

ABSTRACT

Special educators have tried to enhance employability skills of their students by involving them in the operation of school-based enterprises based on a segregated or “pull-out” model of instruction (Lindstrom, Benz, & Johnson, 1997). “Coffee Carts,” a local example of educators teaching students with special needs job and life skills by having them serve coffee in their high school, while an admirable initiative, is not an inclusive one (Langley School District, 2016). This project aimed to provide an inclusive, formational learning experience (*FLex*) for both neurotypical students and those who have exceptional learning needs to run a school café *together*. *FLex* is a term used by a group of Canadian, Christian educators involved in professional development (Prairie Center for Christian Education, 2015). Teachers are invited to create authentic formational learning experiences that provide “real work with a real need for a real audience.” Involvement in running the café gave each of the students a chance to gain valuable knowledge, skills, attitudes, and behaviours to better prepare them for life after high school. I will present my research as a narrative story depicting, in a case study format, the experiences of diverse students participating in an *inclusive FLex*.

Key Terms: employability skills, inclusive, formational learning experience, neurotypical, exceptional learning needs, diverse students