

**Aurora Academic
Charter School**

**STUDENT
LEARNING
SERVICES**

2025-2026

Director of Student
Learning Services

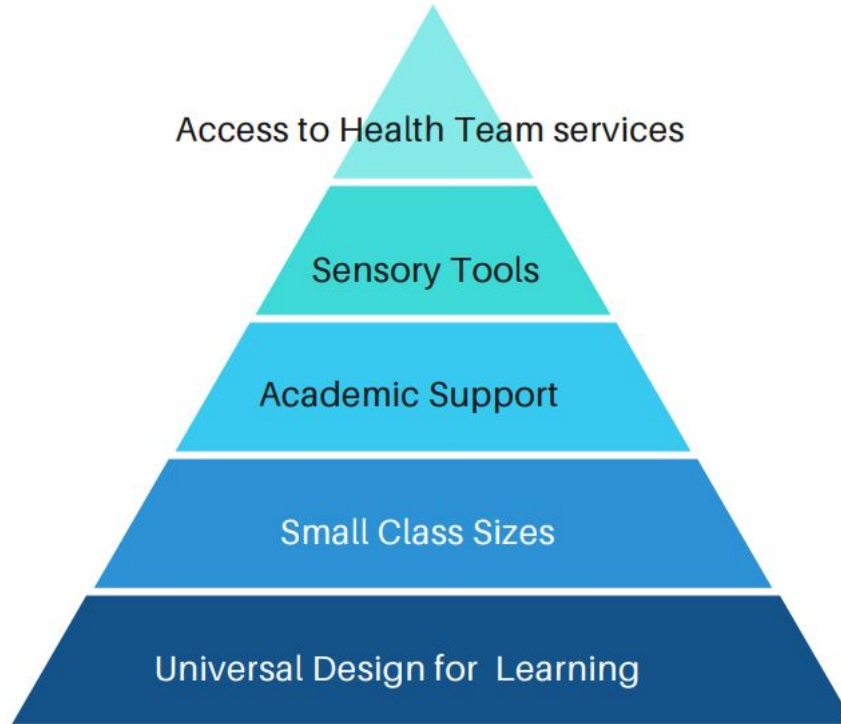
Continuum of Student Supports and Services

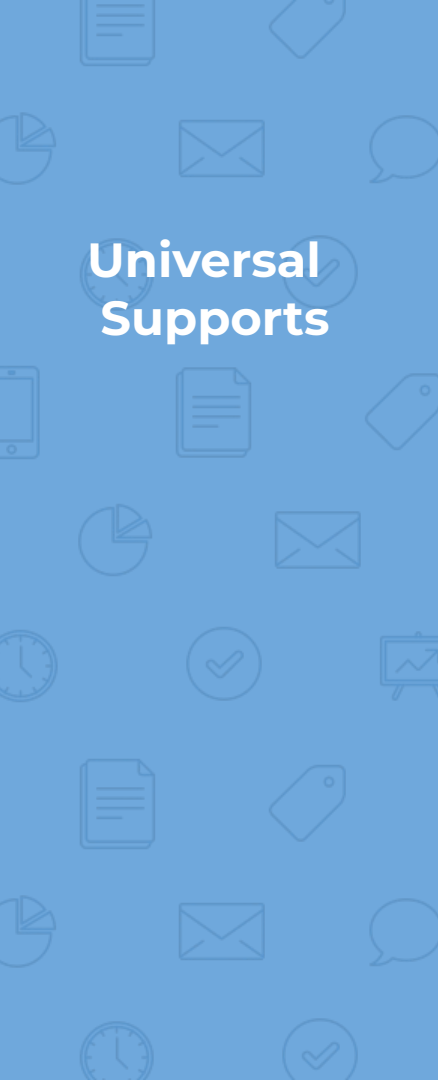


We support students to
meet Aurora School program
expectations



Continuum of Support and Services





Universal Supports

- Classroom Support
- Behavior strategies and support
- Instruction in organizational skills, study skills, and social emotional skills
- Home and School partnerships
- Small class sizes
- Base Learning Resource
- SLP and OT classroom observations at the beginning of the school year allows for identification of students who need additional follow up.

Base Learning



Evidence based program implemented in 2023 that provides instruction in various topics to support Social Emotional Learning in K-12.



