



INFORMATION FOR PROSPECTIVE STUDENTS

ITAQUE ARS VALET- Strategies So I Can Succeed

WHAT IS A LEARNING DISABILITY

“Learning Disabilities” refer to a number of disorders that may affect the acquisition, organization, retention, understanding, or use of verbal or nonverbal information. These disorders affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning. These disorders are not due primarily to hearing and/or vision problems, socio-economic factors, cultural or linguistic differences, lack of motivation, or ineffective teaching (Learning Disabilities Association of Canada, January 30, 2002 - Re-endorsed on March 2, 2015).

PROGRAM MANDATE

At the Academy at King Edward (AKE), our primary emphasis is on closing the gap in the academic areas of reading, writing and mathematics with the goal of reintegration into community school programming. This occurs alongside of our focus on rebuilding the confidence, persistence, resilience, organization and social skills of the students in our program. In grades 3-9, additional time is devoted to literacy and numeracy instruction above that which usually occurs in a community school so that we can address the academic gaps in these areas. As a result, students receive modified exposure to the science and social studies curriculum. Second language instruction is also omitted for our students in elementary and is only offered as an option in junior high and high school.

ELEMENTARY & JUNIOR HIGH FAQs

What specialized supports does the Academy provide in addition to a small setting with a special education trained teacher?

Other specialized intervention supports available include:

- reading specialist coach support
- numeracy specialist coach support
- Success Coach (a support for social, emotional and academic success)
- School Family Liaison to the Learning and Development Clinic
- reading intervention support specialists focused on providing daily intensive interventions support in the areas of numeracy, vocabulary, decoding, fluency and comprehension:

- Empower™
- Orton Gillingham™
- LindaMood™ - LiPS
- LindaMood™ - Verbalizing and Visualizing
- LindaMood™ - on Cloud Nine

JUNIOR HIGH OPTIONS

Students in junior high have an opportunity to select one option to enroll in each term. The option offerings vary each year but below is a sampling of the options we typically offer:

- | | | |
|---------------------|-------------------------------------|----------------|
| ▪ fitness | ▪ science & technology explorations | ▪ art & design |
| ▪ outdoor education | ▪ Spanish language and culture | ▪ guitar |
| ▪ foods studies | | ▪ leadership |
| ▪ film studies | | |

AKE HIGH SCHOOL

The Academy's high school program is a diploma stream program. In high school, students will take the majority of their core courses (math, science, social studies and English) within the supportive environment of the AKE program. They will also take subjects such as Learning Strategies, CALM, physical education and a few options in our small sized setting. Students will be supported to take options from our "sister" schools of McNally or Victoria as outlined in their academic blue print. Click on the link below to view a copy of our Division's High School Guide (AKE offers the dash two stream, i.e. English 10-2, Social 10-2, ect.) <https://epsb.ca/media/epsb/schools/registerforschool/highschoolguide/High-school-guide.pdf>

We also strongly encourage families explore our Division's Campus EPSB option for high school students. Campus EPSB is designed as another way for students to earn high school credits and industry credentials, get ahead of their studies and/or prepare for post-secondary. It's a great way for students to explore opportunities and get hands-on experience that can help them plan their next steps. Student enrolled in the Academy have access to apply for enter into the many fabulous Campus EPSB programs.

When the link is available for Campus EPSB it will be added for the 2023-2024 school year.

APPLICATION TIMELINES AND PROCEDURES

Current Edmonton Public families must speak with their current school administration to ensure that their child qualifies and is entered into the Special Needs Assisted Placement (SNAP) process which is a digital acceptance process. This process opens up on March 13th for schools to make a request on your behalf.

Families from outside of Edmonton Public Schools can begin submitting documents as early as February 2, 2023 but we will not begin accepting out of Division applicants until April 4th. Please keep in mind that all of our classes are small so that we can provide the necessary interventions and we have limited spaces at all grade levels therefore, we suggest that interested families apply early. Once we have reached capacity in any programming cohort level we will stop accepting applications at that specified level.

HOW DO WE APPLY?

Entry to the Academy at King Edward (AKE) is by **application only**.

