



EDMONTON CATHOLIC SCHOOLS

INCLUSIVE EDUCATION

FLEXIBLE PATHWAYS FOR LEARNING



2022-2023

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A DEFINING STATEMENT OF INCLUSIVE EDUCATION IN OUR DIVISION

Katholos: Education for Life for All

In accordance with our Division 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 Education 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.

EQUITY, DIVERSITY, INCLUSION AND ANTI-RACISM

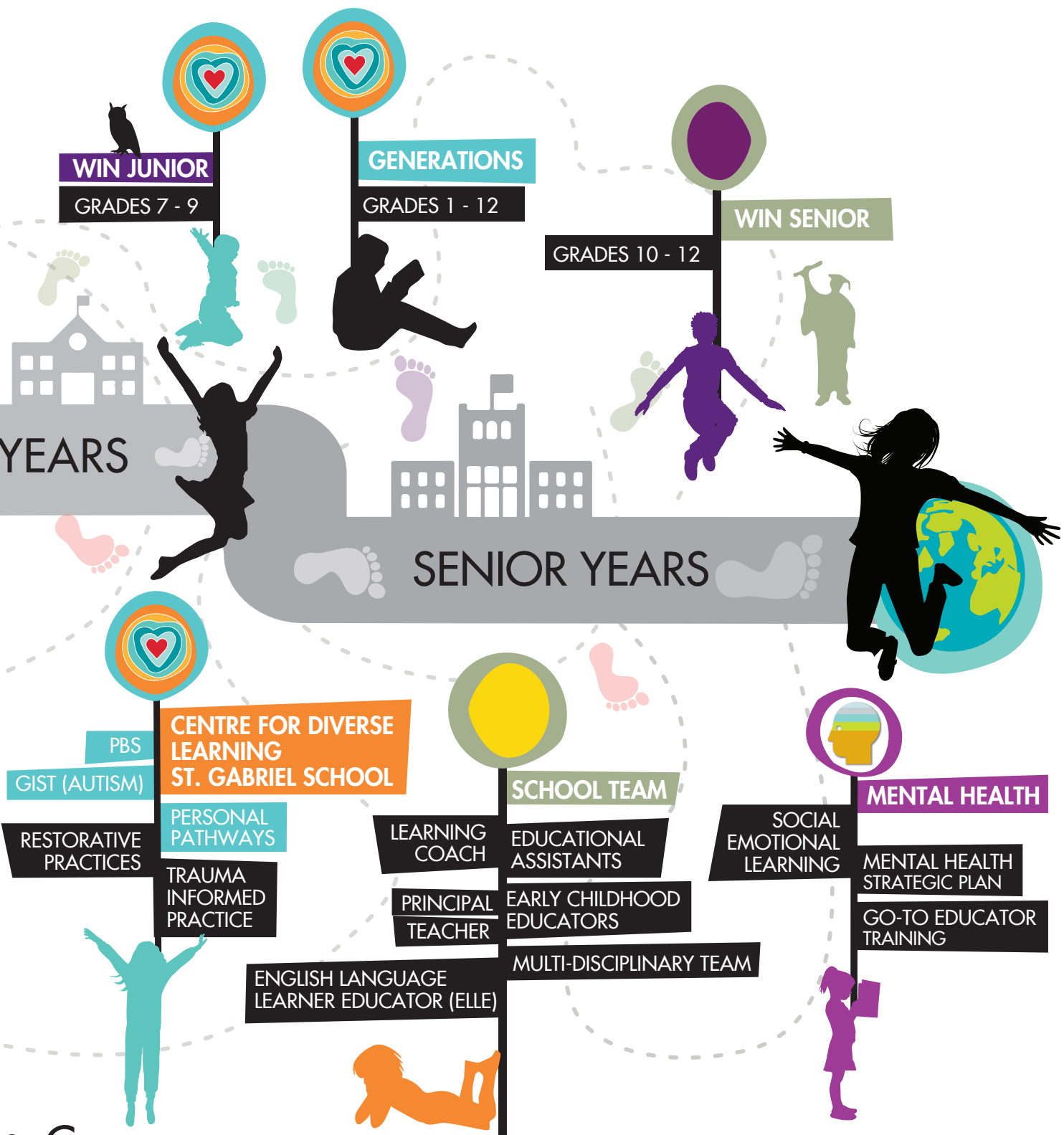
ECSD believes that each person is created in the image and likeness of God and in the goodness, dignity and worth of each person. We have made a commitment to Equity, Diversity, Inclusion and Anti-Racism (EDIAR) with the development of a strategic plan that is being implemented through a site-based stewardship model that recognizes and prioritizes the uniqueness and individual needs of each school in the Division. Inclusive Education is a critical component of the EDIAR Strategic Plan.



