

# **Grandview Heights Secondary**

## **BASES Model**

### **Building Academic, Social, and Employment Skills**

#### **Skills for Learning, Skills for Life, and Skills for Work**

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The goal of our proposed BASES program is to build a strong, specialized, inclusive program for students at Grandview Heights Secondary that blends regular classroom opportunities along with individualized instruction in the BASES classrooms.

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#### **Our Philosophy**

- All students are unique
- All students are valued
- All students can learn by focusing on student strengths rather than their deficits
- Our program fosters independence, confidence, and self-advocacy skills in our students

#### **FUNCTIONAL ACADEMIC SKILLS**

Functional skills are those skills a student needs to live independently. An important goal of special education is for students to gain as much independence and autonomy as possible, whether their disability is emotional, intellectual, physical, or a combination of two or more (multiple disabilities). Skills are defined as functional as long as outcomes supports the student's independence.

- **Numeracy Skills** - The functional math skills include telling time, coin recognition, counting money and making change, department store, market, and restaurant math activities, and being able to follow a schedule, days of the week, months of the year. Students are also taught calculator skills.
- **Literacy** - This is the ability to communicate by reading, writing, and by listening. Reading begins as recognizing symbols, progressing to reading signs (stop, push), and moves on to reading directions. For many students with disabilities, they may require audio recordings and reading texts. Students with a higher level of reading and comprehension abilities are assigned novel studies, writing and research skills, current events, creative and critical thinking activities, and sending emails.

## **SOCIAL - EMOTIONAL SKILLS**

The Grandview Heights Secondary BASES program places a strong emphasis on teaching students positive social - emotional skills. Social - emotional skills are essential for connecting with others. They help us manage our emotions, build healthy relationships, and feel empathy. Most employers place a great deal of value on inter-personal skills.

Students with healthy social - emotional skills are more likely to succeed in school, work, and in the community at large. Social - emotional skills include:

- Self - advocacy skills (Asking for help)
- Identifying, Understanding, Expressing, and Regulating Emotions
- Making friends
- Resolving conflicts
- Problem solving
- Decision making
- Listening skills

## **LIFE AND COMMUNITY SKILLS**

- Safety Symbols
- Road Signs
- Stranger awareness
- Internet Safety – cyberbullying
- Cooking and nutritional awareness
- Using public transportation, grocery shopping, and making choices in restaurant
- Participating in physical activities at the local community recreation centre

## **CAREER AND EMPLOYMENT SKILLS**

This is the ability to develop the skills required to apply for jobs and career programs, maintain employment, and or obtain new employment if and when required. These skills give them the basis for lifelong independence. Some of the things we work on are:

- Resume and cover letters
- Job / Career Research skills
- Filling out job applications
- Interview skills
- Work Safe
- Work Experience Placements in Grade 10 - 12

## **INDIVIDUAL EDUCATION PLANS (IEPs)**

- Each student in the BASES program has an Individual Education Plan (IEP) which is developed in collaboration the parents/guardians, the student if able, teachers, and support staff.
- Each student has a case manager who monitors progress, organizes IEP meetings and serves as the point of contact for parents/guardians and non - district professionals.

## **ROLE OF KEY STAFF (BASES TEAM)**

### **What is the role of the BASES Teacher?**

The BASES Teacher is your students case manager who understands your child's strengths and needs and, working with you, (parents/guardians) the Classroom Teacher(s) and the School-Based Team how to best support your child.

- Consults with the Classroom Teacher on all matters related to the Individual Education Plan (IEP)
- Works with you, as the parent/guardian, and the School - Based Team to develop the Individual Education Plan (IEP)
- Oversees the work of the Educational Assistants along with the Classroom teacher

### **What is the role of the Inclusion Education Support Worker (IESW)?**

IESW's work under the direction of the BASES or Classroom Teacher to:

- Implement the learning accommodations and strategies developed by the Case Manager - BASES Teacher (outlined in the Individual Education Plan
- Prepare materials, collaborate with the Case Manager and Classroom Teacher
- Document a student's strengths, achievements and needs for review as part of the IEP Planning process

Grandview Heights Secondary is committed to providing an inclusive learning environment for the students in the BASES Program.

If you have any questions about your child's educational program please contact the Case Manager directly.

### **Lauren Casalis**

BASES Co-Dept. Leader

Grandview Heights Secondary

[casalis\\_l@surreyschools.ca](mailto:casalis_l@surreyschools.ca)

604- 542 – 3320

## CRITERIA FOR GRADING

Grading is based on progress towards IEP goals

Criteria	Emerging	Developing	Proficient	Extending
Description	Demonstration of an initial understanding of the content and skills necessary to achieve related IEP goals.	Demonstration of a partial understanding of content and skills necessary to achieve related IEP goals.	Demonstration of complete understanding of content and skills necessary to achieve related IEP goals.	Demonstration of outstanding knowledge and skills necessary to achieve related IEP goals.
Grade 8-9	C	C+	B	A
Grade 10-12	60 - 66%	67 - 72%	73 - 85%	86 – 100%

## STUDENT SUPPLY LIST

- Two - 1 ½ inch binders
- Dividers
- Pencil case
- Pens, pencils, whiteout, eraser
- Calculator
- Ruler
- Lined paper
- Cooking apron