



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

Policy Date: January 12, 2016

### 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 service delivery model as outlined in *North Vancouver School District's Inclusive Education: Addressing the Diverse Needs of Learners in the Classroom*

<http://www.sd44.ca/ProgramsServices/InclusiveEducation/Documents/InclusiveEducation44Handbook.pdf>.

The basic tenant of this document points out that the first level of intervention happens with the classroom teacher, in conjunction with the student and parents, and is supported as necessary by in-service, mentoring and guidance from the Learning Support Team. When additional supports are required, the student is referred to the Extended/School-Based Resource Team (ESBRT) where other levels of intervention are discussed and implemented as required, including support from a Learning Support Teacher, Counsellor, and/or paraprofessionals such as a school psychologist, Educational Assistant, etc.

### Applicable IBO Standards:

- A9 The school supports access for students to the IB programme(s) and philosophy.
- B1:5 The school develops and implements policies and procedures that support the programmes.
- B2:8 The school provides support for its students with learning and/or special educational needs and support for their teachers.
- C1:6 Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
- C3:10 Teaching and learning differentiates instruction to meet students' learning needs and styles.

### 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
Classroom Teachers	Collaborate with School Based Resource Teacher colleagues, implement curricular adaptations in the regular 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 learning 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	Support for classroom teacher and student



	members of student’s support team	
Students	Participation in the IEP process	Actively contribute to IEP development and 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, Individual Education Plans (IEP) provide 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.

**Procedures and Practices:**

In order to service students with specialized learning needs with equity and efficiency, Carson Graham follows the procedures and practices as outlined by the Ministry of Education *Special Education Services: A Manual of policies, procedures and guidelines* [http://www.bced.gov.bc.ca/specialed/special\\_ed\\_policy\\_manual.pdf](http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf), as well as the North Vancouver School District Learning Assistance Handbook <http://www.sd44.ca/ProgramsServices/InclusiveEducation/Documents/LearningAssistanceHandbook.pdf>.

**Links to other policies:**

Academic Honesty Policy

Language Policy

Assessment Policy

**References/Additional Resources/Links to Further Information:**

*Inclusive Education – District website*

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

*Inclusive Education District Handbook*

<http://www.sd44.ca/ProgramsServices/InclusiveEducation/Documents/InclusiveEducation44Handbook.pdf>

*District Learning Assistance Handbook*

<http://www.sd44.ca/ProgramsServices/InclusiveEducation/Documents/LearningAssistanceHandbook.pdf>

*Special Education Services: A Manual of policies, procedures and guidelines.* BC Ministry of Education, 2013.

[http://www.bced.gov.bc.ca/specialed/special\\_ed\\_policy\\_manual.pdf](http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf)

**Policy Review Procedures and Date**

Policy is reviewed yearly (Winter) by subcommittee of SBRT, presented to E/SBRT and then school staff for review. (January 12, 2016)