Universal adaptations are made available to assist all students to achieve the learning outcomes of these courses and to demonstrate their learning during class including:

* additional time;
* one-to-one support from educational assistants,
* learning assistance teachers and the classroom teacher;
* access to electronic devices for speech-to-text, text-to-speech, and written output;
* audio books, dictated assignments and transcription help;
* graphic organizers, framed paragraphs, sentence stems, and similar;
* pairing verbal instructions with visual or written supports
* shortened, simplified, and/or chunked assignments;
* writing templates; use of separate settings when needed and,
* opportunities to display competence and learning outcomes in a variety of ways.
* flexible timelines to demonstrate skill acquisition and conceptual understanding.
* intentionally exploring areas of student interest to enhance engagement
* utilizing game format and cooperative social learning strategies for peer-to-peer support

Students are also provided many opportunities to explore personal and cultural identities, written and oral histories, stories and connections to land/place.

Indigenous worldviews and perspectives are integral to this learning. Students access authentic resources such as books, literature, texts, and film. As often as possible we invite community to visit our classrooms or meet with Role Models, Elders, and other knowledge keepers on the land or at their place of work.