

WINGS I & WINGS 2 PROGRAM - STANDARDS AND PROCEDURES

Ms. Pamela D'Adamo & Ms Alana Goodings

In the WINGS 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 Plan (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, must be able to act safely and autonomously 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 in percentages with a standard report card.

Curriculum Night - September 11th, 2024.

Reporting Periods

A report on your child's early school year progress will be given on October 11th, 2024.

Term Dates:

Term 1 from August 29th - November 15th 2024

Term 2 from November 18th - February 21st 2025

Term 3 from February 24th - June 20th 2025

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

Term 1 Meeting and IEP Review November 21st 2024

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.

N.B. unforeseen circumstances may require the subjects and marking breakdown contained in the standards and procedures to change. In this eventuality, you will be notified, the document will be amended and re-posted. It should be further noted the spirit of any such amendment will only be made if required and if it will benefit the students.

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