



## EARLY CHILDHOOD PROGRAMS

### THE TOY LIBRARY AND PLAY CENTRE

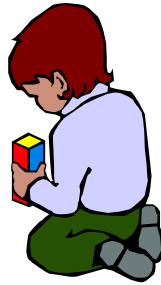
The Toy Library and Play Centre is a family resource program for families and their children from birth to six years of age. It is a community program funded by Health Canada under the Community Action Plan for Children and sponsored by Yellowknife Catholic Schools. The purpose of the program is to strengthen and support families so that the emotional, physical, social and cognitive development of their children may be enhanced.

Families who attend the Toy Library come from a variety of backgrounds: some are here because their child has a special need and some are here to access a quality community program. All families with young children are eligible for the program, but referrals from community agencies and schools are given first priority.

The Toy Library and Play Centre offers three program components that include parenting workshops, a drop in play center and a toy lending library. Families who attend the program have an opportunity to gain support from professional staff and other parents, as well as participate in a variety of activities and special events. Toys, books, cassette tapes and parenting books are available for members to take home.

The Toy Library is located at St. Patrick High School in the area known as the POD.

## FOUR PLUS



Four Plus is an integrated preschool program for children in their pre-kindergarten year. The target population is children with identified special needs, children at risk, and children who cannot access other preschool programs for any other reason. Some of the reasons may be financial, the long waiting lists at other programs, or a recent move to town. In addition, children who are attending kindergarten and are struggling for a variety of reasons may be referred to Four Plus.

An important part of Four Plus is its inclusionary nature. In each of the groups, there is a balance between children with special needs and "role models". The role models that attend the program are essential as they provide the basis for demonstrating "normal" preschool skills, behaviour and abilities. The children with special needs attend either on their own or with an aide. All children who attend Four Plus benefit from the inclusionary nature of the program. Children who would not otherwise be attending a preschool program become better prepared for kindergarten.

Four Plus is located at Weledeh Catholic School, community access entrance by the parking lot.

## ELEMENTARY PROGRAMS

### SPEECH/LANGUAGE SERVICES

Speech/language services are provided for students at both elementary schools, from grades 1 - 8. Typically, the classroom teacher, parents, administration or the support teacher refers these students to the speech language pathologist, from Stanton Medical

Centre. Students are referred for various reasons, including articulation difficulties, fluency and voice disorders, and receptive and expressive language problems. There is a wide variance in needs within the group receiving service, from mild articulation problems to severe expressive and receptive language disorders. Teachers follow a set of standardized procedures, including seeking parental consent, in making the referral. All referrals are then forwarded to the speech language pathologist.

The speech language pathologist visits the school on a six-day cycle. While here, she reviews new referrals, conducts initial and follows up assessments and oversees the programming for all students requiring speech services including those students who use non-verbal methods of communication. In addition, she works in 1 - 1 situations with students requiring more intensive therapy.

It is important to mention that classroom assistants who have received training in a number of different intervention techniques do the bulk of the speech/language programs delivered. Once an assessment has been completed on a student by the speech pathologist, meetings are held with the classroom assistants to review assessment findings and to design the program for each student. Depending upon the need, students receive assistance from 1-2 periods per week. The speech pathologist meets with the classroom assistant during one time block per week to review programming.

### OCCUPATIONAL THERAPY

Pediatric therapists are health professionals who provide a consultative/treatment model of service that involves developmental assessments and recommendations to caregivers, daycare workers, early intervention workers, nursing staff, and teachers. Assessments review the development of skills, which are the necessary building blocks for play, mobility, self-care, socialization, learning, and optimal school performance. These skill areas include fine motor and gross motor, visual perception ("interpret and use" visual information), sensory processing, and attention skills. Intervention consists of consultation in the form of written recommendations, collaboration with school/daycare, advocacy, equipment prescription (wheelchairs, bathing/dressing aids, writing aids, etc.), and team conferencing. The occupational therapist visits the schools during different months of the school year.

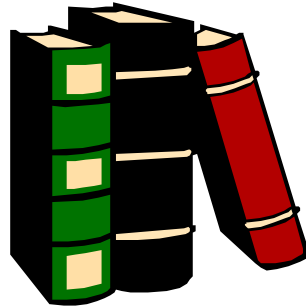
### LITERACY MENTOR PROGRAM/OLDER WORKERS

Yellowknife Catholic Schools is one of four northern school regions who have a territorial government funded initiative called Older Worker.

