

Korah C&VS
Special Education Policy (updated 2020)

Background

Korah C&VS strives to provide a community where the school motto, *A quoque optimum: from each his or her best* – can be realized for each and every student, including those students with special needs. To this end, administration, teachers, parents and students work collaboratively to help each child with special needs to become his/her best.

Korah Collegiate and the Algoma District School Board have philosophies regarding equal and fair access to educational opportunities which align with those expressed in IBO's document, Candidates with Assessment Access Requirements: in standard assessment conditions those students "with learning support requirements" may be disadvantaged and unable to perform to their true potential. It is our belief and practice that students with special needs should be given every opportunity to demonstrate their knowledge and understanding in classroom activities, tests and examinations.

Within our school, our SERT (Special Education Resource Teacher) publishes for all staff a list of identified students' names and needs once per semester. She updates this list as needed, generally every 6 weeks. Teachers with identified students meet with the SERT once per semester to co-create the classroom accommodations that will meet the needs of each student who has an individual education plan (IEP).

Those students in the Enhanced Learning Programme (ELP) and in the IB DP who have IEP's are served by the accommodations set in place through this process.

Generally, students come to high school with an identification in place; however, if a student is struggling in a classroom, our teachers bring this to the attention of the SERT and the principal. If the student is in the ELP or IB DP, the IB coordinator is also involved. An action plan is put into place, which will involve a team that includes the student, parents, classroom teachers, SERT, administration, and where appropriate mental health experts.

Commented [RK1]: I am not sure if the list comes out more often than once per semester? Also, I think the process with 'co-creating' is more streamlined now?

Commented [RK2]: Should we mention the growing number of students who suffer from anxiety?

Accommodations Commonly Provided to Students Including Students in Enhanced Learning and the IB Diploma Programme

The following list, though not exhaustive, outlines the most common accommodations in place in student IEP's at Korah Collegiate:

- assistive technology for receptive language
- copies of lesson notes
- alternate setting as required (CAS room; resource room) for tests, assignments, exams
- preferential seating in the classroom
- prompts and redirection as needed
- external memory aids when appropriate (calculator, formula sheet, open book tests)
- extended or flexible deadlines when appropriate
- extra time (up to double time) for tests
- larger print

Teaching IB DP Students with Special Needs

Responsibility of Korah IB teachers:

All IB teachers will comply with Korah Collegiate's and Algoma District School Board's Special Education Policies. In order to teach students with special needs, teachers need to know:

- the factors that affect student learning and how best to respond to them; this may be through a combination of reading the individual education plan and the Ontario Student Record (OSR) of each student as well as through meetings with parents, SERT, student, and co-ordinator;
- how to differentiate and match teaching approaches to student needs; each semester teachers meet with the SERT to co-create the classroom accommodations and strategies that can be best used to meet individual student needs; and
- how to make use of technology that has assisted in alleviating and removing barriers to learning.

Role of SERT:

- provide details and copies of past assessments for IB DP students;
- meet with teachers of all students with special needs once each semester to develop workable plans, interventions, and strategies for each student for each class;
- provide minutes of meetings with family, student, staff and other professionals for all stakeholders; and
- ensure teachers are trained and up to date on pertinent assistive technologies as required for individual students.

Role of the Diploma Programme Co-ordinator:

- consult with SERT when special education students apply to the Diploma Program to assess whether the school is able to provide suitable assessment and teaching arrangements for the student;
- ensure teachers are informed of each special education student's particular areas of need in advance of the course of study;
- ensure students have appropriate inclusive accommodation according to recent assessments for classroom activities and tests;
- ensure students have appropriate and approved accommodation (see lists below) on both internally and externally assessed course materials; and
- request inclusive access arrangements for those accommodations which are deemed (in consultation with SERT) helpful and fair for individual students; coordinator ensures all forms, documentation (e.g. psych assessment; medical report; IEP) and consent (parental, student, principal) is collected within required IB timelines.

Examples of Accommodations Not Requiring IBO Approval for Internal & External Assessments:

- preferential seating
- separate exam room
- access to attendant (e.g. nurse)
- access to required aids (for visually or hearing impaired students)
- prompting
- designated reader for test directions
- rest breaks due to medical, physical, psychological conditions

Commented [RK3]: Since the last review, I feel like the challenges of # of identified students to resources has grown. We can certainly amend this or add an addendum. The notes for test anxiety may now be a more common accommodation now? Any others?

