work study placements are established by the school to support growth of the student. These placements are designed to allow the student to gain practical experience as they apply and expand their knowledge, skills and attitudes in contexts that will assist them in making good decisions regarding their future education, training and employment.

To support students in their off-campus experience, staff in WIN Community support students with:

- Resume writing
- Job placement
- Interviews
- Travel Training
- On the job training

WIN Community utilizes a team approach to ensure all learners are successful. The program is designed to include input from the student, parent/guardian and outside stakeholders. The WIN teacher and assistants provide daily programming and support to students. Specialized supports may also be available for students as needed.

WIN COMMUNITY LOCATIONS

Archbishop O’Leary High School
8760-132 Avenue
780 476-6251

Austin O’Brien High School
6110-95 Avenue
780 466-3161

Blessed Oscar Romero High School
17760-69 Avenue
780 428-2705

Holy Trinity High School
7007-28 Avenue
780 462-5777

Louis St. Laurent High School
11230-43 Avenue
780 435-3964

Mother Margret Mary High School
2010 Leger Rd
780 988-2279

St. Francis Xavier High School
9250-163 Street
780 489-2571

St. Joseph High School
10830-109 Street
780 426-2010

Contact the principal and/or WIN teacher at the student’s community school.

Admission is based on:

- A referral from the school or
- Parent initiated

To register contact the school directly or call Inclusive Education at 780 989-3000 for additional information.
Generations (EE1), as a Program of Choice, is a highly individualized program supporting students who have multiple profound exceptionalities. They frequently have exceptionalities that include cognitive, physical, sensory, medical and/or behavioral needs. These students require constant assistance and/or supervision in all areas of functioning.

The Generations program focuses on developing student competencies. Alberta Education has identified eight student competencies that are developed by students through their learning experiences:

- Creativity
- Critical Thinking
- Problem Solving
- Communication
- Managing Information
- Collaboration
- Citizenship
- Personal Growth and Well-Being

With these competencies in mind, learning experiences in the Generations program include activities that will:

- Improve and Enhance communication skills
- Develop student strengths
- Provide Spiritual Growth
- Improve Motor skills
- Teach Self-care
- Develop physical literacy
- Create stronger community awareness
- Strengthen functional academic skills
Instruction within the Generations classroom may take different forms including one to one instruction, small group instruction, whole group activities, or teacher directed activities.

Strong connections with the family and community, including Family Support for Children with Disabilities and Persons with Developmental Disabilities will be developed as needed.

Programming may also include activities with grade level classrooms or option classes to further enhance skill development and social experiences.

Generations utilizes a team approach to ensure all learners are successful. The program is designed to include input from the student, parent/guardian and outside stakeholders. The Generations classroom team consists of a Teacher, Speech Language Pathologist, Therapeutic Assistants in Occupational Therapy and Behaviour Therapy and a Licensed Practical Nurse. Additional specialized supports may be available for students as needed.

LOCATIONS

St. Gabriel Elementary School
5540-106 Avenue
780 466-0220

St. Mark Junior High School
11625-135 Street
780 455-1684

Austin O’Brien High School
6110-95 Avenue
780 466-3161

Admission is based on:

• A referral from the school or
• Parent initiated

Transportation may be provided.

To register contact your child’s community school or Inclusive Education at 780 989-3000.
Knowledge and Employability (K & E) courses are designed for students who demonstrate reading, writing, mathematical and/or other levels of achievement two to three grade levels below their age-appropriate grade.

The K & E pathway may be a choice when it has been determined that a student with diverse learning needs is best supported by Knowledge and Employability (Dash 4) courses. The K & E pathway is intended to maximize opportunities for student success and support high school completion. Students completing the required K & E courses will receive a Certificate of High School Achievement.

Students successful in the K & E pathway also have the option to bridge to the diploma route at any point in their programming.
K & E (DASH 4) COURSES

These courses are learner-centered and competency-based. They are designed for students who:

• Have expressed goals that include succeeding in school to become better prepared for the workplace.

