



Swimming lessons

Cross country ski lessons

Yoga

Cadets



Cooking



Field Trips



Volunteering



Gardening



Choices Canoe Trip



Sewing (Fine Motor)



Music Therapy



Art classes



Student-led conferences



Story Time



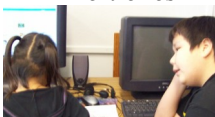
Portfolios



Smart Board Math



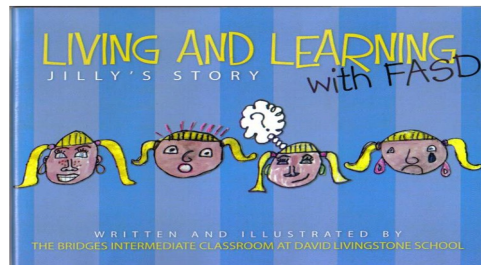
Writing



Mentoring

“LIVING AND LEARNING WITH FASD: JILLY’S STORY”

WRITTEN AND ILLUSTRATED BY THE BRIDGES INTERMEDIATE CLASSROOM

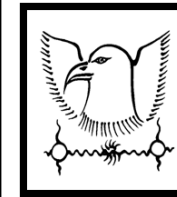


“Jilly’s Story” is about a girl named Jilly who is really a composite of each of the students in the Bridges Intermediate class. Jilly speaks openly and honestly about what it is like to have FASD. She tells about her struggles, but most importantly her successes. We hope that through Jilly’s story people will come to a greater understanding and awareness of individuals living with FASD.

WHAT THE BRIDGES STUDENTS WANT OTHERS TO KNOW

- “Teachers and other people should learn more about FASD because there are lots and lots of kids like us out there.”
- “There are some parts of our brain that can learn and grow just like other kids but other parts may always stay the same and can never be fixed.”
- “Kids with FASD are all different. We have lots and lots of gifts and talents. Some of us can do things that others can’t. But we also have stuff that is hard.”
- “It is OK for us to act or be like this. We have to learn to live with our disability and be the very best person we can be.”
- “We can learn to make good choices and we can learn right from wrong. You just might have to take a little longer to teach us.”
- “Just accept us for who we are and don’t expect us to be someone we’re not. When you really get to know us you’ll see how great we can be!”

To obtain a copy of
“Living and Learning with FASD: Jilly’s Story”
 please email dlg@wsd1.org
 or call 204-586-8346



The Bridges Program of David Livingstone School

A program of Winnipeg School Division
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May, 2011

What is the Bridges Program?

The Bridges Program consists of three low enrollment classes designed to meet the specific academic and behavioural needs of our students, each who has a diagnosis of Fetal Alcohol Spectrum Disorder. Each program (Primary Gr. 1-3, Intermediate Gr. 4-6 and Middle Years Gr. 7-8) has eight students, one teacher and two educational assistants. In addition, there is support offered by the Child Guidance Clinic and School Therapy Services. A school psychologist, speech and language pathologist and occupational therapist provide weekly services. Each student has an Individualized Education Program (IEP). Our program emphasizes academics, using the provincial curricula, as well as social and personal safety skills. The children are taught about their disability through weekly "Ability Awareness" lessons.



Our History

Originally the Bridges Program was initiated at our school in 1993-94 to meet the needs of a cluster of Kindergarten students affected by Fetal Alcohol Spectrum Disorder (FASD) who were entering the school system. The Kindergarten students attended mornings in the Bridges Program and a community Daycare Program in the afternoon. As students reached grade 1-2 age, they were integrated into regular classrooms at school for half a day and the other part of the school day was in the Bridges Program. By the Fall of 2002 the Bridges Program evolved to a full day for students diagnosed with FASD in order to better meet their needs. The Program consisted of two classrooms, Grades 1-3 and Grades 4-6. In the Fall of 2003 the Program added a final classroom for Grades 7-8. RB Russell opened a classroom in the Fall of 2010 for students with FASD entering Grade 9 from programs students attended at David Livingstone and Shaughnessy Park Schools.

Rationale

Many students diagnosed with FASD are successful in mainstream classrooms. However, for those having exceptional difficulties, the Bridges Program at David Livingstone School provides high quality learning opportunities for these students, living in the Winnipeg School Division. Our program offers students the benefits of low enrolment, self-contained classrooms that are specifically designed to meet the unique individual learning needs of students who have been diagnosed with FASD. The program provides effective strategies and environmental adaptations to support students in their academic, social and emotional achievements. Every opportunity for student integration into regular programs is pursued as students demonstrate readiness. Due to the uniqueness of this program, staff are leaders in sharing concepts and strategies with other educators from around the world.

Sensory Processing Disorder

SPD means that the brain has difficulty understanding, interpreting or making sense of the messages we receive about our own bodies and the world around us. SPD affects many people with FASD. They often misinterpret everyday sensory information such as touch, sound, movement, visual input and smell. Classrooms can be overwhelming places for students with FASD. Frequently their behaviour is interpreted as hyperactive, defiant, resistant, avoidant, lazy or aggressive. In reality their brains are having difficulty making sense of the world around them. The Bridges Program provides students with a variety of "listening helpers" or "sensory tools" to help them self regulate, calm themselves and attend. They have been found to be very effective for the students in our program and are now often being found in mainstream classrooms to help all kinds of students.



The Referral Process

The Bridges Program is available to students with an FASD diagnosis who reside within the boundaries of the Winnipeg School Division. The student's home school, with support of parents or legal guardians, would contact the school division's Special Education Department. The Special Education contact person would make observations and facilitate meetings to discuss the appropriate placement of a student in the Bridges Program. Recommendations regarding placement are made to the student's home school team. Students entering the program are then eligible for transportation from their home to the program.

Special Accomplishments

Every opportunity is taken to celebrate the unique gifts and talents of our students. Some of the awards and acknowledgements bestowed on them are as follows:

- Manitoba Council for Exceptional Children "Yes I Can" Awards
- International "Yes I Can" nomination
- 2007 Human Rights Commitment Award
- Bruce B. King Awards for academic excellence
- Published authors "Living and Learning with FASD: Jilly's Story"
- Guest speakers/presenters at provincial and national conferences

