

CARSON GRAHAM SECONDARY SCHOOL

SPECIAL EDUCATION

•SUPPORT PROGRAMS

**FUNCTIONAL SKILLS
PROGRAM**

ACADEMIC SUPPORT PROGRAM

**LEARNING ASSISTANCE
GRADES 8, 9, 10, 11 & 12**

SPECIAL EDUCATION/ SUPPORT PROGRAMS

FUNCTIONAL SKILLS PROGRAM

LEARNING ASSISTANCE GRADES 8, 9, 10, 11, 12

ACADEMIC SUPPORT PROGRAM

FUNCTIONAL SKILLS

The Functional Skills or IEP program at Carson Graham is a modified program designed for designated students as an alternative to regular classes. Students who could benefit from such classes are usually identified at the elementary level and spend some time during their Grade 7 year visiting the program on a regular basis. In consultation with their counsellor and the Functional Skill program teacher(s), students will choose a schedule based on their academic, social and vocational needs from Functional Skills (IEP) classes and regular classes. All students should enroll in IEP English and Math even if they are also taking a regular English or math class to meet other IEP goals. All classes are non credit and are offered for students who are pursuing a School Leaving Certificate upon completion of their IEP. All classes are taught by a certified teacher. Courses offered include – English, Math, Science, Social Studies, Computer/Keyboarding, Visual Arts, Physical Education and Work Experience.

FUNCTIONAL SKILLS/IEP COMPUTER KEYBOARDING: (ungraded/noncredit)

This course provides students with self-paced instruction and practise in practical computer skills and individualized computer-assisted learning programs.

FUNCTIONAL SKILLS/IEP ENGLISH: (ungraded/noncredit)

This course helps students to communicate effectively through reading and writing. Materials will be functional and of high interest/low vocabulary. (Reading levels are usually from Pre-K through 3rd grade). Teaching units will include phonetic skills, sight word recognition, listening, auditory comprehension, stories read aloud, introductory grammar and parts of speech, vocabulary building, spelling, reading directions, reading the newspaper, reading and writing complete sentences through a variety of methods.

FUNCTIONAL SKILLS/IEP MATH: (ungraded/noncredit)

This course helps the students to learn basic arithmetic skills and concepts that are useful in daily life. Emphasis will be on math activities that are meaningful rather than rote or memorized facts. Teaching units will include numeration, computation, calculator skills, place value and measurement. Math manipulative and concrete materials are used to teach concepts. After demonstration and guided practise, some students will be able to work independently on individual assignments that target their math needs.

FUNCTIONAL SKILLS/IEP PHYSICAL EDUCATION: (ungraded/noncredit)

This course focuses on developing skills needed for a healthy lifestyle. Students will take part in fitness activities, sport skills and learn how to use community leisure and fitness facilities.

FUNCTIONAL SKILLS/IEP SCIENCE: (ungraded/noncredit)

This course helps the students to prepare the student for living independently and responsibly in the future. Emphasis will be practical education rather than traditional science. Teaching units may include family life/sexuality education, relationships, health and safety, clothing and grooming, First-Aid, meal planning, shopping, cooking, time telling, money and purchasing.

FUNCTIONAL SKILLS/IEP SOCIAL STUDIES: (ungraded/noncredit)

This course helps the students to learn about their community, province, country, and the world. Teaching units will include the school, local community, names of the provinces, basic mapping and important political leaders. As well students will practise basic social skills such as greeting others and taking turns.

FUNCTIONAL SKILLS/IEP VISUAL ARTS: (ungraded/noncredit)

Using a directed approach for students, this course reinforces concepts taught in other classes such as colours, numbers, size, shape and texture. Students produce a portfolio of artwork using a variety of mediums.

FUNCTIONAL SKILLS/IEP WORK EXPERIENCE: (ungraded/noncredit)

This course follows the "Steps to Success" curriculum developed by NVSD 44 Work Experience coordinators. Areas of study include prerequisites for the workplace such as being ready on time, working with a team, following instructions and accepting direction. During the first 2 years of high school the student will learn by doing in-school work experience including recycling. During Grade 11 and 12 the students will also be placed in a non-paid work experience position for approximately 2 to 4 hours one day per week. A different job will be tried each semester. School personnel will provide the training and job coaching to support the student in learning how to use transportation, and how to meet the requirements of the job. The Work Coordinator will develop the job placement, assist the student with the interview, provide overall supervision, and communicate with the business owner/manager.

ACADEMIC SUPPORT PROGRAM

In Academic Support, both modified and adapted instruction is offered in Math, Science, Social Studies and English. Academic Support classes offer a more intensive level of support than the Learning Assistance Centre for designated Special Needs students. Suitable candidates will be referred to Academic Support by classroom teachers and counsellors in consultation with the School Based Resource Team. For all Academic Support classes, the goal of mainstream integration is pursued to the extent that is consistent with the individual student's learning profile. The goal of Academic Support is to deliver key components of the mainstream curriculum at a slower pace in a smaller class setting. Modified and adapted programs are differentiated and individualized with the added support of Special Education Assistants. Beginning in grade 10, students make the transition from Academic Support classes to mainstream classes usually with the support of the Learning Assistance Centre

LEARNING ASSISTANCE CENTRE

Learning Assistance is a support service where students can learn the skills necessary to achieve academic success. Each student's program will be determined based on individual need, and includes the following three strands:

- a) Curriculum Support: tutoring in current academic subjects and assistance with assignments. The emphasis is on assisting students with initiating, polishing, or completing an assignment. Learning Assistance is NOT a homework block.
 - b) Learning Strategies: time management, organizing notes and class work, locating information, note taking, preparing for tests, listening skills, agenda/homework recordkeeping, and self-advocacy skills.
 - c) Remediation of Skills: direct instruction to improve reading, writing, math, and study skills.
- Students are referred to the Learning Assistance Centre by classroom teachers, parents, counsellors, or by self-referral.