INCLUSIVE EDUCATION PROGRAMMING

Katholos

In keeping with our Catholic tradition of universal inclusivity, Thomas Groome reminds us that the word “Catholic” comes from the Greek word “Katholos” which means “welcoming all” - just as Jesus did.

Inclusion is one of the foundational tenets of Edmonton Catholic Schools. For decades, inclusive education has been the first choice in programming in the district, as reflected in the following district policy:

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 attending.

(Administrative Regulation 305.1)

The first choice is always the community school as we journey along the Pre-Kindergarten 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 VALUES-BASED SYSTEM
Katholos – welcoming all
FLEXIBLE AND MULTIPLE PATHWAYS TO MEET THE NEEDS OF OUR CHILDREN AND STUDENTS
A CONTINUUM OF SUPPORTS
100 VOICES
EARLY YEARS
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PERSONAL PATHWAYS
MENTAL HEALTH
MENTAL HEALTH STRATEGIC PLAN
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WIN JUNIOR
WIN JUNIOR
FLEXIBLE AND ALTERNATE PATHWAYS FOR LEARNING
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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.

**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.

**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.

**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.
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.

2015-16 Guide to Education: ECS to Grade 12, page 25.
Specialized supports may be available for students as needed. Specialized supports may include:

- Speech Language Pathologists
- Occupational Therapists
- Emotional Behavioral Specialists
- Family School Liaison Worker
- Mental Health Therapists
- Adapted Physical Education
- Physical Therapy
- Blind/Vision Consultant
- Deaf/Hard of Hearing/Education Audiology Specialists

Our Multi-disciplinary team includes both ECSD staff as well as collaboration with our Regional Service Collaborative Delivery (RCSD) team.
The Genesis Inclusive Support Transition (GIST) Classroom supports inclusion for children with Autism Spectrum Disorder (ASD) at the early elementary level. The model follows best practice early 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.

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 (approximately 10 weeks) opportunity for children identified with Autism Spectrum Disorder. 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 a regular inclusive classroom. Each child is accompanied to the GIST classroom by their home school Educational Assistant who learns how to identify, measure, and implement various strategies to manage problem behaviour and teach new skills. Professional development is also offered to home school staff on a regular basis. GIST is supported by a Teacher, Emotional Behavioural Specialist and Early Learning Facilitator.

Locations

Genesis Early Learning
10537-44 Street
Genesis School • 780 638-1884

St. Paul Elementary School
14410 96 Avenue
780-452-1510

Admission into GIST is based on:

- A referral made in consultation with an Educational Consultant, professional multidisciplinary team, and GIST staff.
- Priority may be given based on severity of skill deficits, other supports available, and additional factors.

Transportation may be provided.

For further information about GIST go to www.ecsd.net and search “GIST” for an informational video.
Hubs are designed for students who may be struggling with behaviors in the regular classroom environment, and require more intensive and personalized programming to ensure that they succeed with their learning. Hubs are short term programming, that enable the learning team to understand the student better, analyze behaviours, develop strategies that are reviewed daily to ensure their effectiveness, and personalize programming with the goal to re-engage the student in their learning in a strength based program and rich, welcoming environment.

Students with challenging needs are always supported first at their community school. If additional, intensive supports and intervention are required, a conversation begins with the school, district consultant, specialists, and parents.
WHY CONSIDER A HUB?

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

In a strength-based programming environment, we begin with the student and develop a personal-in-depth understanding of the student to develop a personalized plan to meet their learning needs.

Embedded in the Hub environment is a continuum of service and supports. These supports include: ongoing professional development for the Learning Team, family engagement and individualized planning based on data focused on individual student needs. Working together with the family and maintaining regular communication with the community school is an integral component of this model.

OPTION A

Is an 8 - 10 week block of programming with the student returning to their community school. During the program, community school staff maintain a close relationship with the Hub Team. This relationship builds capacity in the community school and will support the programming needs of the student when returned to their community school.

Programming includes in-depth behaviour analysis and a personalized behaviour plan that is reviewed often. The curriculum is accessed through project-based/inquiry learning on areas of interest to the student and includes reading intervention. Supports from a multi-disciplinary team may include a speech-language pathologist, occupational therapist, psychologist, mental health worker, and family school liaison worker.

OPTION B

Programming is the same as the above, except upon completion of the 8 - 10 week block, it is agreed upon by both the school(s) and the parents, that the student remain in the HUB for a longer period of time.

LOCATIONS

JJ Bowlen Junior High School
6110 - 144 Avenue
780 475-3730

St. Pius Elementary School
12214-128 Street
780 453-3941

St. Mary Elementary School
490 Rhatigan Road East
780 988-6577

HOW TO REGISTER

Students are identified by the community school and are referred to Inclusive Programming for consideration and next steps.

Contact your community school or Inclusive Education (LSI) at 780 989-3000
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.

Community Recreation Centres are authentic community hubs, where incredible alternative learning environments exist. These sites can be very effective in meeting the needs of students, and help student’s grow their skills to better support their transition into the real world. For students in grades 7-9, particularly where the traditional school environment has not effectively met their needs. A recreation centre provides multiple opportunities for physical literacy and diverse 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.

