

Consider...

- ◆ Student's academic achievement levels
- ◆ Community secondary school options
- ◆ Level of courses [academic, applied, locally developed compulsory (essentials) /self-contained]
- ◆ Level of resource involvement required (support or withdrawal)
- ◆ Special talents and strengths
- ◆ Learning style
- ◆ Accommodations required
- ◆ Distance to secondary program

Who do I call if I have questions?

- ▶ Elementary Special Education Resource Teacher (SERT)
- ▶ Elementary Principal
- ▶ Special Education Program Leader Secondary School
- ▶ Secondary School Principal
- ▶ The Gord Ewin Centre for Education (705) 523-3308

Community Secondary Schools

Chelmsford Valley District Composite School:

Chelmsford, Larchwood, Levack

Confederation Secondary School:

Pinecrest, C.R. Judd, Valley View

Espanola High School:

A.B. Ellis, S. Geiger, Webbwood

Lasalle Secondary School:

Churchill, C. Nesbitt, Northeastern, Markstay

Lively District Secondary School:

J. Hamilton, R.H. Murray, George Vanier

Lockerby Composite School:

Alexander, MacLeod, Copper Cliff, Wembley

Lo-Ellen Park Secondary School:

Algonquin, R.L. Beattie, Monetville, Copper Cliff, Wanup

Manitoulin Secondary School:

Assiginack, Central Manitoulin, C.C. McLean, Little Current

Sudbury Secondary School:

Lansdowne, Wembley

Specialized Programs

These programs are available for all RDSB students:

Chelmsford Valley District Composite School

- ◆ Bilingual Trades Program

Lively District Secondary School

- ◆ School of Integrated Technology
- ◆ The College Certificate Program

Lockerby Composite School

- ◆ Science, Technology Education Program

Lo-Ellen Park Secondary School

- ◆ The International Baccalaureate Program

Sudbury Secondary School

- ◆ Arts Education Program

Rainbow District School Board

- ◆ thevirtualschool.ca

For additional information, please contact the secondary school or visit rainbowschools.ca

Pathways for Exceptional Students

Secondary School Programs



Rainbow Schools
Reaching minds. Touching hearts.

Course Level Selections

All Pathways Lead to Success Secondary School Programs

Academic Courses:

Students who should consider taking courses at the academic level typically:

- ◆ Achieve level 3 or 4 in core subject areas
- ◆ Demonstrate a learning style suited to theoretical and abstract thinking
- ◆ Are self-motivated and require less teacher direction

Applied Courses:

Students who should consider taking courses at the applied level typically:

- ◆ Achieve level 2 or above in core subject areas
- ◆ Demonstrate a learning style suited to hands-on, practical learning
- ◆ Require more specific, teacher-directed instruction

Locally Developed Compulsory Courses (Essentials)

Students who should consider taking one or more of these courses typically:

- ◆ Achieve level 1 or below in core subject areas
- ◆ Consistently require support to complete Ontario curriculum expectations

Special Education Resource Services

Resource programming is a service offered to exceptional students as determined by the IPRC. (Identification, Placement, Review, Committee). Access to the resource room may be on a daily basis for the learning strategies course or on a “needs basis” as determined by the student and/or teacher.

Resource Support:

Exceptional students have access to the resource room “as needed” throughout the school year to write tests/exams, to complete assignments and/or use assistive technology.

Resource Withdrawal:

Exceptional students go to the resource room for the Learning Strategies course on a daily basis per semester. This course provides a credit as well as supports for particular subjects. A student may achieve up to four Learning Strategies credits.

Please Note:

The right choice of academic course level and resource programming has an impact on student success in secondary school.

Special Education Programs

Transition Program

This program is a self-contained class program for students identified with an intellectual exceptionality. The focus is placed on developing literacy, numeracy, independent living skills and work related skills geared towards specialized college programs, trades assistants' programs and the workplace.

ASD (Autism Spectrum Disorder) Program

This program is for students identified with autism. The focus is to develop academic and social skills to enable students to meet their overall potential in the class and beyond.

Lifeskills Program

This program is a self-contained class program for students identified with a moderate intellectual exceptionality who require development of daily living skills. The focus is placed on developing basic literacy, numeracy and independent living skills.

ALTA / Adapt / Section 23 Programs

These programs are self-contained class programs offered solely by RDSB or in partnership with various community agencies for students identified with behavioural challenges. The placement in these programs is short term with a goal of reintegration into the regular program. The focus is placed on developing appropriate social emotional adaptive skills, with an additional focus on literacy and numeracy.

Quality Schools Where Character Counts