



Special Education Needs Policy Kingston Collegiate and Vocational Institute

Special Education Philosophy and Mission

KCVI's special education philosophy is based on the idea that the school is the center of an inclusive community. Our mission is to provide a safe, positive, and caring learning environment for all, which enables students to acquire useful knowledge and skills, a positive attitude, and a well-founded self-confidence. Our purpose is to build a foundation for all students to develop to their full potential and have fulfilling and meaningful lives as well-balanced, productive citizens.

Definition: Students with special education needs in the IB programme include those who are formally-identified as exceptional, as well as those students who are not formally identified, but for whom an Individualized Education Plan has been created (IEP). An exceptional student is defined as a pupil whose behavioural, communicational, intellectual, physical, or multiple exceptionalities are such that he/she is considered to need individualized supports by an I.P.R.C. (Individualized Program and Review Committee). An Individual Education Plan (IEP) is created for all exceptional students and may also be developed for non-exceptional students when it has been determined by the principal that they will benefit from individualized supports. The document is based on the results of continuous assessment and evaluation and is updated annually. The IEP includes environmental, instructional and assessment accommodations and special education services/resources that are designed to assist the students in their learning within the regular inclusive classroom.

Responsibilities: Students with special education needs in the IB programme are supported directly by their classroom teachers, and indirectly by our in-school team (including Learning Program Support teachers, adolescent care worker, social worker, clinical consultant and district resource teachers). The coordination of all special education services is done by the Learning Program Support (LPS) team. LPS teachers provide assistance to students who have been identified with a learning exceptionality through the Individual Placement and Review Committee (IPRC) process. LPS facilitates the development, monitoring, and updating of each student's Individual Education Plan (IEP) in close collaboration with classroom teachers. In addition, LPS also supports students who have not been identified with a learning exceptionality through the IPRC process but who would still benefit from receiving specialized learning supports. LPS teachers work closely with classroom teachers, school administration, the school's Success Team, parents, Educational Assistants, Educational Services, and community agencies to support students' educational programming and planning. Additional supports are not limited to but include the following:

- ✓ Working with classroom teachers to deliver supports for students within the regular classroom;
- ✓ Ongoing monitoring of students' progress;
- ✓ Providing students with a scheduled support period during the school day;
- ✓ Facilitating home/school communication;
- ✓ Counselling and referral to community and/or board services;
- ✓ Teaching a learning strategies course;

- ✓ Supporting students' program accommodations (special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning). Accommodations do not alter the course expectations.

Differentiated Support: As an inclusive program, every endeavor is made to accommodate the diverse needs of all students within the regular classroom. Teachers are supported in the areas of differentiated instruction to better understand how to scaffold supports in order to optimize learning and achievement for all. Individual student needs are carefully considered when planning for teaching and learning across all subject areas. Our school is focused on meeting students where they are in their learning by accessing prior knowledge, and using this knowledge as a springboard for learning. In all cases, the option of first consideration for placement is the regular classroom with indirect support (i.e. teacher receives specialized consultative services from in school and district team). KCVI has organized interventions to align with the Tiered Approach to prevention and intervention (*Learning For All*, 2011). This systematic approach is based on frequent monitoring of student progress and the use of formative assessment data to identify students who are facing challenges in their learning. This process allows teachers to scaffold assessment and instructional interventions of increasing intensity to address students' needs effectively. The Tiered Approach can be used to address both academic and behavioural needs. The nature, intensity, and duration of interventions is based on evidence derived from monitoring student achievement. The Tiered Approach can:

- facilitate early identification of both students who may be at risk and students who may be in need of greater challenges; and
- ensure appropriate and timely intervention to address these students needs and significantly reduce the likelihood that they will develop more intractable problems in the future.

Tier 1

Assessment and instruction are planned in relation to the curriculum for all students, applying principles of Universal Design for Learning and Differentiated Instruction. The teacher observes, monitors student progress, and notes which students may be experiencing difficulty. At this tier, Special Education resources are focused on supporting classroom teachers as a resource, and in supporting students in the regular classroom.

Tier 2

On the basis of assessment results, differentiated instruction and interventions are planned for students who are facing learning challenges in particular area, or in general. Examples of interventions may include additional time for assessments, quiet/individualized place for study/assessment, periodic breaks, use of assistive technology, etc..

Tier 3

For students who require intense support to achieve learning goals, even more precise and personalized assessment and instruction are planned, often with the help of the in-school team

and/or other available school or district-level resources. Examples of interventions may include support of district consultant (e.g. autism support), reduced course load (e.g. resource period to support completion of course work, and scaffolding of learning skills). Monitoring of progress continues.

Accommodations for IB Assessment:

For candidates who have an IEP or long-term medical condition, the appropriate online request will be made to the IB special educational needs department by the coordinator no later than November 15. This request must be accompanied by the appropriate medical and/or psychological documentation. Documents must be dated no earlier than two years before the candidates' examination session. Candidates with temporary medical conditions and other adverse circumstances will be reported to the adverse team using the D2 form, as said circumstances arise.

At the discretion of the DP coordinator, the following accommodations may be made:

- Writing IB examinations in a separate room
- Rest breaks (10 min/hr) during examination
- Use of ear plugs/noise reducing earmuffs during the examination
- Additional time to complete EE/TOK/IA before the submission deadline

If authorised by the IB Assessment centre, the following accommodations may be made for students writing IB examinations:

- Modified papers for visual impairment (see 4.1 in "Candidates with assessment access requirements")
- Additional time to complete examination
 - o 10% (6 min/hr) for mild challenges
 - o 25% (15 min/hr), the standard awarded for most circumstances
 - o 50% (30 min/hr) for more severe challenges
 - Candidates granted additional time to write examinations will be accommodated in a room other than the main examination room to minimise interruptions and distractions to all candidates.
 - o Use of a laptop computer (internet disabled) and a basic text editing program (e.g. Notepad) without dictionary/word processing capabilities

Note: additional accommodations may be authorised on a case-by case basis; those listed are the most common examples we have experienced at KCVI.

Accommodations for students writing in-house assessments (e.g. end of semester examinations, summative projects) will be authorised in alignment with the students' IEP.

References: *Limestone District School Board Special Education Plan: 2018-2019.*
Candidates with assessment access requirements, IBO, updated July 2014.
Diploma Programme Assessment Procedures, IBO, updated August 2018.

Updated October 22, 2018