Children's World Academy

CWA Inclusion Policy

December, 2017

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1-Introduction

As stated in the Children's World Academy mission statement, our *responsibility* is to "To educate the whole child, developing each student's intellectual, physical, social, emotional and spiritual well-being.'' This means meeting the needs of a diverse range of learners including many students who present with a variety of special needs. Moreover, differentiation of instruction and flexible pedagogy are a pedagogical principles that we seek to establish as a routine part of planning and teaching.

As stated in the IB document *Learning diversity and inclusion in IB programmes* "there is an important link with the idea that every teacher is a language teacher, as teachers also need to consider each student's language profile when considering pedagogical approaches to meeting individual learning needs."

In addition, as an institution, we are obliged to respect the Lester B. Pearson School Board's policy of inclusion. Therefore, the development of a policy having to do with special needs students and the services that are provided is in order.

Following consultation with various stakeholder groups, Children's World Academy has developed this policy to outline a variety of practices, procedures, and documents related to the support of students with special needs.

2-Protocol

2.1 Children's World Academy will support students who present with a wide range of special needs from learning and physical disabilities to speech and language disorders, autism, behavioral challenges, and gifted students based on supports available. In order to identify students who may require special support, students may be identified or evaluated internally or may be evaluated by an outside professional or institution.

2.2 -Procedures

A) Record of Teacher Strategies (RTS)

The main purpose for the RTS is to provide teachers with a document which will help them formulate a concrete plan for students for whom they have concerns. This plan will be the initial step for supporting students with challenges. Students who benefit from the strategies put into place may require no further support and will be able to meet academic and behavioral expectations. In other cases, the strategies outlined in an RTS may not be sufficient to allow the student to meet expectations, and the student may need to be referred to the Resource Team.

1) The strategies in the RTS must be developed by the classroom teacher.

2) The teacher may do so on her/his own or collaboratively with the support of colleagues / administration.
3) The teacher will consult the Resource Teacher or previous teachers for input. The teacher will also have contacted the parents to make them aware that their child is experiencing difficulties. It is important to keep a record of all contact with parents.

4) The teacher will document strategies used in the classroom within the prescribed timeline set by her/him.

5) The Resource Teacher should be provided with a copy of the RTS. She/he will keep all RTS's submitted during the school year on file.

6) At the end of the projected timeline, the teacher may wish to continue, change, or refocus his/her interventions.

7) The teacher may also choose to bring his/her plan to the Resource Team where new strategies will be discussed and further changes made to the plan.

8) In situations where problems persist even after the Record of Teacher Strategies has been in place, the teacher may present the case to the resource team. It is the responsibility of the classroom teacher to report the need for follow up to the Resource Teacher.

9) Not every Record of Teacher Strategies will lead to developing an Individualized Education Plan (IEP). Each case needs to be evaluated on its own merit and with regular consultation with parents.

B) Individual Education Plan (IEP)

Section 96.14 of the Education Act states:
In the case of a handicapped student or a student with a social maladjustment or a learning disability, the principal, with the assistance of the student's parents, of the staff providing services to the student, and of the student himself, unless the student is unable to do so, shall establish an Individualized Education Plan adapted to the needs of the student. The I.E.P. must be consistent with the School Board's Policy concerning the organization of services for handicapped students and students with social maladjustments or learning disabilities and in keeping with the ability and needs of the student as evaluated by the school board before the student's placement and enrolment at the school.
The principal shall see to the implementation and periodical evaluation of the education plan and inform the student's parents on a regular basis.

Description

An Individualized Education Plan (IEP) is the result of collaborative planning of intervention strategies required to meet the particular needs of a student experiencing difficulties. It is a flexible, working document, which helps the school and parent/guardian plan for, monitor, evaluate, and communicate the student's growth. The IEP is kept in the student's confidential file. The child's IEP is a plan for success. The IEP template is designed to link the IEP directly to the report card. The report card subject competencies are the child's long term goals. Objectives are observable, measurable, specific, and attainable each term. Specific objectives within each competency are prompted with a drop-down menu. Objectives are organized developmentally to allow teachers to place a child at their individual level, and to describe progress in a developmental way. Strategies reflect the student's learning profile and are cued through a drop-down menu.

Strategies and practices often reflect the culture of the school and the needs of the students within that community. Time management, good communication, and thorough record keeping can be challenging, but are critical to developing successful IEP's.