The goal of the older worker initiative is to provide on the job training to people between the ages of 55-65. Our proposal is having literacy mentors in the educational work

force.

The role of the literacy mentor is to model and facilitate learning to students. A mentor is one who listens to, talks and has fun with, supports the independent learning of students, and generally encourages and shows interest in the individual child.



### EDUCATIONAL PSYCHOLOGISTS

Educational psychologists are credited professionals who have expertise in standardized testing and the nature of learning styles, strengths and deficits. The educational psychologist provides ideas and strategies for parents, teachers, and support staff to best facilitates a child's learning and overall development. Student Services is in the process of hiring a District Educational Psychologist for the 2001 school year. Usually Student Services contracts assessment services, with an averaged 15 formal assessments per year.



### SCHOOL SPECIFIC ELEMENTARY PROGRAMS

### LANGUAGE FOUNDATIONS AT WELEDEH CATHOLIC SCHOOL

Language Foundations, also known as LF, is for those students who are reading and writing well below grade level. LF is intended to fill the gaps in reading and writing skills, that some students have, so they can return to the regular classroom for Language Arts. The program is not intended to address the needs of students with major disabilities or absences.

Students are identified and referred to Language Foundations by the classroom teacher, administration, support teacher or parents.

LF is scheduled during the block Language Arts time for each Grade level. (Grade 2/3, Grade 4/5, Grade 6,7,8,) Language Foundation time is based on the number of hours for each grade according to The Education Act.

Students in LF class receive their entire Language Arts program from the LF teacher. The LF teacher is responsible for the Language Arts portion of the report card.

LF is intended for permanent students rather than transient students. Depending upon the mix of students, it is suggested that the class size be no more than 14 students with a minimum of ten. The students are grouped according to common skill levels within their grade levels.

### PRECISION READING

Weledeh Catholic School has established a student support service for some students who need tutoring in reading fluency and word accuracy. Precision Reading is an instructional strategy, which assists students in building their fluency skills in reading.



### FAMILY LITERACY PROGRAMS

The term "family literacy" encompasses the way parents, children and extended family members use language - spoken and written - at home and in their community. It refers to a process of intergenerational sharing, which supports and expands the range of learning and literacy activities within the family.

The NWT Literacy Council, in partnership with the Yellowknife Catholic Schools, is interested in developing a pilot project that will:

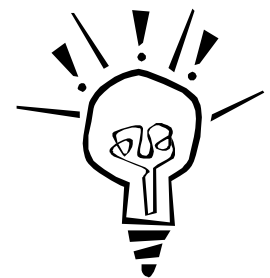
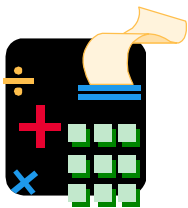
- offer a range of family literacy support services,
- integrate literacy specific activities with existing programs offered through the school district, such as the Four Plus Program and the Toy Lending Library, and ;
- develop a long-range family literacy strategy for the district.

### TERRITORIAL TREATMENT CENTRE

The Territorial Treatment Centre (TTC) is an eight bed therapeutic residential centre for NWT youth (ages 9-13) at risk. The priority of the centre is therapy, behaviour intervention and education. The Departments of Education, Culture and Employment and Health and Social Services have an agreement with the Yellowknife Catholic School to take charge of the educational component for the youth at the centre.

Weledeh Catholic School has been designated as the school to administer the staffing and provide academic programming for the students while at the centre. The principal is the immediate supervisor of the teacher and the staff allocated to the centre.

The TTC at located on 5128 52<sup>nd</sup> Street, near St. Patrick's Church.



### SKILLS FOR LIFE

Skills for Life are a pro-social skills program and delivered at both elementary schools. Health and Social Services fund all Skills for Life programs. Skills for Life at ESJ are broken up into three different modules: self-identity, communication and friendship/stewardship. Staff or parents refer students attending the sessions. All sessions use a multi-media approach to explore concepts and practice skills and strategies.

Students participate in discussion, brainstorming, art and craft projects as well as role-plays to practice some of the skills in addition to the direct instruction of the modules.

Ecole St. Joseph School provides time for one on one session for a student whose actions made it impossible for him/her to attend regular classes as well as another student who received some one on one session regarding bullying. In addition the school also provides some support time in the classes to ensure that strategies and techniques learned in Skills for Life could be generalized to other situations.