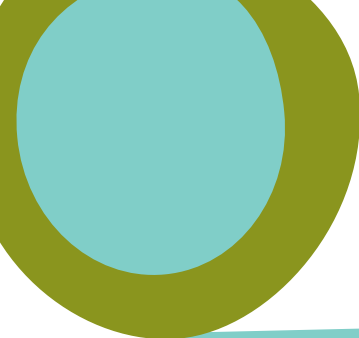
INCLUSION IS A VALUES-BASED SYSTEM

FLEXIBLE AND RESPONSIVE PATHWAYS
A CONTINUUM OF SPECIALIZED SERVICES
AND SUPPORTS • Pre-K - 12





• Compassion • Sensitivity • Understanding



ALBERTA EDUCATION

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.

When teachers use evidence-based instructional practices and strategies to support student engagement, it can lead to greater achievement and success for all children and students.

Every learner has unique needs. Some learners have profound and ongoing needs and others have short-term and/or situation-based needs. 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.



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.

REMOVE BARRIERS WITHIN LEARNING ENVIRONMENTS

All education partners work together to remove barriers within the learning environment so that all learners are successful and can participate in the school community.

BUILD CAPACITY

Government, school and system 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.

COLLABORATE FOR SUCCESS

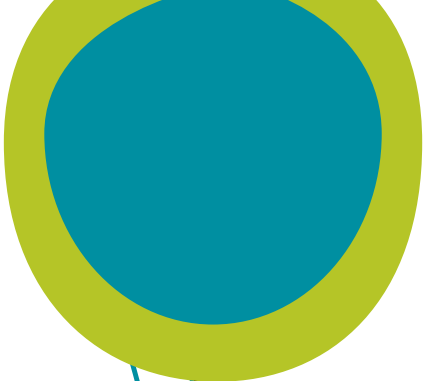
All education stakeholders, including school and system staff, families, community partners, post-secondary institutions, teacher preparation programs and government are committed to collaboration to support the success of all learners.

INCLUSIVE EDUCATION POLICY

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.

alberta.ca/education-guide-policies





MULTI-DISCIPLINARY TEAM

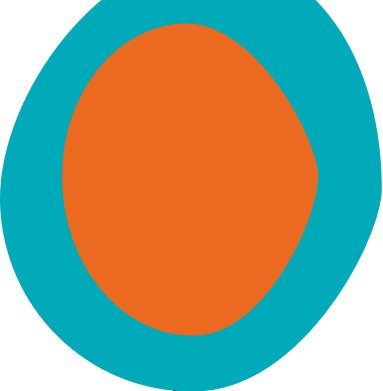
PRE-K - GRADE 12



Specialized services and supports may be available for students as needed. Specialized services and supports may be provided by Multi-Disciplinary Team members including:

- Addictions Counsellor
- Assistive Technology Specialist
- Board Certified Behaviour Analyst
- Clinical Social Worker
- Emotional Behavioural Specialist
- Family School Liaison Worker
- Inclusive Programming Consultant
- Licensed Practical Nurse
- Mental Health Therapist
- Occupational Therapist
- Physical Therapist
- Psychologist
- Speech Language Pathologist
- Counseling Therapist
- Therapeutic Assistants in Behaviour, Speech and Occupational Therapy





100 VOICES (Pre-K)

100 Voices is our Pre-Kindergarten program that begins your child's journey in Edmonton Catholic Schools for three and four year old's identified with moderate or severe developmental delays. We access Program Unit Funding to provide supports and services for these children. In addition, the 100 Voices program supports 4 year old children who are English Language Learners or have mild delays.

