

Huron-Superior Catholic District School Board



St. Mary's College  
Specialty Programming

*Parent / Teacher Resource*

## Independent Living Skills Programs

### **Independent Living Skills I**

#### **Student Profile**

Students:

- enter secondary via I.L.S. I
- may be coming from self-contained programs, or an integrated setting
- are in the initial years of secondary school
- will benefit from a designated 16:1 student - teacher ratio
- are working on personal goals as outlined in their Individual Education Plan
- are functioning well below age level academically
- often have difficulty socially and have low self-esteem
- are tactile and experiential learners
- may require additional support in relation to behaviour, personal/physical or emotional needs
- Educational Assistants will be available to support academic and physical needs, as necessary

#### **I.L.S. I Program Overview:**

**Social Skills** - The Students will participate in a variety of social activities. The goal of the social skills component of the I.L.S. I Program is to develop appropriate social skills when dealing with peers. Activities selected will be those that the students may be able to continue with independently after completion of the program.

Topics of study: teamwork, following directions, personal and community safety

**Life Skills** - Students will have an opportunity to participate in, and be exposed to, a variety of skills to encourage independence, personal accountability and self-advocacy skills.

Topics of study: meal preparation, personal health & hygiene

**Functional Academics** - Students will have an opportunity to continue to develop practical math and language skills essential to independent living. Student will work at their individual levels with support, as necessary.

Topics of study: money, time and time concepts, essential literacy skills, basic arithmetic skills

## Independent Living Skills II

### Student Profile

Students:

- are not in their first year of secondary school
- are working on personal goals as outlined in their Individual Education Plan
- will benefit from a designated 16:1 student - teacher ratio
- are functioning well below age level academically
- often have difficulty socially and have low self-esteem
- are tactile and experiential learners
- may require support in relation to behaviour, personal/physical or emotional needs
- will benefit from working in small groups and from 1:1 support
- students will work on transition planning as they prepare to leave Secondary
- Educational Assistants will be available to support academic and physical needs, as necessary
- Upon graduation, I.L.S. II students may be candidates for Community Living Algoma programming, Breaking Away, the CICE Program at Sault College, or other relevant programs

### I.L.S. II Program Overview:

**Interpersonal Skills** - Students will focus on building, and reinforcing social skills relevant to acceptance and success in a variety of social settings.

Topics of study: positive peer interactions, building and maintaining healthy relationships, self-esteem

**Functional Academics** - Students will have an opportunity to continue to develop relevant math and essential literacy skills. Students will work at their individual levels on personally relevant academic goals.

Topics of study: money, time and time concepts, reading comprehension, functional spelling, life skill focused arithmetic

**Transition Planning** - Students will work on setting practical, individual goals. Students will explore realistic options available to them as they prepare for life transitions. Options may include transitions to Vocational Pathways, mainstream classes or from the Secondary setting.

Topics of study: self-advocacy, vocational skills, family life, leisure time activities

## G.R.A.C.E. Program

### **Growing in Relationships And Communication Education**

#### **Student Profile**

Students:

- G.R.A.C.E. students are working on building effective communication skills
- require 1:1 assistance for more than 50% of their day
- generally have multiple exceptionalities
- will benefit from a designated 8:1 student-teacher ratio
- need assistance / support with most acts of daily living and personal care
- Upon graduation, G.R.A.C.E. students may be candidates for Community Living Algoma programming, Breaking Away, or other relevant programs offered in our community.

#### **G.R.A.C.E. Program Overview:**

**Communication** - The students will work on developing effective communication skills, interpersonal skills, and building meaningful relationships. These communication skills will allow students to make requests and direct basic life needs.

Examples of activities: social skill games, community outings, daily talk time

**Life Skills** - The students will have an opportunity to participate in a variety of activities that encourage independence, personal accountability, and self-advocacy. Math and language relevant to life skills will also be a focus. Each student will be working toward their personal goals as outlined in their Individual Education Plans.

Examples of activities: grocery shopping, meal preparation, personal hygiene activities, functional arithmetic, fundamental literacy skills

## **Evaluation of student progress for I.L.S. and G.R.A.C.E. students:**

Each student will have a set of short and long term goals, established in cooperation with the school, parents / guardians, and any community partners. It will be those individual goals the students will work toward, and on which assessment will be based.

Provincial report cards will be distributed at the same time as all other Secondary students. Parents / Guardians are encouraged to attend the school wide scheduled interviews to set goals for the next reporting period. Positive home involvement is a key element to the success of the students in Specialty Programming at St. Mary's College.

### **Things to Note:**

- Students will follow all St. Mary's College routines and schedules
- They are welcome, and encouraged, to participate fully in all extracurricular activities and clubs
- They have the same breaks and lunch as all students of St. Mary's College
- Students participate fully in all school sanctioned activities
- Students are expected to adhere to the same code of conduct as all SMC students
- Students are able to remain in the programs until 21 years of age
- Students are encouraged to participate fully in graduation activities and ceremonies
- Most students will receive a Certificate of Accomplishment
- Students are not working toward a OSSD
- School, home and community partners will work cooperatively during the Transition Planning phase

## Vocational Pathways

Students in the Vocational Pathways Program will be working toward specific personal goals that focus on building vocational skills, independence, self confidence and academic skills necessary for success in College, and eventually the work place.

### Program Overview:

**Cooperative Education** - Students will have an opportunity to explore different vocational settings within the community. Students will complete pre-placement training such as WHMIS and Young Worker's Awareness Training in preparation for their placement. During class time they will discuss, and participate in, a variety of activities relevant to building interpersonal skills, self-esteem, self-advocacy and success at work. Students will have an opportunity to earn academic credits.

**Courses** - Students will participate in as many as two scheduled mainstream classes that are personally relevant and beneficial, according to their individual abilities, goals and needs.

### Student Profile

Students:

- are working toward personal goals that may be outlined in their Individual Education Plan
- are in at least their second year of Secondary
- are able to participate in teacher directed lessons
- are able to complete work independently and display self control
- display socially appropriate behaviour, consistent with success at a workplace
- will benefit from working in small groups and from 1:1 support, when available
- are functioning below grade level academically
- are experiential learners
- are able to read independently, or with minimal assistance
- will have training on relevant assistive technology
- have the potential to live independently
- are NOT working toward an OSSD

**Evaluation of student progress:**

Provincial report cards will be distributed at the same time as all other Secondary students. Parents / Guardians are encouraged to attend the school wide scheduled interviews to set goals for the next reporting period.