

Wilfrid Laurier C.I.

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SPECIAL EDUCATION POLICY

REFERENCE DOCUMENTS

Ministry Documents:

- *Special Education Plan 2016*
- *The Individual Education Plan (IEP) A Resource Guide 2004*

IB Documents:

- *Diploma Programme Assessment procedures, “A6 Access and inclusion policy “ section, 2017*
- *Diploma Programme: From principles into practice, “Developing an inclusion/special educational needs policy” section, (For use from August 2015)*

Other:

- *Special Educational Needs Policy; Highland SS*

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Sir Wilfrid Laurier C.I. fully supports the IB philosophy and believes in incorporating as many students as possible in the IB Programme and encouraging the pursuit of the full diploma. To promote and support maximum student participation, we are committed to minimizing barriers to students participating in this academically demanding programme.

RATIONALE

To enable all students to reach high levels of achievement and to acquire the knowledge, skills, and values they need to become responsible members of a democratic society. We value

- *each and every student*
- *a strong public education system*
- *a partnership of students, schools, family, and community*
- *the uniqueness and diversity of our students and our community*
- *the commitment and skills of our staff*
- *equity, innovation, accountability, and accessibility*
- *learning environments that are safe, nurturing, positive, and respectful*

(Special Education Plan 2016)

The International Baccalaureate Diploma Programme aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

(The IB mission statement)

DEFINITIONS

From The Individual Education Plan (IEP), A Resource Guide 2004 and Sir Wilfrid Laurier C.I. Assessment Policy

Accommodations: supports or services that are not provided to the general student population but that are required by individual students with special needs to help them achieve learning expectations and demonstrate learning.

Students with special education needs may require accommodations to allow them to participate in the curriculum and to demonstrate achievement of the expectations. Accommodations include individualized teaching and assessment strategies, human supports, and/or individualized equipment. In a subject or course identified in the student's IEP as "Accommodated Only", the provincial curriculum expectations are not altered.

Modifications: changes made in the age-appropriate grade-level expectations for a subject or course in order to meet a student's learning needs.

These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade level curriculum expectations.

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The *Special Education Plan 2016* also states that students with exceptionalities have the same basic needs as their peers. Students with exceptionalities need to:

- participate and be included as fully as possible, in all activities, curricular and co-curricular, of our school communities
- be valued as individuals for their unique contributions to school life
- have no boundaries placed on, or prejudgments made about, their capacity for learning
- enjoy a safe and secure learning environment
- enjoy a sense of belonging to a school community that accepts ownership and responsibility for their learning
- be unencumbered by stereotypical, outdated perspectives on abilities and disabilities

STUDENTS WITH SPECIAL EDUCATION NEEDS

In keeping with the TDSB Mission and Values, The Special Education Plan 2016 and the IB philosophy; Sir Wilfrid Laurier C.I. is committed to making certain that Special Educational Needs students have their learning needs met. Staff are committed to adapting both assessments and preparatory work for assessment to maximize the success of our students.

The Special Education Department (SED) at Sir Wilfrid Laurier C.I. is committed to meeting the needs of all special educational needs (SEN) students. The SED inform staff of all students with SEN by providing a list of all SEN students to all teachers during the first week at the start of the school year and updating this list monthly. The SED work with teachers and students to realize maximum student success. An extensive variety of strategies are used to both address the needs of students and support teachers; some of which include the use of assistive technology, additional time for work completion, an alternative setting and the use of adaptive equipment. Individual Education Plans (IEPS) for each of our special educational needs students are created or updated at the start of the school year and are updated at regular intervals throughout the school year. The IEPs outline accommodations and/or modifications required to maximize an individual student's success. These IEPs are available to teachers and are updated in collaboration with the SED, staff and the individual SEN student.

Many testing and assessment tools are available and utilized by Sir Wilfrid Laurier C.I. to determine the specific areas of needs for our students. The TDSB has a variety of specialist professionals available including psychologists, occupational therapists, speech therapists, Educational Assistants, Child and Youth Workers, Child and Youth Counsellors, and Itinerant Teachers (such as Hearing Itinerant teachers). Sir Wilfrid Laurier C.I. is able to facilitate and address the needs of all of our students, including IB students who have special educational needs, to maximize student potential.

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Application to the IB programme at Sir Wilfrid Laurier C.I. is encouraged for all students, including those with SEN, provided they meet the application process criteria. Sir Wilfrid Laurier C.I. ensures SEN students have all of their specific needs met as per the IB Handbook of Procedures and IB Candidates with Special Assessment Needs documents.

Sir Wilfrid Laurier C.I. will make certain that the registration and documentation of SEN students for the IB Programme is in alignment with the IB expectations.

In alignment with the IB Candidates with Special Assessment Needs document, Sir Wilfrid Laurier C.I. students in the IB Programme requiring “special assessment arrangements” may display one or more of the following characteristics:

- specific learning issues, language and communication disorders
- emotional and behaviour issues
- physical and sensory conditions
- medical conditions
- mental health issues

Any special arrangements for SEN students in the IB programme will be authorized through IB Cardiff.

Some examples include:

- Additional time up to a maximum of double the time for assignments - *for IB students, additional time is up to a maximum of 25% more time*
- Additional time up to a maximum of double the time for work for assessment - *for IB students, the coordinator must first receive authorization from IB Cardiff for deadline extensions*
- More frequent breaks or rest period (students may not continue working on an assignment and/or assessment in any way during the break/rest period)
- Use of computer and assistive technology - *for IB students, a computer may only be used as a word processor during examinations, the coordinator must request the use of a computer and the use of any assistive technology*
- Where assistive technology is not possible, an amanuensis and/or reader is permitted. No prompting and no alterations to reading or recording by the amanuensis and/or reader is permitted - *For IB students, an amanuensis and/or reader may not be another candidate or the subject teacher of the student.*
- *Modifications are not permitted for IB students, in extreme circumstances a request may be made to IB Cardiff (i.e. exemption from practical work in a science subject for students with a physical disability).*
- *All IB students are required to take two languages.*

Sir Wilfrid Laurier C.I. understands that all accommodations made for individual IB Programme candidates are the responsibility of the school and must be made in agreement with the IB policy. Sir Wilfrid Laurier C.I. understands that applications for special arrangements may need

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supporting documentation and have specific requirements and will comply with the IB programme, its policy and documents.