Parent Resources are available through the BASE program
Contact Director of SLS for login information

Aurora Tier 2

Primary Academic Support K-7

Literacy
support

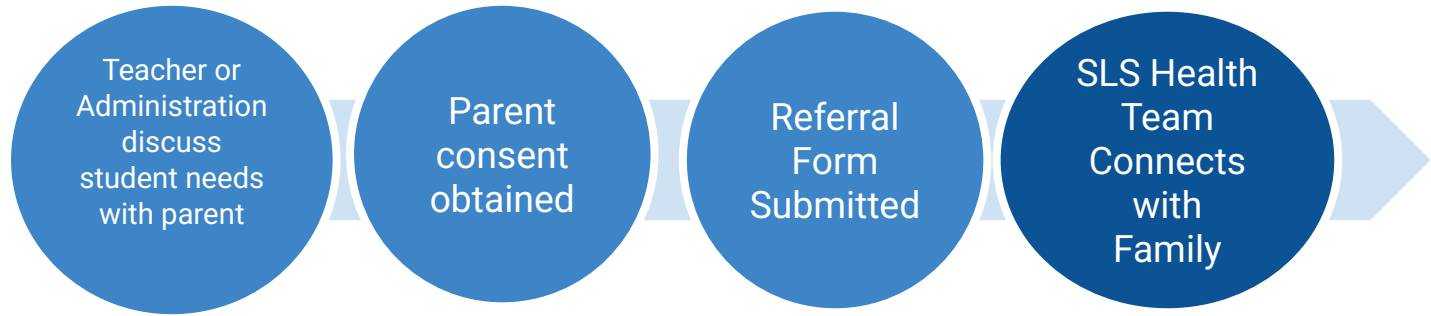
*EAL
support

Numeracy
support

Teachers communicate with parents if additional support is recommended. The goal is to provide student support so students can meet the expectations of Aurora's Program through strong home/school partnerships.

