

Special Education

Special Education programming is provided to students requiring Special Education supports based on the student's identification (where appropriate) and their placement of service.

Students on an Individual Education Plan (IEP) (Exceptional and Non-Exceptional): Regular class with Withdrawal Assistance, Regular Class with Resource Assistance; & Regular Class with Indirect Support

Programs and services for students with special needs are available in secondary schools. Students with Regular Class placements (Indirect, Resource and Withdrawal) are working on obtaining credits towards either the Ontario Secondary School Diploma (OSSD) or Ontario Secondary School Certificate (OSSC). All accommodations and alternative expectations are outlined in the student's Individual Education Plan (IEP). Teachers assist students with accessing the curriculum expectations in accordance with the learning goals outlined in the IEP. Support is provided based on the identified student's needs as expressed through the existing supporting documentation and during the exchange of information/in-take process in preparation for the transition to high school.

Students on an Individual Education Plan (IEP) (Identified as Exceptional): Placement of Special Education Class with Partial Integration or Special Education Class Full time

Students with very complex requirements are enrolled in Alternative curriculum (K courses that are not credit bearing) which are non-credit earning. Students are placed in an Intensive Support Program (ISP) with a focus on life-skills development working toward independence and post age 21 transitional planning. All alternative programming expectations are outlined in the student's IEP. Students may complete their secondary school experience with a Certificate of Accomplishment or, if they are able to earn credits, an Ontario Secondary School Certificate.

Supports for Learners

Each secondary school has in place a number of programs to assist students identified with exceptionalities or who have non-applicable designations.

Supports for exceptional students may include the following:

- support for literacy and numeracy development
- access to technology which supports student learning and assessments
- time extensions for assignments and assessments
- instructional accommodations, e.g., prompting, visual cueing, organization supports, etc.
- alternative methods for assessment
- some curriculum modifications as permitted under the Ontario Secondary School policy and supported by the student's Individual Education Plan (IEP)
- Learning Strategies courses (GLE for students with an IEP): Curriculum for these courses that are available to provide students with a range of strategies and skills to improve their learning and achievement particularly in literacy, numeracy, communication and planning. The course also prepares students to make successful transitions to work or post-secondary education.

Gifted Program

Students who have been identified as Gifted are offered enrichment opportunities through differentiated instruction, which is further supported by co-instructional activities. Secondary gifted programming focuses on the development of skills and abilities in the cognitive, affective, spiritual, social, and interpersonal domains. The Special Education teacher monitoring the student identified with a Gifted exceptionality, will collaborate with subject teachers and the student to develop an IEP which may alter any curriculum in areas such as: content (subject matter), process skills (critical thinking, creative thinking, problem solving, logic and research skills), product, and evaluation.

Deaf and Hard-of-Hearing

Students receiving Deaf and Hard of Hearing (D/HH) Itinerant support in their local elementary school will continue to receive support from a D/HH Itinerant Teacher at the secondary level.

Students attending the Intensive Support Program for D/HH elementary school have the option to attend their local secondary school and receive Itinerant support from a D/HH Teacher or attend the secondary D/HH ISP program offered at Dante Alighieri Academy.

Students receiving D/HH Itinerant support in an elementary school may be eligible to attend the Dante ISP. This option must be discussed and explored with the student's elementary D/HH itinerant teacher and the D/HH School Based Support Learning Team.

Transition Planning for Special Education Students moving from Elementary to Secondary Schools.

Transition plans are developed for all students who receive Special Education services. An exchange of information meeting between the elementary and secondary schools are conducted when students move from grades 8 to 9.

More intensive transition planning supports begin in May and June, for students identified as having Multiple Exceptionalities, a Developmental Disability, Autism Spectrum Disorder or significant difficulties in the social-emotional domains which could impact on school success. Parents are encouraged to participate in this process.

Transition Planning Secondary to Community Living

Opportunities to dialogue with respect to transitioning to post-secondary placements/programs occur throughout the student's secondary school career.

Parents and schools work together to further develop the student's individualized transition plan. The focus is to facilitate students' transition to an appropriate community placement/community program.