

Richmond Green Secondary School Special Education Department



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Who We Support

- Students identified through a formal IPRC meeting (require psychological reports, medical and/or speech and language assessments)
- Students in the process of having testing completed

Role of Special Education Resource Teacher (SERT)

*ALL students identified through the IPRC process are assigned a SERT

- Create IEP and communicate information with subject teachers
- Monitor student's other classes to make sure they are being successful
- Communicate with parents
- Guide student in understanding their disability
 - Help student communicate with all their teachers and teach them how to advocate
- Support with pathways and course selection
- Support with well-being

Common Accommodations as Indicated on their IEP

We refer to psychological, professional assessments and collaborate with students and families to determine accommodations

- Support with task/assignment initiation and completion
- Break down (chunk) large assignments
- Extra time on tests and exams (up to double time)
- Alternate work space
- Use of a scribe for tests/exams if appropriate
- Reading of questions to student on tests/exams

What is the main DIFFERENCE between elementary and secondary school special education support?

Elementary School

If a student has been IPRC'd with the placement "withdrawal", they may have been:

- withdrawn from their Math and/or Language class(es)
- working with a small group and SERT in a different classroom (Student Support Centre)
- usually working on modified and/or different grade level curriculum expectations in the withdrawal setting with the SERT

Secondary School

If a student has been IPRC'd with the placement "withdrawal", they will:

- **take the Learning Strategies Course (GLE101)**
- NOT be taken out of their English or Math class to work on specific or different curriculum expectations
- choose the appropriate course type to meet their academic needs (not modified expectations)

Learning Strategies Course - GLE101

- 1.0 credit course for students with an Individual Education Plan (IEP)
- Maximum 16 students in the class
- **Goals of the course:**
 - students will learn techniques and strategies to help them be successful in ALL of their courses
 - students will understand their strengths and needs and what accommodations they need to be successful

Learning Strategies Course continued

Units covered :

- **The Power of Me-** Understanding Learning Disabilities and advocacy
- **Building my Toolbox-** Developing strategies for success in high school (time management, study strategies, organization)
- **Getting Stuff Done-** Applying strategies for success
- **Taking a Leap-** Transition planning for semester two and grade 10 courses

there are government curriculum expectations for the GLE101 course

Example of Advocacy Card



<u>In Class:</u>	<u>Homework/Assignments:</u>	<u>Tests:</u>
<ul style="list-style-type: none"> • Reduce number of visual displays involving manipulatives, drawings, diagrams, and charts, and replace them with clear verbal instructions. • Please get my attention prior to giving information or directions in the class. • Chunk large assignments into smaller steps to ensure completion. 	<ul style="list-style-type: none"> • I need to be told how to organize myself and binders. • Please paraphrase mathematical word problems using simple language. • Chunk large assignments into make sure I complete each step. • I would prefer to have a choice of assessments. • I would like a reference sheet that shows me how to read maps. 	<ul style="list-style-type: none"> • I need an alternative, supervised, quiet setting when appropriate and possible. • Please let me use technology • Please provide opportunities to demonstrate understanding in a variety of ways, such as orally as opposed to written. • Allow for extra time to complete tests and assignments. • Provide plenty of white space for answers on tests.

What can I say to my teacher:

- I have trouble understanding this can you put this into simpler language.
- I really feel it is best for me to write tests in special ed, for this test can I write it there?
- I am having trouble understanding can you ... (ask for an accommodation that would help)

How do I fit the Learning Strategies course into my timetable?

OPTION 1

****Recommended option – Take Beginners French**

1. English

2. Math

3. Geography

4. Science

5. Physical Education

6. French

7. Learning Strategies

8. Elective #1



Are Pathways Fixed?

No, Pathways are not fixed!

- ✓ Motivations change – students should be free to make new choices as they develop new interests, abilities, and skills
- ✓ Remember that initial decisions made in grade 8 are not “final” decisions.
- ✓ **There are many opportunities to re-chart the educational journey**

COURSE TYPE	ABILITY	APPROACH
APPLIED	Working at or above grade level	Step by step approach to learning using theory and practical examples
ACADEMIC	Working at or above grade level	Theoretical and independent approach to learning with a focus on critical thinking skills
LOCALLY DEVELOPED	Working <u>below</u> grade level in Math, English and Science	Guided approach to learning using practical examples and concrete objects
OPEN	Available to all students	An opportunity to explore an area of interest for all students

Pathways - They can always change!