OUR 100 VOICES PROGRAMS INCLUDE:

- Certified teacher
- Therapeutic Assistant - Speech and Language, Behaviour Therapy, Occupational Therapy
- Learning through play
- Integration of fine arts, literacy and numeracy
- Rich oral language opportunities that develop literacy and numeracy
- Physical Literacy is integrated in both indoor and outdoor spaces
- A multi-disciplinary team that includes: Inclusive Programming Consultant, Speech Language Pathologist, Occupational Therapist, Psychologist, Emotional Behavioural Specialist, Family School Liaison Worker
- Access to assistive technology/ communication tools
- Language Interpreters as needed



CRITERIA FOR 100 VOICES ELIGIBILITY

To be eligible for a 100 Voices program, children need to be 3 or 4 years old and meet at least one of the following criteria:

- English Language Learners (must be 4 years of age by December 31st, 2022)
- Mild delays (must be 4 years of age by December 31st, 2022)
- Moderate developmental delays (must be 3 or 4 years of age by December 31st, 2022)
- Severe developmental delays (must be 3 or 4 years of age by December 31st, 2022)
- Gifted and Talented at Edmonton Valley Zoo (must be 4 years of age by December 31st, 2022)

WHAT IS PRE-KINDERGARTEN (100 VOICES) SCREENING?

Using age-appropriate, engaging activities, a Speech Language Pathologist will determine programming eligibility through screening and standardized assessments. 100 Voices screening sessions are held in the spring of each year.



LOCATION

South East

**St. Elizabeth
Catholic Elementary School**
7712 36 Avenue NW

South West

**St. Monica - Early Learning
Centre**
14710 53 Avenue NW

West

**Our Lady of Victories
Catholic Elementary School**
7925 158 Street NW

North East

**St. Vladimir
Catholic Elementary School**
7510 132 Avenue NW

North West - Alternative Site

Edmonton Valley Zoo
13315 Buena Vista Road &
87 Avenue NW
(location fees apply)

North - Alternative Site

**Ben Calf Robe-St. Clare
Catholic Elementary/Junior
High School**
11833 64 Street NW
(Pre-K for 3 & 4 year olds
with full-day programming)

HOW TO APPLY

Families interested in 100 Voices programs, need to apply online at ecsd.net. After completing the online application, school staff will contact you to book a screening session for the spring.

The 100 Voices Program Boundry Map at ecsd.net or the map at the back of this booklet can be used to assist families in determining the nearest school offering 100 Voices.

Contact St. Monica Early Learning Centre at 780-436-7888 for further information.

Transportation **may** be provided.