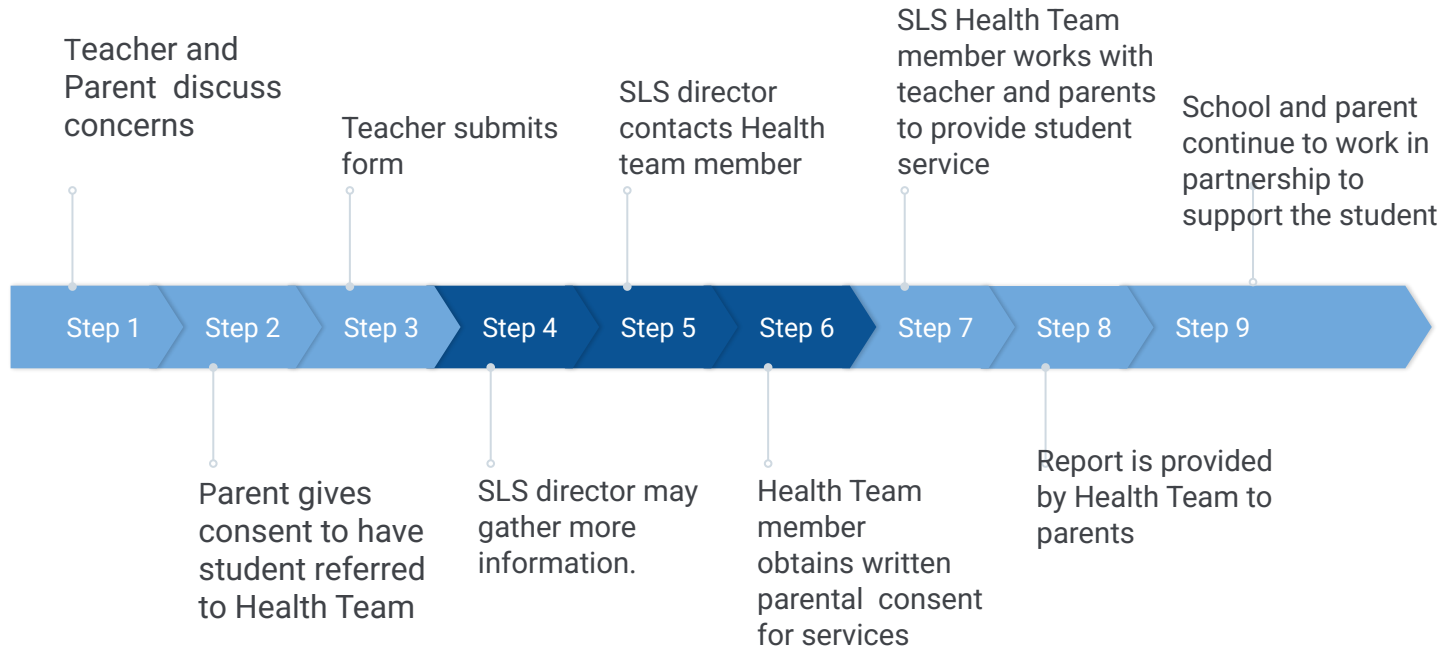
*English as an additional language

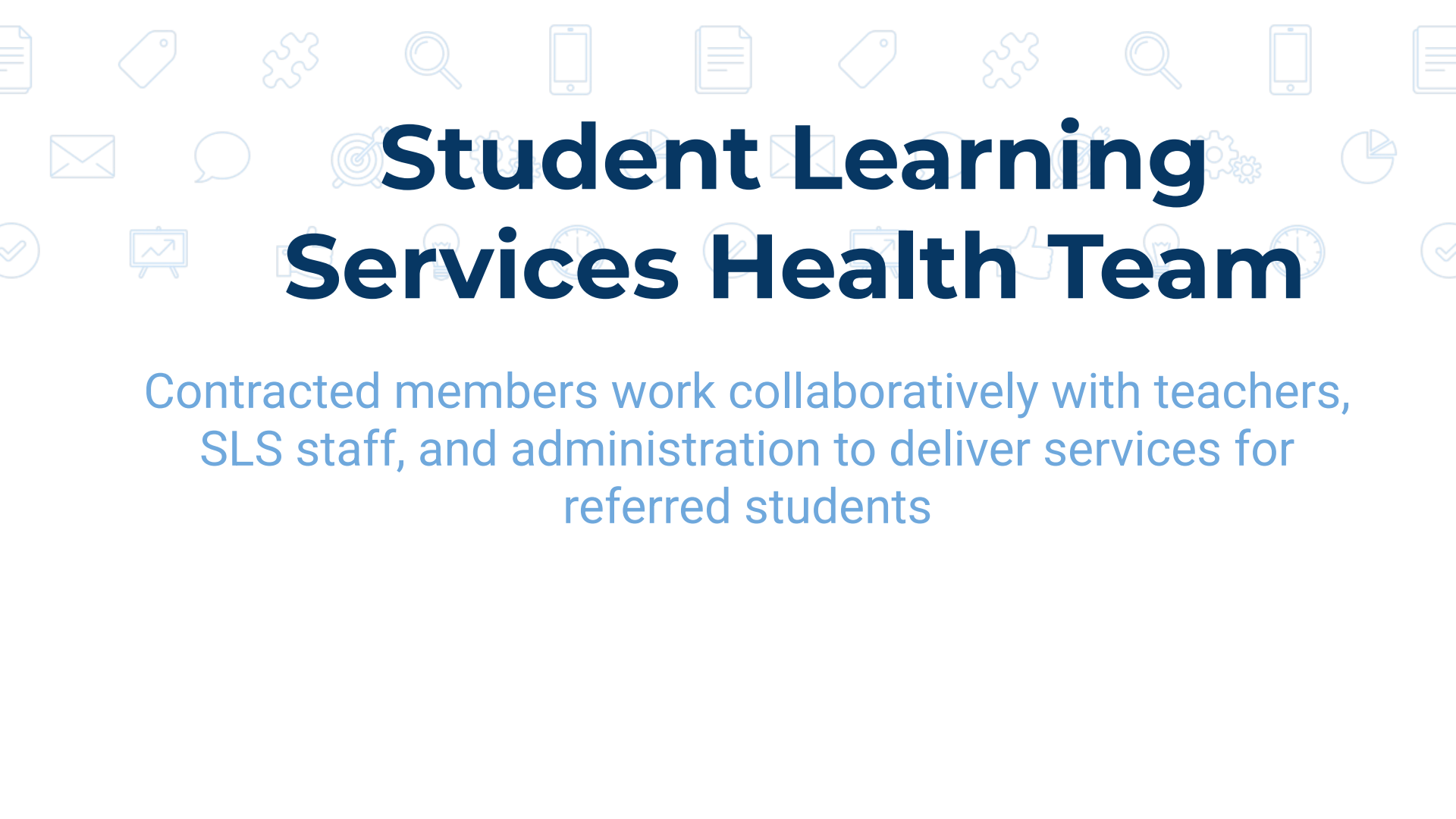
Tier 3 Accessing Support from the Health Team



Process for Accessing Health Team Support

Primary and Secondary Schools





Student Learning Services Health Team

Contracted members work collaboratively with teachers,
SLS staff, and administration to deliver services for
referred students



Michelle Curtis, Occupational Therapist (OT)

“Occupational therapy aims to assist people to live their life to the fullest by aiding them to participate in activities, or ‘occupations’, that are meaningful or important to them such as, participating in class, playing at recess and eating at lunchtime” (American Occupational Therapy Association, 2014)

OT's can help a student to:

- Improve academic skills needed to complete classroom tasks (handwriting, attention, organization)
- Address fine and gross motor skills during class time and at recess
- Improve independence and develop self-help skills
- Address regulation of the senses to improve academic performance



Chris Janzen
Psychologist

Chris is a Registered Psychologist with over 16 years of experience working in various settings with an aim for understanding and supporting the mental health needs of children and youth, as well as with caregivers and educators.