### AUDITORY DISCRIMINATION IN DEPTH (ADD)

The staff of Ecole St. Joseph School are dedicated to finding methods of instruction that help raise the language and reading levels of children who are struggling with these tasks. One such instructional method that has received a great deal of attention from professionals is the Lindamood Auditory Conceptualization Program, otherwise known as the Auditory Discrimination in-depth Program.

The program is based on studies that suggested that many students, who experienced difficulties with reading, spelling and language tasks did so as a result of not having the auditory conceptualization skills required to self correct. The program follows a multi-sensory approach to teach students patterns of oral language as a basis for reading and spelling instruction.

Referrals for the program come from classroom teachers, audiologists, and speech pathologists. Pretesting using the Lindamood Auditory Conceptualization Test, combined



with assessments reports from speech and hearing, were used to determine the suitability of students for the program.

### HIGH SCHOOL PROGRAMS

## BRIDGES PROGRAM

Bridges is a comprehensive school-to-work transition program designed to meet the career development/exploration needs of all students at St. Patrick High School. Students are encouraged to take part in career exploration through Job Shadowing, Work Experience, and the Schools North Apprenticeship Program (SNAP). Bridges is based on the premise that worthwhile education experiences can and do take place in a variety of environments outside of the classroom. It provides an opportunity for students to apply the knowledge, skills, and attitudes they have acquired through course work in school to real work situations. For some students, school will come alive through the liaison formed with such community partners and they can contribute to their potential as they capitalize on experiential learning.

Assistance is also provided for students in the areas of job search techniques, resume writing, interview preparation, and occupation information searches.

The Bridges office is located in the Inter-agency area on the main floor of the high school.

## THE LINKS PROGRAM

Links is an alternative high school program that provides students with basic academic skills, job-readiness skills, and employment experience and opportunities. Students who complete the Links program gain valuable knowledge that will better equip them to make the transition from high school to the workplace.

Links also strives to enhance personal development, self-awareness, social skills and life skills. Many of these skills will be acquired through the daily running of the school's cafeteria. The Rock Café opened its doors in February 2001 and has been serving breakfast, a morning snack, and lunch to approximately one hundred students and staff everyday. Students prepare and serve the meals, which range from macaroni and cheese to Shepherd's Pie. They are also responsible for budgeting; menu planning, grocery orders, and kitchen clean up.

Students may not wish to pursue a career in the food industry, but working at The Rock Café will provide them with skills that are valuable in any job. For example, they will learn the importance of being a team player, punctuality, following orders, and interacting with customers.

The Links program is located on the main floor by the school's Rock Café.

## INSIGHT PROGRAM

This is a drug and alcohol awareness program created by our school therapist, Liz Parsons. It intends to provide students with an extra measure of support. The following is a general overview of what this class entails. The insight process focuses on young people who have experienced difficulty at school, home, or work, that seems related to their use of alcohol or other drugs. The insight class may also work as an alternative to, or at least in conjunction with, suspensions from school. It is not a punitive approach which says, "look what you did", but is intended as more of an opportunity to develop self-awareness and understanding.

### Goals of the Insight Class:

- To increase students' self-awareness about the use and/or effects of chemicals to their lives.
- To help students become more aware of how their chemical use is affecting others.
- To provide students with information and facts regarding any special risks concerning drug/alcohol use.
- To make students more aware of the resources available to them in the community.
- To offer assistance to students who wish to continue counseling to deal with their own drug/alcohol use.



## COMMUNITY LIVING SKILLS PROGRAM (CLS)

The goal of the CLS program is to increase independence for high school students who have moderate to severe intellectual disabilities in the following areas:

- Academics
- Personal Development
- Domestic Skills
- Community Awareness
- Recreational/Leisure Skills
- Vocational Training

CLS provides a framework within which students can improve their social Behaviour, increases their self-esteem, and learns to identify and increase age appropriate behaviours. In addition to the core CLS Program, students are re-integrated into regular school activities. With integration into the regular school activities, students learn to model normal peer behaviours and to become responsible for their own behaviours which results in increased personal independence. Integration also recognizes and accepts differences among all individuals. Finally, integration provides a natural means whereby all students learn to share, help and accept each other.



## SAFE SCHOOLING PROGRAMS

### SECOND STEP

Second Step is a school-based social skills curriculum for students K-9 that teaches attitudinal change and behaviour change. The curriculum covers social skills to reduce impulsive and aggressive behaviour in children and increase their social competence.