ST. MONICA EARLY LEARNING AND CARE

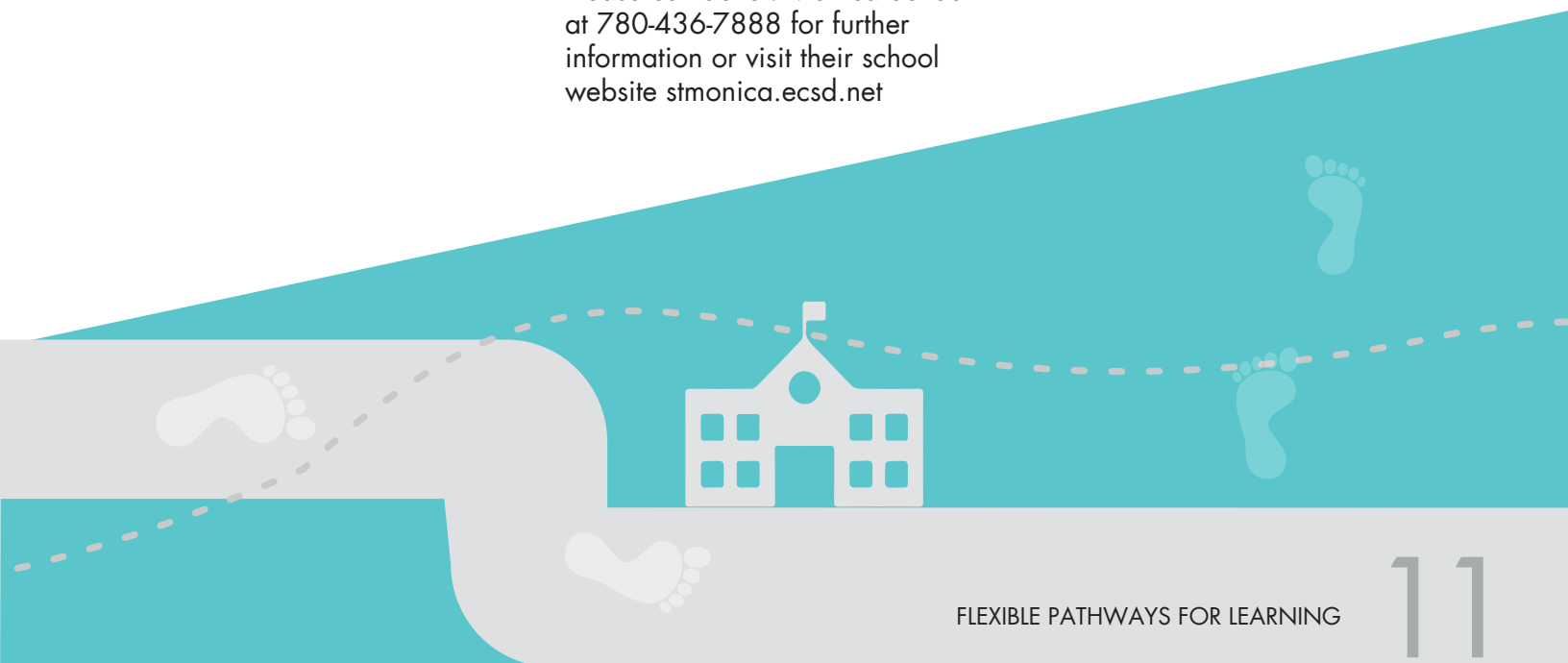
Our Division also has a school dedicated to children who are 19 months to 5 years of age. It is a whole school community designed specifically for young children.

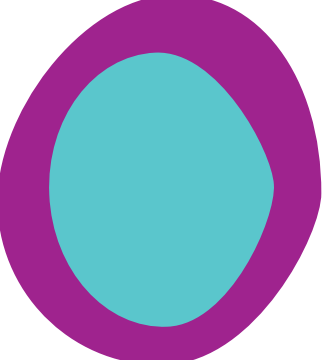
St. Monica School includes:

- A partnership with the YMCA onsite, so that childcare can be provided if needed
- A rich environment both inside and outside to foster physical literacy, fine arts and learning
- Multiple classrooms offering 100 Voices (pre-K)
- An alternative site – Zoo School
 - for those families looking for unique programming at the Edmonton Valley Zoo
 - GATE - Programming for Gifted and Talented Education offered at the Zoo School Classroom



Please contact St. Monica School at 780-436-7888 for further information or visit their school website stmonica.ecsd.net





KINDERGARTEN WITH FULL-DAY PROGRAMMING

Full day programming is offered in select schools for children in their kindergarten year. In these settings, children will spend half of their day in a Kindergarten classroom and half of their day in the Extensions space called the Studio. The Studio space is specially designed to spark wonder in the child as they learn about their world through playful discovery.

The Kindergarten program is taught by a certified teacher and is based on Alberta Education's Program of Studies. The Extensions program is guided by a qualified Early Childhood Educator (ECE) that nurtures meaningful learn through play experiences and uses Flight: Alberta's Early Learning and Care Curriculum Framework, to inform programming.