Chris is passionate about recognizing individual strengths and challenges, as well as patterns of behaviour and coping skills. He acknowledges that meeting someone's needs is founded on building a common understanding and a plan, working through obstacles, followed by recognizing and celebrating progress.

Chris has extensive experience in assessments and counselling. He specializes in conducting ADHD and Psychoeducational assessments. He believes that it is especially important to not only deliver the results of an assessment, but to also to support caregivers by creating a plan which respects the goals of the family and working collaboratively to work towards meeting those goals.

Chris also uses a range of therapeutic elements from Cognitive Behavioural Therapy (CBT), Dialectical Behaviour Therapy (DBT), Solution Focused therapy, Family Systems Therapy to work with children, parents, and families with presenting concerns, such as ADHD, learning disabilities, Autism Spectrum Disorder, parent-child conflict, parenting struggles, anxiety, depression, school conflict, obsessive compulsive tendencies, oppositional defiance, and developmental and behavioural concerns. He also has experience supporting systems (organizations, schools, etc) during times of crisis.



Dallyce Canoa
Provisional Psychologist

Dallyce is a Registered Provisional Psychologist who brings over 10 years of experience working within the school system, supporting children and youth with a wide range of needs, including Autism Spectrum Disorder, ADHD, learning challenges, and emotional and behavioural concerns. She has also served as a Behavioural Specialist, working closely with youth and their families across schools, homes, and community settings.

Dallyce is passionate about recognizing each individual's unique strengths and challenges, as well as patterns of behaviour and coping. She believes that meeting a person's needs begins with building a shared understanding and a plan, working through barriers together, and celebrating progress along the way. Her practice is rooted in creating safe, supportive, and collaborative therapeutic relationships characterized by empathy, respect, and trust.

Drawing from Cognitive Behavioural Therapy (CBT), Solution-Focused Therapy, play therapy, and trauma-informed approaches, Dallyce works with children, youth, and families to address a variety of concerns. She values collaboration with caregivers and educators, believing that lasting growth is best achieved when everyone works together toward common goals.



Patricia Henderson, Speech & Language Pathologist (SLP)

“SLPs have a variety of roles in schools, including assessing and diagnosing speech, language, communication and swallowing disorders. As members of interprofessional teams, they also contribute to educational goal setting, planning and curriculum accessibility... Interventions may take the form of individual treatment, small or large group instruction, and/or consulting and collaborating with teachers, parents and other educational support staff” (Speech, Language & Audiology Canada, 2019)

When to refer for counseling services:



- Deterioration in class work (disengagement)
- Dependency on teacher to complete basic tasks
- Listlessness, lack of energy, frequent falling asleep in class
- Changes in personal hygiene
- Appears overly nervous, tense, or tearful
- Troubling content in written or drawn work
- Repeated incompleteness of work or asking for extensions
- Behaviours that interfere with classroom management
- Excessive weight gain/loss
- Irritable, aggressive, or abrasive behaviour
- Inability to make decisions
- Bizarre or inappropriate behaviour
- Evidence of self-injurious behaviour
- Disclosure of suicidal ideation or intent to harm others



Director of Student Learning Services

Mary Healy has enjoyed a 27 year career with Aurora Charter School in various roles and is currently Director of Student Learning Support services (SLS). Her previous roles, as a principal and a teacher of elementary through high school, supported students to achieve their best.

Mary Healy holds a BSc., BEd., a Masters degree in Leadership. Mary brings essential leadership skills for coordinating service delivery and managing Aurora's SLS services for referred students.

mhealy@auroraschool.ca for information about student services.

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RESOURCES

[Schools & Educators | Alberta Health Services](#)



[Alberta Health Services](#)



[City of Edmonton Resources and Programs](#)



[Kidshelpphone.ca](#) - Text CONNECT to 686868 available 24/7

Suicide Crisis Helpline Call or text 9-8-8 Website [988.ca](#)