At each grade level the same three skill units are taught at increasing levels of sophistication. These skills are empathy, impulse control and anger management.

### MEDIC ALERT

Due to the high number of students who have serious medical conditions, schools have put together a Medic Alert Binder, which is located in the front office, the support teachers' offices as well as all administrators' offices. This binder contains pictures of the students with EpiPens, insulin users and students who have seizures as well as other important medical information on our students.

### EFFECTIVE BEHAVIOUR SUPPORT TEAMS

The purpose of effective behaviour teams is to provide schools with the capacity for Systematic planning and problem solving while at the same time preventing and responding to problem behaviour.

In effective behaviour support, the emphasis is on consistency from all staff through out The whole building and in all classrooms. Staff work together to develop strategies that will be uniformly implemented and sustained. In order to devote the time necessary to develop a school wide plan, schools must identify the issue of behaviour as a priority and be willing to make a long-term commitment (3-5 years).

### CRITICAL INCIDENT

All schools have a School Emergency Response Plan. These plans are the blueprints to ensure student and staff has the utmost protection in times of crisis or natural disaster. Staff training is ongoing and monitored by the District's Health and Safety Committee.



### COMMUNITY AGENCIES TO KNOW ABOUT

#### YELLOWKNIFE HEALTH AND SOCIAL SERVICES

Yellowknife Health and Social Services is located in the Jan Stirling Building on Franklin Avenue. The following information outlines the department sections of support.

- Intake and Investigation
  - Supervisor - Steve Hennessey.

- Four Social Workers - Trina Babin, Charlene Berger, Audrey Hurley and Shirley Wilkinson.
- Responsibilities - Assess new referrals and investigate referrals as appropriate, responsible for all investigations and transfer to Family Services after six weeks.
- Advantages - Rapid deployment of staff, development of special expertise and improved management of flow of cases.
- Children's Services
  - Supervisor - Liz Jackson.
  - Three Social Workers - George Dillon, Janice McKenna and Vera Morin.
  - Responsibilities - Case management of all children in permanent care, Foster care, Adoptions and Children's residential treatment services.
- Family Services
  - Supervisor - Robert Hopkins
  - Six Social Workers - Melissa Chung, Don Irwin, Brian Kolback, Trent Hayward, Donald Robert and Vivienne McQueen.
  - Responsibilities - Case management of families, family reunification, assist families in meeting their goals, coordinate with other agencies, and applications for a permanent order when necessary.

### THE LEARNING CENTRE - 5102-52 ST

The Learning Centre is a territorially approved, non-profit private school.

The Learning Centre provides a full program of school activities. The emphasis is placed on providing a solid grounding in reading and mathematics skills. Group size is small and students receive individual attention and program modification as needed.

In addition to academic objectives, it stresses the importance of each student assuming responsibility for his/her behaviour as an individual, a member of the school, and a citizen of our community, territory and country.

The Learning Centre follows regular school hours and the same annual calendar as other Yellowknife schools. Programs are provided by fully qualified teachers with specific expertise in meeting the needs of students with learning differences and difficulties.

Student Services, on average, sends 2-3 students per year. A student can only attend The Learning Centre for a maximum of two years.

### LEARNING ON FRANKLIN

Learning on Franklin is an alternative school that was jointly established by Yellowknife District Number 1 and Yellowknife Catholic Schools to assist "youth at risk". For the school's purpose, youth at risk are high school aged children who have not been successful in traditional school settings.

Learning on Franklin is located at 4509 Franklin Avenue and accepts students who have been referred from either St Patrick's High or Sir John Franklin High. The primary objective of Learning on Franklin is to help its students to set and achieve positive life goals. This may involve helping students finish high school but it may also include helping them to find part-time jobs, obtain driver's licenses, access recreational facilities, or arrange for counseling services.

Derek Cutler is currently the instructor at the site, located at 4509 Franklin Ave, close to the downtown arcade.

### YELLOWKNIFE ASSOCIATION FOR COMMUNITY LIVING (YACL) EMPLOYMENT PROGRAM

St. Patrick High School is able to register students up to the age of twenty-one to work on their secondary education. This is especially beneficial for special needs students with intellectual disabilities as they move towards community living and employment opportunities. Student Services contracts the YACL to take St. Patrick High School students who have intellectual disabilities for half or whole day programming and facilitates their transition from school to work to community living.