The Studio space offers children opportunities to experiment with the ideas that are forming during their day. Their ideas are brought to life as they create, investigate, and explore using a variety of materials. Children are given opportunities to revisit their ideas through play over long periods of time for deeper inquiry and discovery. They are encouraged to share their learning with others through group discussions and conversations.

EXTENSION PROGRAMMING HIGHLIGHTS

- The Early Childhood Educator nurtures the curiosity of the child by creating long term projects. Project ideas are determined from meaningful observations that identify children's interests. This gives opportunities for the children to let their learning take flight.
- A sense of community and self-identity is fostered through positive interactions and communication between the children and the educator.
- Children learn self-confidence by engaging in problem-solving experiences that support risk taking and critical thinking.
- Creative expression is nurtured in ways that are meaningful to children by offering a variety of fine art experiences that include the Visual Arts, drama, architectural design with blocks, and musical exploration.
- Visible learning is showcased in the school community and with families through documentation.
- A sense of belonging is furthered nurtured in the school community through regular participation in all school events to support an inclusive day in the child's learning journey. The school team celebrates each child to help build meaningful relationships and a responsive environment.

If your community school is one of the following schools, your child will experience the Extensions Studio in their Kindergarten year:

Anne Fitzgerald
Annunciation
Ben Calf Robe
École Bishop Savaryn
Our Lady of Mount Carmel
Our Lady of Peace
Our Lady of the Prairies
St. Alphonsus
St. Angela
St. Anne
St. Augustine
St. Benedict
St. Bernadette
St. Bonaventure
St. Brendan
St. Catherine

St. Elizabeth
St. Elizabeth Seton
St. Francis of Assisi
St. Gabriel (Gist and PBS Program)
St. Gerard
St. Jerome
St. Justin
St. Leo
St. Maria Goretti
St. Matthew
St. Phillip
St. Pius X
St. Teresa of Calcutta
St. Vladimir





GIFTED AND TALENTED EDUCATION

ADMISSIONS AND TESTING FOR THE GIFTED CLASSROOM

If your child met the gifted coding criteria in the 100 Voices Zoo program, upon re-assessment in May/June, they can qualify for the Gifted Pathway at St. Paul Catholic Elementary School.

If your child did not participate in the Gifted Pathway at the Zoo, your child can be assessed once they are registered to determine eligibility and begin Kindergarten. A variety of assessments will be completed by the school-based learning team.

- Receptive and expressive language skills
- Literacy and approaches to print awareness
- Working Memory
- Gifted Rating Scale
- Parent Questionnaire



There are many ways in which our children are gifted. In all children, and in all our programs, our goal is to nurture their growth and ignite their spirits for learning as they discover their passions.

Gifted and Talented Education is far more than ability. It is about interest and aptitude and going deeper with understanding learning outcomes and skill development – while enabling our students to explore their interests as they become more aware about their world. Children who meet the gifted criteria will have an individualized program plan developed.

Gifted and Talented Education – offered at the Edmonton Valley Zoo 100 Voices Program (must be 4 years of age by December 31st, 2022).

GRADE 1

Children in their Kindergarten school year can be assessed in May/June to determine eligibility for the Gifted Classroom. A variety of assessments will be completed by the school-based learning team.

- Receptive and expressive language skills
- Literacy and approaches to print awareness
- Working Memory
- Gifted Rating Scale
- Parent Questionnaire

GRADES 2-6

An IQ test with a score of 125 or higher will be required for eligibility into the Gifted Classroom (this is the responsibility of the parent/guardian) as well as a Parent Questionnaire.