Examples of Accommodations Requiring IBO Approval for External Assessments:

- modified exam papers (e.g. Braille or large print)
- extensions to due dates of EA's or IA's
- access to deferral of EA
- access to additional time (for additional language learners, medical, psychological, physical conditions or sensory challenges)
- use of graphic organizer, scribe or word processor
- reader or reading software
- sign language or augmentative communication device
- access to a practical assistant for tasks that require physical manipulation or movement
- access to a four function calculator for access arrangements in mathematical fluency
- access to alternative venues

Sources:

DP assessment procedures, 2020

Access and inclusion policy, 2018

Candidates with assessment access requirements

Diploma Programme: From principles into practice

Learning diversity and inclusion in IB programmes

The IB guide to inclusive education: a resource for whole school development

Below is an excerpt from Algoma District School Board's policy on special education, which is followed within every school in the board's jurisdiction.

Philosophy of the Algoma District School Board on Special Education

The Algoma District School Board supports and offers the inclusion and integration of the exceptional student into the regular classroom as a first choice. In recognition of the unique qualities and diverse needs of each student, a range of support services and programs is necessary. Recognizing that each exceptional student is unique, the approach to each need will complement and support the vision and goals of the family and community.

The Algoma District School Board Model for Special Education

The Algoma District School Board's Special Education Plan outlines the service-delivery model for the provision of special education programs and services. This plan is designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Freedom of Information Act, the Education Act and regulations made under the Act, and any other relevant legislation.

When a concern is brought forward from the school or to the school, special education begins. Usually the concern is brought forward by the classroom teacher that the student may be experiencing difficulty or is progressing beyond the scope of the classroom expectations. There may also be an assessment conducted outside of the board that has provided a diagnosis, and this is brought to the attention of the in school team. The Special Education Resource Teacher (S.E.R.T.) leads the team to plan academic strategies, and may further investigate, through informal testing in the classroom or on a withdrawal basis, whether or not formal testing should occur if it does not yet exist.

If informal testing shows areas of concern which require further investigation, the principal signs a referral form indicating a formal assessment is required, which is sent to the Special Education Department at the central board office. The referral includes data and documentation, which is checked to examine whether an assessment would be appropriate for the student. Once approved, a consent form is completed by the parent/guardian/student and the student's name is added to the list waiting for assessments to be completed by the appropriate professional. Once the assessment has been completed the report is brought to the school, a conference is held and the assessment is presented to the concerned parties. If the parent/guardian/student consents, a copy of this assessment is placed in the O.S.R.

Information from assessments which meets the criteria of a specific exceptionality results in an invitation to an IPRC (Identification, Placement, Review, Committee) meeting and will determine appropriate modifications and accommodations that will be included in the student's IEP

The School Principal Roles and Responsibilities:

- Carries out duties as outlined in the Education Act, regulations, and policy/program memoranda, and through Board policies;
- Communicates Ministry of Education and school Board expectations to staff;
- Ensures that appropriately qualified staff are assigned to teach special education classes;
- Communicates Board policies and procedures about special education to staff, students, and parents;

- Ensures that the identification and placement of exceptional pupils, through an IPRC meeting, is done according to the procedures outlined in the Education Act, regulations, and Board policies;
- Consults with parents and with school board staff to determine the most appropriate program for exceptional pupils;
- Ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements;
- Ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- Ensures the delivery of the program as set out in the IEP;
- Ensures that appropriate assessments are requested if necessary and that parental consent is obtained;
- Within allotted time frame (30 school days from beginning of the school year).

The Teacher Roles and Responsibilities:

- Carries out duties as outlined in the Education Act, regulations, and policy/program memoranda;
- Follows Board policies and procedures regarding special education;
- Maintains up-to-date knowledge of special education practices;
- Where appropriate, works with special education staff and parents to develop the IEP for an exceptional pupil;
- Provides the program for the exceptional pupil in either the regular class or congregated class setting, as outlined in the IEP;
- Communicates the student's progress with reference to the IEP and provides modifications and/or accommodations as appropriate to the program and as necessary;
- Assists in providing educational assessments for exceptional pupils.

The Parent/Guardian Roles and Responsibilities:

- Becomes familiar with and informed about board policies and procedures in areas that affect the child;
- Participates in IPRC meetings, parent-teacher conferences, and other relevant school activities;
- Participates in the development of the IEP;
- Becomes acquainted with the school staff working with the student;
- Supports the student at home;
- Works with the school principal and teachers to solve problems;
- Is responsible for the student's attendance at school.

The Student Roles and Responsibilities:

- Complies with the requirements as outlined in the Education Act, regulations, and policy/program memoranda;
- Complies with Board policies and procedures;
- Participates in IPRC meetings, parent-teacher conferences, and other activities as appropriate to age and circumstances.