



Accessing Mainstream, Credit- Bearing Programs

Working Together to Ensure a Smooth Transition

Hello! We're...

Ms. P. Greco

Ms. J. Junior

Ms. E. Iyora

Ms. P. Tricanico

This Session:

The Importance of Self-Advocacy

What is the Core Resource Program

GLE101: Learning Strategies

The Individual Education Plan (I.E.P.)

Accessing the Academic Program: Accommodations and Modifications

Questions

Self-Advocacy is Key!

- One of the primary goals of Special Education is to foster the highest degree of independence in students. It looks different for everyone...
- Helping students to achieve a greater sense of independence and self-confidence will support post-secondary goals and educational plans.
- Special Education teachers teach students the skills to advocate for their learning needs.
- Special Education staff continually encourage open communication with subject teachers and will support students as needed.
- Examples of key times for self-advocacy:
 - Pre-arranging to write a quiz or test in the Academic Support Centre
 - Needing additional time to complete an assignment
 - Speaking with the teacher about a different approach to an assignment
 - Asking for permission to go to the Academic Support Centre to work quietly following a lesson

The Core Resource Program

- The Core Resource Program addresses the individual needs of students.
- Students are fully integrated in the regular class with appropriate accommodations.
- Students are attempting credits and working towards an O.S.S.D.
- Students have an opportunity to access Core Resource support to develop the learning strategies and skills necessary to achieve success in their academic subjects as outlined in the IEP.
- Implementation of this program is a collaboration between Classroom Teacher and Special Education Teacher, with additional support as required.

The Academic Support Centre

- Students in the Core Resource Program may access the Academic Support Centre to receive individualized instruction outside of the regular classroom by a Special Education Teacher.
- Students can access the Academic Support Centre as an alternative space to complete assignments, quizzes, and tests.

GLE101: Learning Strategies

Students identified with Learning Disabilities may enroll in Learning Strategies courses in grades 9 – 12. These credit courses focus on the development of learning strategies to help students become more independent learners and build self-confidence and motivation to pursue opportunities

In Learning Strategies students will...

- a) focus on literacy and numeracy skills
- b) enhance their organization, time management, study, research and self-advocacy skills
- c) leave the course with an understanding of their learning style
- d) develop a career path by helping them to understand their strengths and needs
- e) develop an awareness of their IEP, including the accommodations that will enhance their learning



2024/2025: Year-Long GLE101/MTH1W1 for students with a diagnosed learning disability that is specific to Mathematics; by invitation.

The Individual Education Plan

- The I.E.P. is a **LIVING DOCUMENT** that is constantly evolving and is meant to give a meaningful overview of learning needs and the most appropriate and effective accommodations in order to access the academic program.
- As we get to know students, accommodations are added and/or removed from the I.E.P. → as skills are mastered and higher degrees of independence achieved, needs shift and strategies need to match those needs.
- I.E.P.s are issued in the first 30 days of EACH semester; opportunities for feedback are provided for students, parents/guardians, teachers and Administration.

Accessing the Academic Program

- Students receiving Special Education access the mainstream academic program through the various accommodations outlined on the I.E.P.
- Students who are working towards credits and and O.S.S.D. receive accommodations only.
- Accommodations impact **HOW** a student accesses and demonstrates their learning:
 - **Instructional Accommodations:** assistive technology, extra processing time, graphic organizers, visual cues, manipulative materials, repetition and review
 - **Environmental Accommodations:** alternate work space for task completion (Core Resource room), proximity to teacher, individual visual schedules
 - **Assessment Accommodations:** extra time, oral responses, uncluttered format, questions read to student, break task down into manageable pieces (chunking)

Accessing the Academic Program

- Modifying a student's academic program impacts **WHAT** they are learning and often involves the removal of curriculum expectations, meaning that a course may not be eligible for a credit.
- When curriculum is modified, students may not take the subsequent course as **key "building block" skills and content are removed** from the academic program. The course ceases to be a prerequisite.
- Instances where curriculum is modified are extremely rare and will require the involvement of the Administration and school-based resource team to work with parents/guardians in developing an appropriate pathways plan

Questions?