ENRICHMENT FOR ALL

At St. Paul Catholic Elementary School, all children will engage in a school-wide focus, that will include:

- An inquiry focus that builds on the foundations of literacy and numeracy as we strengthen competencies across all learning domains
- Building upon student agency with humility as we love and serve within our community (students will actively be involved in social justice projects)
- Learning within an environment that enhances student creativity and imagination
- Growing community partnerships that link instructional practises that extend teaching and learning beyond the traditional school environment
- Providing tiered assignments and independent projects for all students
- Offering a variety of clubs for students (i.e. Speech and Debate, Robotics, Engineering, Geoscience, Go Green Initiatives)

THE GIFTED CLASSROOM

Admission criteria is required for educational placement into this pathway (see criteria below). This program is targeted specifically for those students who meet the Gifted and Talented Criteria. The Gifted Classroom includes a specialized teacher that:

- Works with students in multi-aged groupings
- Develops Individual Program Plans (IPP's) for students that include a personal interest inventory and an individual learner profile, focusing on a strength-based mindset
- Provides independent study that varies in levels of complexity and depth that aligns with the Alberta Program of Studies
- Provides enrichment clusters for deeper learning of concepts and skill development
- Builds upon learning by looking for connections from one subject to the next, and challenging students to use knowledge, process and skills in different combinations when approaching content that is more abstract, complex, and interrelated

LOCATION

**St. Paul
Catholic Elementary School**
14410 96 Avenue NW



CENTRE FOR DIVERSE LEARNING ST. GABRIEL SCHOOL

GIST GRADES K-12

PBS GRADES 1-12

PERSONAL PATHWAYS
GRADES 7-12

GENERATIONS

Flexibility to adapt to the changing needs of students is an important feature of inclusive education programming. Specific delivery models for individualized programs may vary from class to class and from school to school depending on the needs of the individual students.

CFDL–St. Gabriel School is designed to meet the unique needs of students with complex emotional and behavioural challenges and neurodevelopmental disorders. Families may choose a program at CFDL at St. Gabriel School because their child is not currently experiencing success in their community school setting or need additional specialized services.

All placements at CFDL are on a referral basis from the student's community school.

The diverse learning needs of the students who attend CFDL 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 CFDL may have a diagnosis of Autism Spectrum Disorder (GIST program) or an Emotional Behavioural Disorder (PBS or Personal Pathways).

THE LEARNING TEAM

The learning team of CFDL includes: Administration Team, Learning Coaches, Classroom Teachers, Psychologists, Board Certified Behaviour Analysts, Speech and Language Pathologists, Occupational Therapists, Fine Arts Specialist, Family School Liaison Workers, Emotional Behavioural Specialists, Youth Services Coordinators, Mental Health Therapist and Therapeutic Assistants. Assistive Technology also plays a key role in programming. For more information contact:

The Centre for Diverse Learning
at St. Gabriel School at
780-466-0220.



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

- *Providing evidence-based intervention techniques in an intensive, modified classroom setting focusing on academic readiness to learn, literacy/ numeracy goals and life skills. Depending on individual needs, students will also be working on the appropriate curriculum.*
- *Building capacity throughout the division by training and providing professional development for community school staff.*
- *Transitions back to community schools are 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.

When a student arrives at GIST, programming will begin in a classroom where skills are assessed by a Board Certified Behaviour Analyst and a plan is created to develop the student's skill deficits. The GIST team works on developing the student's skills and readiness to learn.

Once these skills are mastered, the student moves to a transitional classroom within CFDL which emulates a community school classroom environment.

WHAT IS GIST?

GIST is a short term transitional program for children identified with ASD. GIST provides skills 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 support staff who learns how to identify, measure, and implement various strategies to teach new skills. Professional learning is also offered to the community school staff on a regular basis.

LOCATION

Centre for Diverse Learning at St. Gabriel School
5540 106 Avenue NW

Placement at GIST is based on:

- A referral made in consultation with the community school, parents, Inclusive Programming Consultant, Specialists and CFDL staff.
- Priority may be given based on severity of skill deficits, other supports available and additional factors.
- Transportation may be provided.