Adapted from LBPSB document: A resource Reference Guide for Elementary Schools

C) Resource Team

Prior to implementation of an IEP, teachers' concerns about an individual student are to be discussed at a resource team meeting. The resource team consists of the school Resource Teacher, the school's Psychologist, the Behavior Technician, the Speech Therapist, the School Board's special needs consultant and the Principal. Classroom teacher(s) are invited to present a particular case at a resource team meeting after consultation with the resource teacher and completion of an RTS. Refer to the Resource Referral Process outlined below.

Resource Referral Process

1. A persisting learning or behavioral problem is identified by the classroom teacher.
2. The teacher discusses his/her concerns with a parent.
3. The teacher implements preliminary interventions. Help is available through the resource teacher.
4. Does the problem persist?
   Yes? Develop a Record of Teacher Strategies (RTS)
   No? The teacher is meeting the needs of the student.

5. The teacher approaches the Resource Teacher or School Administration to schedule a team meeting. A Resource Referral form must be completed and submitted to either the resource teacher or the school administration
6. Resource team schedules a meeting. A resource team meeting should be scheduled within 15 working days of a teacher's submission of a completed Resource Referral form.
7. The team meets and develops an intervention plan.
   a. Teachers are asked to provide a copy of the RTS, writing and other work samples, as well as PM Benchmarks or GB+ (English / French reading evaluation results) and Prime mathematics diagnostics (if applicable) prior to the meeting.
8. The decision will be made whether the RTS will be revised, or if an IEP must be created.
9. Prior to the IEP being drafted, parents must be consulted.
10. After a period of being on an IEP (generally 12 weeks), a decision must be made whether or not the student should be referred for a formal psychological or language assessment. Note that if the resource team decides it to be necessary, a referral for an evaluation may take place at any time following an initial referral

to the resource team.

11. Referral to be made?

    Yes? Complete the referral package.

    No? Additional strategies can be explored to meet the student's needs.

12. Principal or the resource teacher notifies the parents and forms are sent home.

13. Does the parent agree?

    Yes? Parents complete paperwork.

    No? No evaluation is completed.

14. Forms are signed by the principal and psychologist/speech therapist.

15. Forms are sent to the school board.

16. Assessment is completed.

17. Teachers meet with the professional and recommendations are provided.

18. Brief meeting will take place 4 weeks following the feedback session to assess the effectiveness of the given recommendations.

D) Resources for Students

Children's World Academy has a variety of resources to support students with special needs. The primary resources that are available in the school to support special needs students are the school Resource Teacher and the school Behavior Technician.

The role of the school Resource Teacher is multi-faceted, and intended to provide varied, flexible, and wide-ranging supports depending on the needs of the students requiring intervention. The Resource Teacher provides both academic, and/or behavioral supports. One of the primary supports provided by the Resource Teacher is to provide small-group instruction to support literacy skills in both English and French. Support for students requiring remedial assistance in Math is also important, and given in English or French. In-class support for specific students or groups of students may also be provided, depending on the range of identified needs in a particular group. Another primary responsibility of the Resource Teacher is assisting classroom teachers in developing support plans, interventions, RTS's, IEP's etc.

The school Behavior Technician has extensive training in supporting students in crisis, who may require assistance when they present with different behavioral concerns, ranging from socially inappropriate behaviors, aggression, emotional distress, anxiety and others. Support from the Behavior Technician may be provided in the context of small groups, such as a social skills group. Individual one-on-one support may also be provided, such as coaching students to learn more effective strategies to cope with routine stressors they may be encountering in the school environment. The Behavior Technician is also responsible for running an extensive conflict- resolution program, as

well as a peer mediation program. The Behavior Technician is routinely involved in planning IEP's for students who may require behavioral supports, as well as providing some of the support these students require on a daily or weekly basis.

Other resources that the school has access to assist and support students with special needs include (but are not limited to):

- Assistive technology (ex: Google Read & Write, Google Apps, Chromebooks and iPads))
- Small group, individual or in-class support with the resource teacher
- Small group, individual or in-class support of the Behavior Technician
- School psychologist
- Speech and language pathologist
- Autism consultant
- Occupational therapist
- Francisation
- Teacher guided remediation
- Volunteer support (Parents, High School tutors)
- Partnership with outside organizations (CEGEP students, student teachers)
- CSSS, Social workers, School nurse, Youth Protection, Hospitals (Jewish General Hospital, Montreal Children's Hospital, Douglas Hospital)
- Nova West Island – grief and loss counselling

3-Assessment

It is an established part of our pedagogical culture to ensure that differentiation of instruction and corresponding modes of assessment take place on a daily basis. As well, our teachers understand that it is important to adapt to the needs of students as individual and unique learners. The individual portrait of each student as a learner depends on a variety of characteristics such as multiple intelligences, gifted students, gender differences, as well a wide range of learning challenges and special needs. These factors must be taken into consideration when planning instruction and assessment of students' academic/social progress and development.