SNC1D
Grade 9, Academic
Science

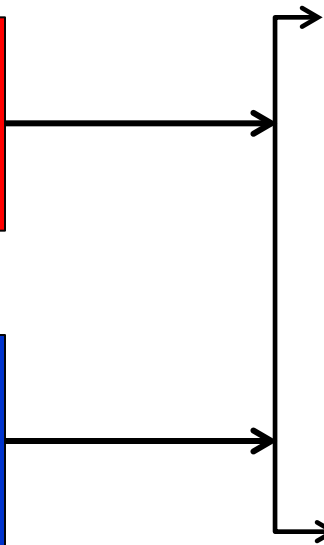
SNC1P
Grade 9, Applied
Science

SNC1L
Grade 9, Locally –Developed
Science

SNC2D
Grade 10, Academic
Science

SNC2P
Grade 10, Applied
Science

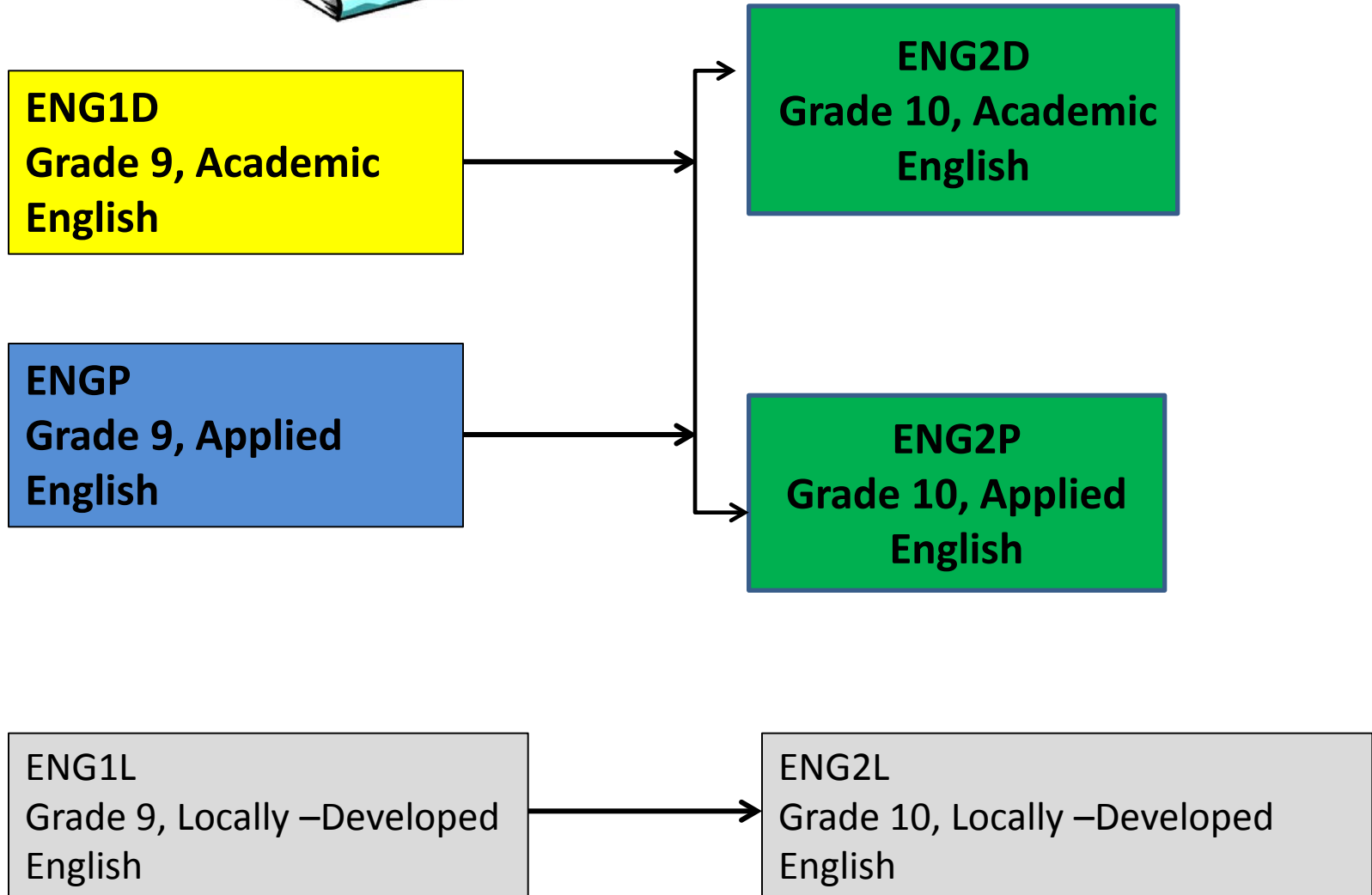
SNC2L
Grade 10, Locally –Developed
Science