POSITIVE BEHAVIOUR SUPPORTS (PBS)

GRADES 1-12

PBS is designed for students who are struggling with behaviours in the regular classroom environment and require intensive and personalized programming to ensure that they succeed with their learning. PBS is transitional programming that enables the learning team to understand the student better, analyze behaviours, develop strategies that are reviewed consistently to ensure their effectiveness and personalize programming. The goal is to re-engage the student in their learning through a strength based program in a rich, welcoming environment.

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 community school classroom
- support professional learning opportunities for the community school team



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

**Centre for Diverse Learning at
St. Gabriel School**
5540 106 Avenue NW

Placement at PBS is based on:

- A referral made in consultation with the community school, Parents, Inclusive Programming Consultants, Specialists and CFDL staff.
- Priority may be given based on severity, other supports available and additional factors.

* Transportation may be provided.



PERSONAL PATHWAYS

GRADES 7-12

The school of today exists in a global environment in which multiple pathways are needed to meet the diverse needs of learners. This educational experience is a holistic model in which health and wellness are considered alongside academic goals. The therapeutic benefits of fine arts are also explored with individual students.

For students in grades 7-12, particularly where the traditional school environment has not effectively met their needs, The Centre for Diverse Learning provides multiple opportunities for physical literacy, mental health 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. CFDL provides the programming to re-engage students in their learning.

Personalized Pathways includes individualized learning, with smaller class sizes. Included in the programming supports are; a Teacher, Emotional Behaviour Specialist, Specialized Therapeutic Assistant, Youth Services Coordinator, as well as a 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 health literacy are embedded in the program. Programming is based on the strengths of the students, and includes their interests, learning preferences and values.

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. In addition, personal profiles incorporate work experience as available and to meet the individual students' interests and career aspirations.

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 medical, behavioural, or social needs.
- have become disengaged in their learning in a traditional school setting.

LOCATION

Centre for Diverse Learning at St. Gabriel School

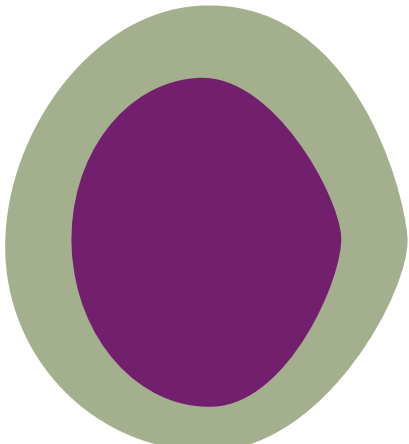
5540 106 Avenue NW

Placement at Personal Pathways is based on:

- A referral made in consultation with the community school, parents, Inclusive Programming Consultants, Specialists and CFDL staff.
- Priority may be given based on severity, and the supports the student needs to be successful.

* Transportation may be provided.





WIN JUNIOR

GRADES 7- 9

WIN SENIOR

GRADES 10-12

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 WIN Jr classroom experiences and other classroom opportunities such as options. WIN Jr 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)
- Daily instruction 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 Senior programming in high school where they can work toward a Certificate of Completion. In high school, students may access WIN programming at their community high school.

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, Occupational Therapy and Behaviour Therapy. A Multi-disciplinary Team of Specialists is also available to support individual student programming as needed.



LOCATIONS

**Cardinal Leger
Catholic Junior High School**
8808 144 Avenue NW
780-475-6262

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

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

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

Placement at WIN Junior is based on:

- A referral made in consultation with the community school, parents, Inclusive Programming Consultants, Specialists and Personal Pathways staff.
 - Priority may be given based on severity, and the supports the student needs to be successful.
- * Transportation may be provided.



WIN SENIOR

GRADES 10-12

WIN Senior 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 some 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 Senior focuses on:

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

LIFE SKILLS DEVELOPMENT

Students working toward a Certificate of High School Completion receive individualized learning opportunities and experiences. Programming centers on functional life skills and preparation for individual goals, including work study or work experience, when possible.

WIN Senior programming in schools will provide in school or community work study placements. 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 work study or work experiences, staff in WIN Senior support students with:

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

WIN Senior utilizes a team approach to ensure all learners are successful. The program is designed to include input from the student, parent/guardian, and stakeholders in the student's life. The WIN teacher and other staff in the program provide daily programming and support to students. Specialized services and supports may also be available for students as needed.