1. Current Edmonton Public families must speak with their current school administration to ensure that your child qualifies and is entered into the SNAP (Special Needs Assisted Placement) process which is a digital acceptance process. This process opens up on March 13th for schools to make a request on your behalf. We will begin accepting or declining students on April 12th. Administrators are encouraged to review the Academy's unique criteria. **All yellow bus applications for elementary and junior high students must be done in conjunction with the SNAP application.**
2. Students from outside of Edmonton Public Schools must have a recent psychoeducational assessment and provide us with a copy for review. The psychoeducational assessment is comprised of two parts:
 - an academic assessment which must be no more than one year old
 - a cognitive assessment and for students originally assessed in grades 1-3, cognitive assessments must be no more than three years old. The cognitive assessment must include a full scale score and be reflective of the student's current level of functioning. *****The FSIQ must be in the Average or Above Average range with a Standard Score of 85 or higher. A Generalized Ability Index Score will not be accepted in place of the FISQ.**

PARENT INFORMATION PAGE

Parent/legal guardians need to complete this page. Take the last page of the application to your current school principal for completion (If your child is currently attending a school outside of Edmonton Public Schools, please ask your child's current school to print off the following - report card, school based specialist reports and IPP).

Registration Form for families outside of Edmonton Public- (Completing this form does not guarantee enrollment)
[digital student registration](#)

Does your child have any medical issues (e.g. is this child currently taking medication regularly, allergies, seizure activity, etc.)

Has your child had his/her vision check this year? Yes/No
Does your child wear glasses?

Does your child wear a personal hearing support device?

Has your child attended CASA, Learning & Development Clinic or the Glenrose? If so, please specify.

If yes, do you have a copy of the report(s) from the clinic? Yes/No

Does your child have any mobility issues that would make climbing stairs a challenge?

Have you attended an Edmonton Public School before? Yes/No
Name of School:

What are some of your child's particular interests or hobbies? (Is he/she part of a club, sports team or participate in an art/music program.

Would you be willing to have your son/daughter come in for some diagnostic assessments in August? These assessments will help us to better determine which cohort and interventions to place them in. (applicable for students in grades 3-9 only)

SCHOOL RECOMMENDATION- TO BE FILLED OUT BY CURRENT SCHOOL

In addition to reviewing your child's psychoeducational assessment we need additional information from your child's current school to ensure that our school is the best option for your child. In order to get a more accurate picture, we need information from your child's current school to ensure that we can meet his/her learning needs.

Student Name: _____ School: _____

TO: THE PRINCIPAL OR PRINCIPAL DESIGNATED *SNAP COORDINATOR (EPSB ONLY)*

- Confirm that the student is currently coded with a Learning Disability and if the student is from outside of EPSB that the academic assessment is not older than one year.
- Complete and forward the school Recommendation Chart below
- **forward a copy of the applicant's most recent IPP, progress report and any school specialist reports such as OT, SLP , etc. This is only necessary for students outside of Edmonton Public Schools.**
- Once both parts are complete, forward the application to AKE. **We will accept applications via fax, ground mail/Canada Post or an encrypted email file.**
- EPSB schools need to ensure that the student's birth certificate is in his/her Pinpoint file

This can be filled out by the Principal, Assistant Principal, Counselor or a Teacher that knows the student well. This information is important in the selection process for the Academy at King Edward. Since our small size obligates us to limit enrolment, it is important that we are able to make an informed judgement as to which candidates can best benefit from our program. With this purpose in mind, please complete the ratings below.

Please use the following criteria to rate this student's behavioral and academic support needs:

Rating:	Please keep in mind that classrooms are supported by a highly qualified Learning Disabilities academic programming specialist. Our program is not intended for students who require regular behavioral intervention supports to modify aggressive or highly disruptive behaviors. (Students will not be supported by a one to one educational assistant)
1	Rarely demonstrates (0-19%)
2	Occasionally demonstrates (20-39%)
3	Sometimes demonstrates (40-59%)
4	Most of the time demonstrates (60-79%)
5	Consistently demonstrates (80-100%)

SCHOOL RECOMMENDATION- TO BE FILLED OUT BY CURRENT SCHOOL

Characteristics:	Rating:
disciplined work habits; completes tasks, organized	
able to handle setbacks and challenges independently, not afraid to fail, growth mindset	
regularly attends school	
academic potential; positive attitude and passionate about learning but just need individualized programming	
the student, when provided with appropriate programming can work without one on one support	
positive leader; involved in school community	
good character and citizenship; trustworthiness, academic integrity, honesty and respect	

Date: _____

Name of administrator completing form: _____

Signature of administrator completing form: _____

Contact phone number: _____