



Carson Graham IB World School Special Education Policy - MYP and DP Programmes

Policy Date: January 30, 2024

Philosophy:

Carson Graham is a fully inclusive school that recognizes that our students come from a variety of backgrounds and have a range of academic, physical and social/emotional learning needs. Some may have a recognized and designated special educational need and others may have special needs that have yet to be diagnosed. Our goal is to provide the support necessary to allow our students to demonstrate their understanding of learning.

Carson Graham operates in accordance with the policies, procedures, and guidelines required by the British Columbia Ministry of Education [Special Education Policy Manual \(gov.bc.ca\)](https://www2.gov.bc.ca/gov/content/education-training/special-education/policy-manual). We also follow the local guidelines of the North Vancouver School District [Policy 211: Special Education Services and Programs](#). Our students benefit from the guiding principles and organizational structure outlined below:

Guiding Principles

- Special education services and programs should be characterized by inclusionary practices that promote participation and interaction for all students
- Students who have special needs should be assisted to experience success and should be challenged to strive toward their maximum potential
- Quality programs and services should be organized to provide equitable access to all areas of the curriculum and to provide consistency in offerings across the School District.

Organization of Special Education Services and Programs

- All students in North Vancouver School District will be instructed in regular classrooms, with the exception of the few students whose interests are best served by enrollment in a small selection of specialized alternate programs.
- Students who have special learning needs will receive support from school-based staff, including learning assistance teachers, resource teachers, counsellors, and English Second Language teachers, as appropriate.
- When special education services and programs are offered on a District-wide basis, they will be organized within the Student Services Department, and will be supervised by the District Principal - Student Services. Services offered on a District-wide basis include those provided by counsellors, resource teachers, school psychologists, and specialists in other areas such as behaviour, hearing, vision, and speech-language pathology.

Inclusive Education services are designed to: complement regular education services, support the needs of a diverse range of students, provide assessment that links to effective intervention, identify students' strengths and provide opportunities to build on these, consider resource requirements for ongoing planning and development, and support collaborative decision making among teachers/parents/others involved. Additional information about inclusive education procedures is available in the [NVSD Inclusive Education Handbook 2020.pdf \(sd44.ca\)](#).



Roles and Responsibilities:

Stakeholder Group	Role Description (some not all)	Responsibilities (some not all)
Case Managers	Collaborate with all stakeholders, facilitate transitions, model effective inclusive instructional practices	Develop and support IEP, collaboration with teachers and support staff
Classroom Teachers	Collaborate with School Based Resource Team colleagues, implement curricular adaptations in the classroom	Implementation of IEP in collaboration with support staff, evaluation, assessment and awareness of IEP goals and achievement to all stakeholders
Learning Support Teachers	To assist students to become independent and aware of resources available, have an understanding of their own strengths and weakness and advocate for themselves	Academic support, collaboration with classroom teachers and support staff, evaluation, assessment and communication of IEP goals and achievement to all stakeholders
Paraprofessionals	Assist students to become independent and resourceful, work collaboratively with members of student's support team	Support for classroom teacher and students
Students	Participation in the IEP process	Actively contribute to IEP development and self-advocate
Administrators	Ensures that the team E/SBRT meets regularly, specific school based special education issues are addressed, meeting of FIPPA requirements	Support the implementation of the IEP at all levels
Parents	Collaborative problem solving with teacher and case manager, ensure all relevant information is made available to support team/classroom teacher, participate in meetings	Contribute to IEP development and collaborate problem solving with teacher and case manager

For students with special needs, a **competency-based Individual Education Plan (IEP)** provides the classroom teacher with an outline of the student's specific learning difficulties and suggest ways of addressing these (adaptations, scaffolding techniques, differentiation of instruction and assessment, etc.). IEP's draw recommendations for support from psycho-educational testing reports, which are generated from registered psychologists. On a yearly basis, the team updates the IEP to reflect changes in the student's status.

Applicable IBO Standards:

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines.

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance.

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programs

References/Additional Resources/Links to Further Information:

Inclusive Education – District website

<http://www.sd44.ca/ProgramsServices/InclusiveEducation/Pages/default.aspx>



Inclusive Education District Handbook

[NVSD Inclusive Education Handbook 2020.pdf \(sd44.ca\)](#)

Transition Planning Handbook for Students with Disabilities and Diverse Abilities in Grades 8 to12

[Microsoft Word - Transition Handbook 2021 \(sd44.ca\)](#)

Special Education Services: A Manual of policies, procedures and guidelines. BC Ministry of Education, 2016. [Special Education Policy Manual \(gov.bc.ca\)](#).

Policy Review Procedures and Date

Policy is reviewed yearly by school staff. (January 30, 2024)