WIN SENIOR LOCATIONS

**Archbishop O'Leary
Catholic High School**
8760 132 Avenue NW
780-476-6251

**Austin O'Brien
Catholic High School**
6110 95 Avenue NW
780-466-3161

**Holy Trinity
Catholic High School**
7007 28 Avenue NW
780-462-5777

**Louis St. Laurent
Catholic Jr/High School**
11230 43 Avenue NW
780-435-3964

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

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

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

**St. Oscar Romero
Catholic High School**
17760 69 Avenue NW
780-428-2705

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

A placement is based on a preliminary discussion between the guardians and current or transitioning school.





GENERATIONS

GRADES 1-12

Generations 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 and innovation
- Critical Thinking
- Problem Solving
- Communication
- Managing Information
- Collaboration
- Cultural and Global 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
- Daily literacy instruction
- 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, Therapeutic Assistant in Speech and Language, Therapeutic Assistant in Occupational Therapy, a Licensed Practical Nurse and Educational Assistants. Additional specialized supports may be available for students as needed.

LOCATIONS

**Divine Mercy
Catholic Elementary School
(Grades 1-6)**
2720 Orchards Road SW
780-670-2941

**St. Brendan
Catholic Elementary Junior
High School
(Grades 1-9)**
9260 58 Street NW
780-466-1281

**St. Justin
Catholic Elementary School
(Grades 1-6)**
8405 175 Street NW
780-487-2264

**St. Mark
Catholic Junior High School
(Grades 7-9)**
11625 135 Street NW
780-455-1684

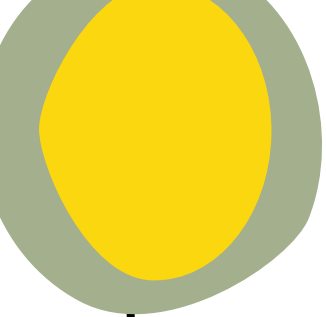
**Austin O'Brien
Catholic High School
(Grades 10-12)**
6110 95 Avenue NW
780-466-3161

**Centre for Diverse Learning
at St. Gabriel School**
5540 106 Avenue NW

Placement is based on:

- A referral made in consultation with the community school, parents, Inclusive Programming Consultant and Specialists.
- Priority may be given based on severity of skill deficits, other supports available and additional factors.
- Transportation may be provided.





SCHOOL TEAM

LEARNING COACH

Learning coaches work together with classroom teachers, multi-disciplinary team members, students, and parents to remove 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 teacher with some dedicated learning coach time as part of their role within the 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

- Supports programming for diversity in a school and is an expert teacher in differentiation and strength-based learning
- Works within a continuum of supports 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
- Can teach a class to provide additional time for a classroom teacher and EA and/or MDT to collaborate and/or communicate with parents
- Works collaboratively with teachers to implement universal strategies within the classroom and provide accommodations to support student learning as needed
- Demonstrates knowledge and use of a variety of assessments, including screeners, to guide instruction
- Supports teachers in developing understanding of assistive technology and augmentative and alternate communication tools.
- Collaborates with the MDT and Inclusive Consultant to coordinate specialized services within a school
- Supports the documentation process for meeting Alberta Education special educational coding criteria
- Meets with parents to support the home school partnership in learning
- Builds capacity with the teacher
 - models best practices together with the teacher, based on new research and instructional materials and strategies and supports new curriculum implementation
- Participates in regular callbacks for ongoing professional learning
- Enables Professional learning that is built into the school day
 - provides site based Professional Learning for teachers and EAs
 - familiar with Inclusive Education SharePoint resources to support all learners
- Supports transitions between grades and schools – i.e. Pre-K to Kindergarten, Elementary to JH, JH to HS, Community school to Inclusive Education Programs
- Is a leader in developing and using a collaborative response model to meet the diverse learning needs of students

