

## Access to the Learning and Literacy Program

- 1) The Learning Team in his or her community school refers the student.
- 2) The supports provided by the community school have been documented and evaluated.
- 3) Documentation of the student's current functional levels in relevant areas (for example, current reading, writing, spelling, math, work habits, listening and organization) is available.
- 4) Parents and students are aware of the program referral, which has been explored through the Learning Team process.
- 5) The community school is committed to being involved, where appropriate, particularly to facilitate smooth transitions.

## Length of Stay

The length of stay for a student in the Learning and Literacy Program is individualized to the student's needs. Some students may transition back to their community schools while others may need this more intensive level of support for an extended time. Students transition to community schools when they are sufficiently prepared to be successful in that learning environment. Transitioning to the host school's regular program may also be considered in some cases.

## Learning and Literacy in French Immersion at Westgate School

There is one Learning and Literacy II Class in French Immersion at Westgate School. The class may have up to 16 students and is staffed with a teacher and educational assistant. The program is intended to meet individual student needs through a balanced literacy program, which focuses on reading and writing in French and English. An extensive volunteer program is available, where parents and grandparents read and write with students on a one-to-one basis. Students participate in all curricular and extra-curricular activities with the rest of the students. The French Immersion L&L program is located at:

### Westgate School

150 Westminster Drive, SW

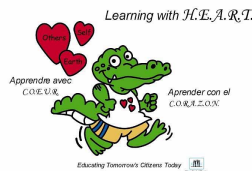
T3C 2T3

Phone: 777-8420

Fax: 777-8423

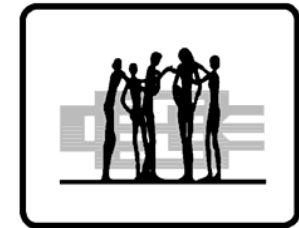
Web site: <http://schools.cbe.ab.ca/b140>

Application to the Learning and Literacy II program is done through your home school.



## LEARNING AND LITERACY PROGRAM

### Advancing Student Learning



Calgary Board of Education

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## Purpose and Principles

This program is for students in grades 4 through 6. It is intended to be flexible, dynamic, and responsive to students with complex learning needs, in particular those with learning disabilities. The purpose of the Learning and Literacy Program is to assist each student in gaining skills, strategies, knowledge and competencies to reach their fullest academic and social potential. Students in the program are a diverse group of learners with a wide range of academic abilities.

An Individualized Program Plan (IPP) guides the work with each student. The IPP is based on the student's identified learning strengths and needs. The long-term goals of the IPP facilitate increased student independence. Continuity of programming is a consideration as students transition between CBE programs and as they transition to junior high or high school.

Learning and Literacy classes are organized and structured to fit optimally within their host school. There are many different structures for these programs, depending on the host school setting. Typically, fourteen to sixteen students are enrolled in each Learning and Literacy class. Each class is staffed with one teacher and one education assistant or with one and one half full time equivalent teachers.

## Whom Are We Serving?

- ◆ The student has been formally identified as experiencing a Learning Disability.
- ◆ The student has been provided with an Individualized Program Plan directly related to his or her learning needs.
- ◆ The student requires more intensive, extensive, and explicit instructional support than can be provided in his or her community school, as determined by the Student Support Team (formerly School Resource Group) and system personnel.
- ◆ The issues related to the learning disability are the student's primary educational needs.

## Program Components

**(The following is adapted from "Programming for Students with Learning Disabilities" prepared for Alberta Learning by the Calgary Learning Centre. Our thanks go to the staff of the Calgary Learning Centre for their assistance in the development of our Learning and Literacy Program.)**

- **Instruction**  
Explicit, intensive, and extensive instruction will be provided in flexible groupings. Direct instruction and strategy instruction will be provided with particular emphasis on literacy skills (reading, writing). The student's access to curriculum will be maximized on an individual basis. Integration with community school students is incorporated where appropriate. Instruction will consider the student's needs in the metacognitive, language and communication, information processing and academic domains. Strategies will include "learning to learn," metacognition, self-management, and social skills.

## Program Components continued . . .

- **Collaboration**  
Collaboration involves working together with problem solving at the heart. The team of parents, student, school personnel and appropriate community supports work together to maximize student success.
- **Individualized Program Plan (IPP)**  
The IPP is a working document outlining program considerations individualized to meet the specific needs of the student including integration in regular classes as appropriate. A team effort is important to the development, implementation, and monitoring of the IPP.
- **Meaningful Parent Involvement**  
Parent involvement is encouraged and individualized to meet the needs of the family. Parents play a key role in planning, problem solving, and decision making where their child's education is concerned.
- **Inclusion**  
Students are integrated into regular classrooms as appropriate and with supports to enhance success. The extent and approach to integration will depend on the individual student's needs, organizational structures and opportunities in the host school and/or in the community school.
- **Ongoing Assessment**  
Ongoing frequent monitoring of student progress is accomplished through broad-based assessment.
- **Transition Planning**  
The IPP includes specific plans for transitions across settings within the host school and for transitions across grades and community schools as appropriate.
- **Self-Advocacy**  
Students become aware of themselves as learners and develop skills in describing their abilities, their needs, and the conditions that best promote their learning.
- **Accommodations**  
Alternative instructional methods, auxiliary aids and alternative methods of evaluations are selected to meet the individual needs of the student