

ASD PROGRAM STANDARDS AND PROCEDURES

In the ASD program our primary focus is working with the students in developing their ability to communicate and express themselves in order to enable improved self-awareness, an understanding and recognition of boundaries, and to further develop social and life skills encouraging independence, recognition of the safety of self and others as well as socially acceptable person to person interactions in conjunction with academic learning.

Student Goals

The goals for students in this program are not based within a set criteria, but rather a tailored and individualized program that is developed to maximize the potential both social and academic for each student. Therefore, the capabilities of the student both social and academic will directly factor into the student program and will retain the flexibility to adapt to the students' needs as they progress.

Student goals are created together with parents and teachers after reviewing academic evaluations and taking into consideration the students communication, social emotional awareness, independence and self-management skills. This, along with advice and support of the school board professionals within a multi-disciplinary team, an Individualized Education Program (IEP) will be created and followed to help each student continue to work towards their learning goals. .

For the goal of integration the student must demonstrate a general understanding of school rules and procedures, must respect the boundaries of class time and recess time, must be able to communicate frustrations verbally to both staff and peers, and must be in regular attendance in school within school hours.

Communication & Self-Management

- Being able to communicate wants & needs
- Managing impulses and reactions
- Being able to follow a simple sequence or regular routine.
- Developing self-control & self-regulation skills
- Gaining confidence
- Taking initiative to participate

Social & Emotional Awareness

- Being aware of self and others
- Being aware of emotions
- Being aware of reactions
- Understanding strengths & weaknesses
- Understanding social boundaries. For example, personal space & taking turns.

Independence

- The ability to communicate wants & needs without prompting
- The ability to follow simple or routine classroom directives without prompting
- The ability to problem solve minor issues on his/her own
- The ability to maintain personal hygiene on his/her own

Academics

- Students working on a modified program will follow each subject according to their abilities.
- Forms of evaluations include: Observations, Checklists, Portfolios, Tests/Quizzes, Projects, Presentations, and Writing Samples.
- Students are evaluated with an alpha-numeric report card.

Reporting Periods

A report on your child's early school year progress will be given on October 13th 2020

Report cards will be issued on the following dates:

Term 1 from August 31st 2020 - November 16th 2020 (20% of final mark)

Term 2 from November 17th 2020 - February 17th 2021 (20% of final mark)

Term 3 from February 18th 2021 - June 23rd 2021 (60% of final mark)

I.E.P meeting will take place during the Term 1 Report card meeting.

Ensure you complete and return the student information form given out during curriculum night, this will help with the term one I.E.P goals.

Please feel free to direct any concerns that you may have about evaluation to your child's teachers.