All assessment tools and strategies, including formative, summative assessments and compulsory ministry exams can be, adapted or modified to respect the goals and objectives of a student's IEP. For example, certain evaluation criteria outlined in an evaluation rubric can be altered or removed altogether depending on how the rubric corresponds to the student's learning goals as outlined in the IEP. Learning experiences and assessments tools are planned to allow a flexibility in the way students

show what they know and can do. Assessment practices are also varied in order to adapt to individual learning styles, preferences, and reflect individual strengths. For example, a student may demonstrate his/her understanding by doing a short play, composing a song, creating a video, or writing a story. The use of Google Docs enables the students to work collaboratively with their peers.

Assessment for students with special needs is done using an Individualized Educational Plan (see above for details regarding IEP implementation).

4- Affirming identity and building self-esteem

An important principle to follow in responding to the needs of individual students is to ensure that the mechanisms are in place that will support diversity in all its forms. This means that any student must feel his/her identity is affirmed and that the educational environment builds self-esteem no matter how the child presents as an individual learner.
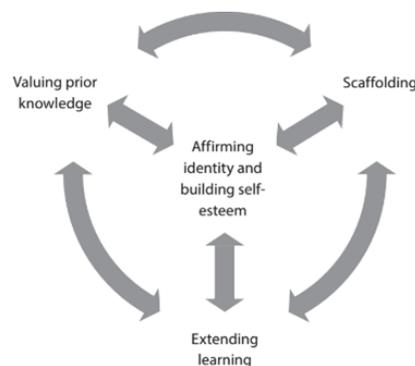

Figure 1
Visual representation of the four principles of good practice in an IB SEN learning cycle

To this end, some of the contributing practices, programs, and activities are:

- Peer mediation program;

- An on-site behavior technician;

- Social Groups with the Psychologist;

- Student-led monthly recognition assemblies (learner profile attributes);

- Extra-curricular activities;

- ''I See IB'' card

Children's World Academy

Evaluation Legend

Aligning the Ministry of Education Competency Scales to the reporting scale/table:

Competency development is above the requirements / Si l'élève dépasse les attentes prévues à l'étape	+	95 - 100
	5	88 - 94
Competency development clearly meets the requirements / Si l'élève satisfait clairement aux attentes prévues à l'étape	+	81 – 87
	4	74 – 80
Competency development meets the requirements to a limited extent / Si l'élève satisfait minimalement aux attentes prévues à l'étape	+	67 – 73
	3	60 – 66
Competency development is below the requirements / Si l'élève est en deçà des attentes prévues à l'étape	+	51 – 59
	2	42 – 50
Competency development is well below the requirements / Si l'élève est nettement en deçà des attentes prévues à l'étape	+	33 + 41
	1	24 – 32

> ➢ *After having situated a student at the appropriate competency level, the teacher assigns a mark that reflects as accurately and fairly as possible the degree to which the competency has been developed.*

> ➢ *This decision may also take into account other criteria such as the frequency with which the student satisfies the requirements and the quality of the student's work.*

Reference documents

- Teaching Students With Particular Special Educational And Learning Needs – A Resource For Schools, IB 2004

- Special Educational Needs Within The International Baccalaureate Programmes, IB 2010

- Learning diversity in the International Baccalaureate Programmes: Special education needs within the International Baccalaureate Programmes, IB 2010

- Meeting students diversity in the classroom, IB May 2013

- The IB guide to inclusive education: A resource for the whole school development

- Learning diversity and inclusion in IB programmes, January 2016

- Special Needs Handbook, Special Needs Advisory Committee, LBPSB

- Policy And Administrative Practices For Students With Special Needs, LBPSB

- A Resource Reference Guide For Elementary Schools, LBPSB 2010

- Education Act R.S.Q. I-13.3

- CPNCA / QPAT – Teachers' Collective Agreement 2005-2010