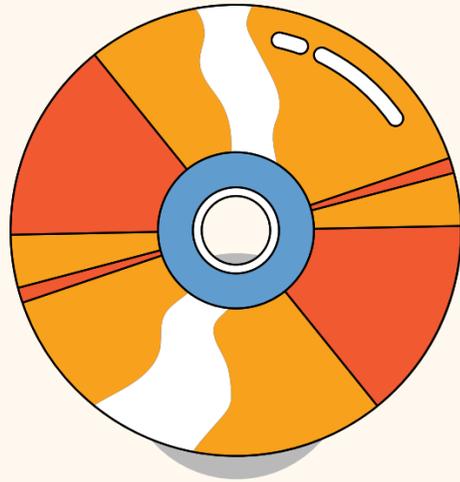


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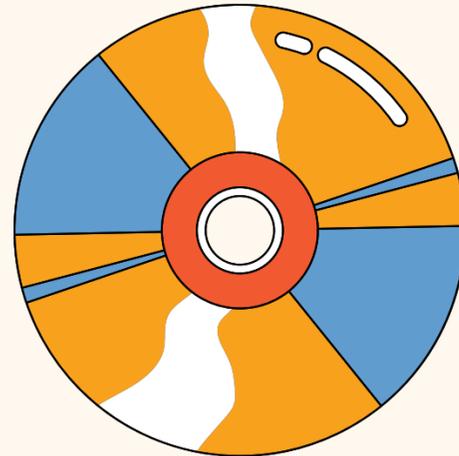


Accessing Special Education

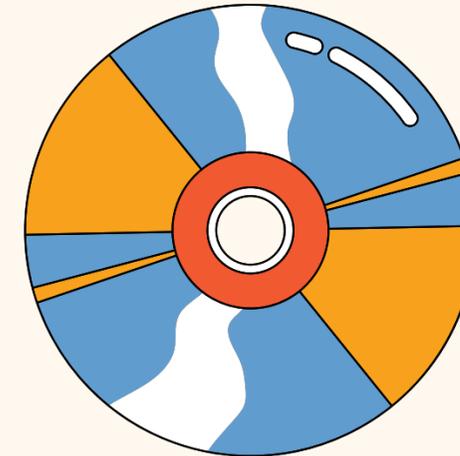
# Presentation Overview



**What to Expect in  
High School**



**How to Access  
Support During  
the School Day**



**How to Begin  
Preparing for the  
Transition to  
High School**

# What to Expect in High School

Students who access Special Education in High School are either:

1. working towards credits and a diploma or
2. working on an alternative, non-credit program.

# What ALL Students Can Expect

- a Special Education teacher
- an IEP developed within the first 30 days of each semester
- annual IPRC reviews
- access to the Student Support Centre
- emphasis on self-advocacy and increased independence
- high expectations



# What is Different

- pass/fail implications
  - if students do not pass, they must repeat or recover (if eligible) credits
  - deadlines must be met
  - marks of ZERO for non-submission of work or missed assessments
- optional access of Student Support Centre
- E.W. support may or may not continue
- there are no program modifications when students are working towards a credit



# The I.E.P.



- Purpose: to empower students to self-advocate
- IEPs will be reviewed by the Special Education teacher and the Principal to determine appropriate accommodations; **student needs must align with accommodations to avoid over-service**
- Parents and students will be provided with the opportunity for input
- As students progress through the grades, the number of accommodations decrease in order to focus on those that provide optimal support and have the greatest impact on learning
- A live document that can be updated as needed by the school team



# Support Services

- Students can access the Academic Support Centre daily, as needed
    - pre-arrange the completion of assessments - tests, quizzes, assignments
    - following a lesson, a place for quiet work, free from distraction, with assistance
  - Periodic academic assessments completed by Special Education teachers to ensure benchmark achievement remains stable
  - Monthly Student Success meetings are held to track attendance, behaviour, academic achievement, wellness
    - recommendations made for additional support if needed
    - referrals for support services
- 

# Programming

The York Catholic District School Board seeks to help all students reach their full potential, regardless of how unique or complex their needs may be. The Board endorses the **integration** of learners with a focus on providing the most enabling learning environment recognizing the need for a continuum of responses.



# Pathways Planning

- Central to planning and programming is to **keep the end in mind.**
- This requires a critical look at goals for the future and the ability and interests of the students. Determining a pathway plan considers:
  - What is the student's goal?
  - What is the family's vision/goals for the student's future?
  - What is the post-secondary destination?
  - What are goals towards independence?
  - What can the student achieve independently?

# Key Personnel – Know Your People!

- Each person in your child's Circle of Care has a specific role to play.
- Each student will have a Special Education teacher, 4 classroom teachers, a Guidance Counsellor, a Vice Principal and a Principal who play a role in supporting student achievement and wellbeing.
  - Day-to day: Special Education teacher, classroom teachers, Guidance Counsellor
  - Case management: Vice Principal
  - Advocacy and team member support: Principal



**START**

**Classroom Teacher:**  
Course work,  
programming, daily  
concerns

**Special Education Teacher:**  
IEP, coordinating support  
services, questions about  
accommodations

**Guidance Counsellor:**  
Course selection, short and  
long-range pathways  
planning

**Black Excellence  
Graduation Coach:**  
support, programs and  
scholarships

**Mr. Pereira**  
Vice Principal

Grades 9 and 11

**Ms. Karahalios**  
Vice Principal

Grades 10 and 12

**Ms. Cosentino**  
Principal

Community  
agencies,  
programs,  
medical  
professionals

Mental health  
workers and  
nurses

Education  
Workers

Community  
Partners

# Start Preparing TODAY!

- Focus on developing solid learning skills and work habits
- If any aspect of the current program is modified and the goal is an OSSD, ask for accommodations only
- Develop good sleep hygiene
- Practice self-advocacy
- Develop a good understanding of the learning profile
- Identify tools that will help with organization, time management
- Make daily use of SEA devices as part of the regular school routine

# Learn More!



Functional Life Skills Program, Work Experience, Room 106



Learning Strategies course and Core Resource Program, Room 102



Best Buddies Club - meet student leaders in hall