Personalized Pathways includes individualized learning, with a maximum of 15 students in a program. Included in the programming supports will be; a teacher, emotional behaviour specialist, specialized therapeutic assistant as well as a mobile multi-disciplinary team as needed. Additional resident staff will be determined based on the needs and interests of the students. Both academic support, reading intervention (if required) and physical and mental literacy will be embedded in the program. Programming is based on the strengths of the students, and includes their interests and values.
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 way 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 learn, placing students and their families at the center of the construction of their own 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 and life-career goals. The program identifies what 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

The Meadows Recreation Centre
2704-17 St NW
(Genesis School, Edmonton Catholic)

Commonwealth Recreation Centre
11000 Stadium Rd NW
(Genesis School, Edmonton Catholic)

Admission into the program is based on:
• a referral from the school or
• parent initiated

Transportation may be provided

Contact Genesis School at 780 638-6844

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 supports with transitional supports.
WIN JUNIOR
[GRADES 7-9]

This Program of Choice will be a blend of a congregated classroom experience and regular classroom opportunities. Within the classroom, the students will 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 similar to same-aged peers by participating in regular classroom subjects 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 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 programin in high school where they can work toward a Certificate of Completion. In high school, students may access support either inclusively at the community high school or a congregated site at St. Joseph or 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 teacher and assistants provide daily programming and support to students. Specialized supports may be available for students as needed.

St. Cecilia Junior High School
8830-132 Avenue
780 476-7695

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

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 the school directly or call Inclusive Education at 780 989-3000 for additional information.
WIN Congregated is a program of choice designed to support high school students identified with mild to moderate cognitive needs to attain a Certificate of Completion.

WIN Congregated is a classroom community that takes learning beyond the classroom walls into work environments and throughout the greater school community, accessing 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

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 integrated activities with grade level classrooms or option classes.

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

WORK STUDY

In addition to the academic portion of the program, 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 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 teacher and educational assistants provide daily programing and support to students. Specialized supports may be available for students as needed.

WIN CONGREGATED LOCATIONS

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

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

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 the school directly.

WIN CONGREGATED (EE3) [GRADES 10-12]

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

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 teacher and educational assistants provide daily programing and support to students. Specialized supports may be available for students as needed.

WIN CONGREGATED LOCATIONS

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

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

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 the 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 are integrated in regular classes to audit the class for most of the day where they will focus on developing their communication, social, and learning skills. For the other part of the day students may work with the WIN teacher for one-on-one or small group instruction. They will also have opportunities to go out into community and do 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 & 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 stake holders. The classroom teacher and educational assistants provide daily programing and support to students. Specialized supports may be available for students as needed.

WIN COMMUNITY LOCATIONS

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

Archbishop 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 students 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.
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.

EE2, as a Program of Choice, is an individualized program supporting students who have diverse needs and are working towards a Certificate of Completion. They frequently have exceptionalities that include cognitive, physical, sensory, medical and/or behavioral needs. These students required assistance and/or supervision in all areas throughout the day.

Instructional emphasis is placed on:

- developing students’ strengths
- communication
- functional academic skills
- behavioural & social skills
- life skills
- spiritual growth (social justice and service projects)
- concept formation
- motor skills
- self-care
- community awareness
- recreation

Instruction within the EE1 classroom may take different forms including one to one instruction, small group instruction, whole group activities, or teacher directed activities.

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

EE1 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 teacher, assistants and Licensed Practical Nurse, provide daily programming and support to students. Specialized supports may be available for students as needed.

EDUCATIONAL EXPERIENCE 1 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.
EDUCATIONAL EXPERIENCE 2

Instructional emphasis is placed on:

- developing students’ strengths
- development of expressive and receptive communication
- functional literacy and numeracy skills
- social skills
- spiritual growth (social justice and service projects)
- self-care
- living/vocational skills
- leisure/recreational skills.

In most cases, supervised work study placements are provided to support development of the student’s potential and goal for transition out of the school experiences.

When individualizing the program plan for each student, opportunities for inclusion experiences within the classroom and greater school community are planned for as well. Inclusion enhances communication, social skills, learning and community acceptance.

Instruction within the EE2 classroom may take different forms including one to one instruction, small group instruction, whole group activities, or teacher directed activities. Instruction may also include integrated activities with grade level classrooms or option classes.

EE2 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 teacher, and educational assistants, provide daily programing and support to students. Specialized supports may be available for students as needed.

EDUCATIONAL EXPERIENCE 2
LOCATIONS

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

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

Admission is based on:
- A referral from the school or
- Parent initiated

To register contact the school directly.

Transportation may be provided.
The Knowledge and Employability Pathway is designed for students who demonstrate reading, writing, mathematical and/or other levels of achievement two to three grade levels below their age-appropriate grade.

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

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

Dash 4 (K & E) 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

To support students in their off-campus experience, with:
• Resume writing
• Job placement
• Interviews

Dash 4 (K & E) 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 programming and support to students. Specialized supports may be available for students as needed.

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

Inclusively at all Senior High schools or as a Congregated classroom setting at:

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

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

Admission is based on:
• A referral from the school or
• Parent initiated

To register contact the school directly.

FLEXIBLE AND ALTERNATE PATHWAYS FOR LEARNING
Learning Coaches (LC) are an additional support to assist schools in meeting the inclusive and diverse needs within their classrooms. ECSD allocates a 1.0 FTE (this is with funding in addition to the Inclusive Envelope) that provides a base teacher in every school. Some schools, depending on their needs, add onto this base support with increased LC time from their school budgets. The LC works with teachers, EA's and students during the regular school day and provides both teaching and professional learning at the school site.

**LEARNING COACH**

*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

*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 Li 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