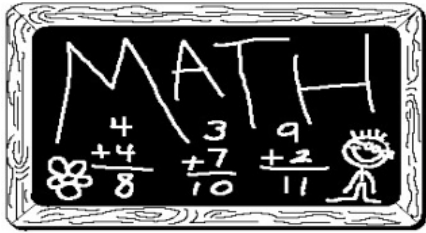


Pathways- They can always change!



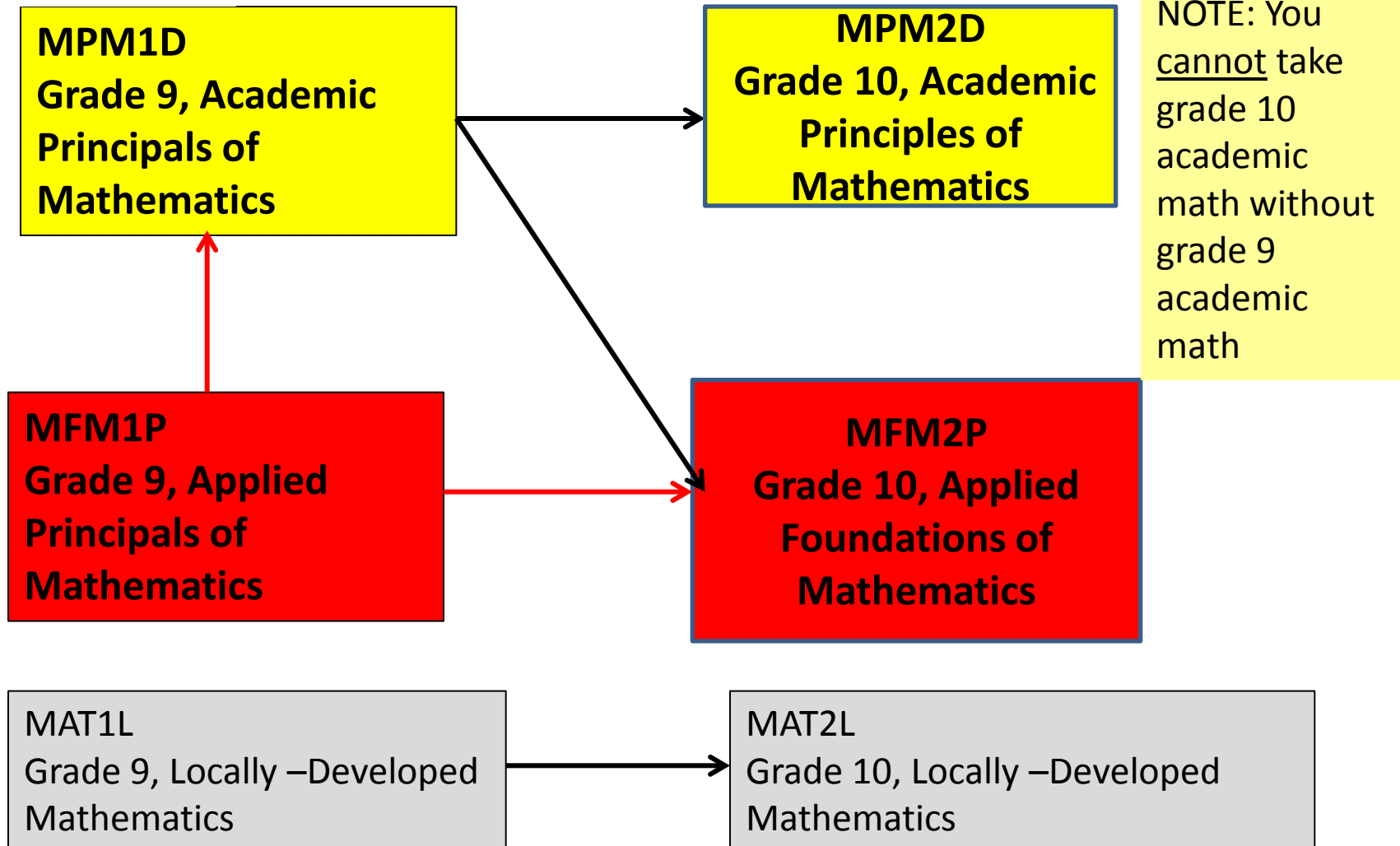
ENGLISH



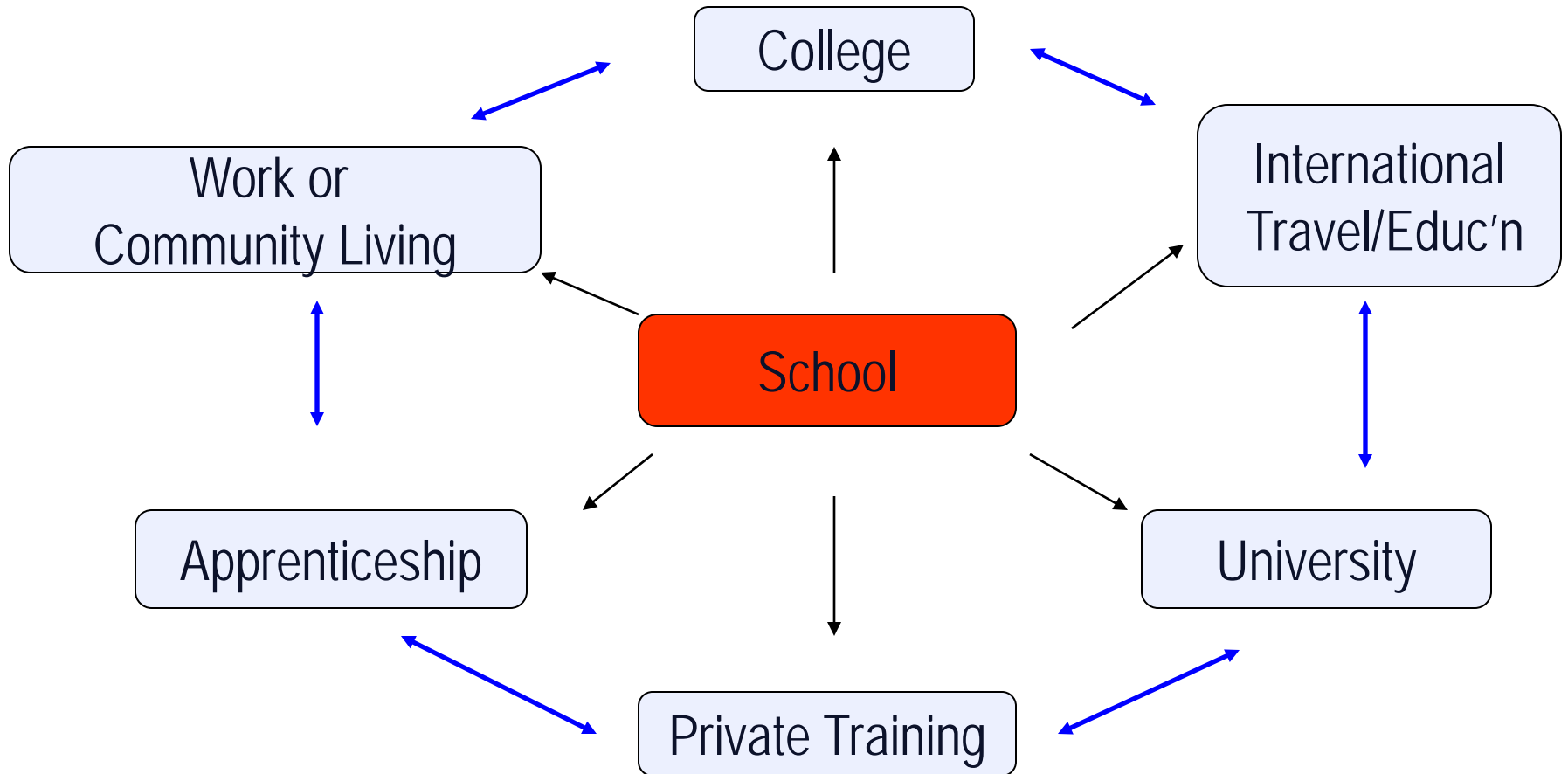


Pathways - They can always change!

MATHEMATICS



Pathways to Opportunity



Preparing Students for Success

Richmond Green Secondary School

Special Education Department

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