• Achieve success through experiential learning activities that:
  • require focus on reading, writing, mathematical literacy, and employability skills in occupational contexts
  • provide practical applications and connections to the home, community, and workplace

• Have demonstrated and/or expressed a desire to enter the workplace after completing a certificate of High School Achievement.

INSTRUCTIONAL EMPHASIS

K & E (Dash 4) focuses on:

• Knowledge and Employability Program of Studies
• Developing student strengths
• Spiritual growth (social justice and service projects)
• Skill development in literacy and numeracy
• Social interaction
• Work Experience

WORK EXPERIENCE GRADES 10-12

To support students in their off-campus experience with:

• Resume writing
• Job placement
• Interviews

K & E (Dash 4) pathway utilizes a team approach to ensure all learners are successful. The program is designed to include input from the student, parent/guardian and outside stakeholders. The staff provide daily programing and support to students. Specialized supports may be available for students as needed.

PROGRAMMING FOR CERTIFICATE OF ACHIEVEMENT

K & E (DASH 4) CAN BE OFFERED IN ONE OF TWO WAYS:

At all Junior and Senior High schools or as a Congregated program at:

H.E. Beriault Junior High
8125-167 Street
780 489-5490

J.J. Bowlen Junior High
6110-144 Avenue
780 475-3730

St. Hilda Junior High School
7630 - 38 Avenue
780 462-3195

Archbishop O’Leary High School
8760-132 Avenue
780 476-6251

Blessed Oscar Romero High School
17760-69 Avenue
780 428-2705

Holy Trinity High School
7007-28 Avenue
780-462-5777

Admission is based on:

• A referral from the school or
• Parent initiated

To register contact your community school or the school offering congregated K & E directly.
School-based learning coaches serve as key members of their school’s learning team. Learning coaches work together with classroom teachers, multi-disciplinary team members, students, and parents to reduce barriers and create opportunities to enhance student learning and create learning experiences that are accessible, effective and engaging for all students. All schools in ECSD have a learning coach in their school. As leaders on a school learning team, learning coaches develop capacity and strengthen collaborative practices in supporting the diverse learning needs of students.
LEARNING COACH

As a Teacher – Teaching students both in and outside the regular classroom:

- Supports programming for diversity in a school – is a master teacher in differentiation and personalization of learning
- Works within a pyramid of intervention model. This means that they work with a whole class, and/or with targeted intervention in either small groups or individually with students as needed
- Has been trained with reading intervention and supports LLI as needed within a school (i.e. supporting the classroom teacher in the classroom by working with students, or by supporting learners outside of the classroom so that daily, regular intervention can occur)
- Supports students in the classroom during the day – this intervention is based on expertise, and effective, instructional materials and pedagogy
- Can teach a class, so that additional time can be provided for a classroom teacher and EA and/or MDT to collaborate and/or communicate with parents

As a Facilitator, Coordinator and Collaborator – providing professional learning on-site, planning, liaising:

- Supports and collaborates with teachers as they develop personalized learning plans for students
- Integrates assistive technology to support identified needs
- Coordinates and supports a Learning Commons in a school – this provides additional pathways within a school for flexible learning opportunities
- Collaborates with the MDT and coordinates specialized services within a school
- Supports the documentation process for meeting Alberta Education special needs criteria, when determining if a severe special needs code is deemed appropriate for a student
- Meets with parents
- Understands the change process and guides teachers to engage in new learning, implement ideas, review and reflect, and continue their learning cycles
- Builds capacity with the teacher – models best practices together with the teacher, based on new research and instructional materials and strategies
- Enables Professional learning that is built into the school day – provides site based PL for teachers and EAs
- Participates in regular callbacks/community of practice for their ongoing professional learning
- Supports transitions between grades and schools – i.e. Elementary to JH, JH to HS, District programs