

Special Education

International Baccalaureate Special Needs Policy



Source: Ontario Ministry of Education, School Effectiveness Framework, A Support for School Improvement and Student Success, 2013, p2.

Each one called by name ... (Isaiah 43:1) To be nourished, to be sustained, to grow to the fullest extent of his/her gifts and abilities.

Dufferin-Peel Catholic schools provide a spectrum of programs and services to meet the needs of all students. The Special Education and Learning Services Departments support exceptional students by ensuring accessibility and respect for all and honouring the importance of diversity, transparency and fairness.

Some students may require special considerations to enable them to fulfill their potential. The Ontario Ministry of Education classifies students as exceptional by category as follows:

- Behaviour Exceptionalities
- Communication Exceptionalities: Autism, Deaf and Hard of Hearing, Language Impairment, Speech Impairment, Learning Disabilities.
- Intellectual Exceptionalities: Giftedness, Mild Intellectual Disability, Developmental Disabilities

- Physical Exceptionalities: Physical/Medical Disabilities, Blind / Low Vision, Deaf and Blind
- Multiple Exceptionalities: a combination of two or more of the above.

The St. Paul C. S. S. community believes that all students have the right to fully participate and be included in all aspects of our school programs. The unique learning strengths and needs of each learner are respected, valued and nurtured to ensure all students can succeed. Some students benefit from additional support to fulfill their potential. A support plan is outlined in an Individual Education Plan (IEP) and is based on educational assessment information or recommendations from a psychologist, medical or healthcare professional. An IEP outlines the students' learning strengths and learning needs and recommended accommodations to instruction, environment, and/or assessment that support full inclusion, improved achievement and student well-being.

The learning strengths and needs are reviewed annually by an Identification, Placement and Review committee. A copy of each student's individual education plan is sent home to parents twice a year for consultation and review. As a working document, IEPs are also reviewed and updated through consultation with the student, parents, classroom teachers, and, as appropriate, members of the school's interdisciplinary learning services team including the IB Coordinator, Administrators, the Special Education Department Head, the Guidance and Career Education Department Head, and other learning services personnel such as the school's child and youth worker, social worker and/or school psychologist. This ensures that all students have the opportunity to reach their potential. Classroom teachers receive copies of IEPs for students in their classes electronically each semester and are supported by qualified special education teachers to develop and implement a support plan. Accommodation recommendations follow the documented professional recommendations made by educators, psychologists, medical professionals, or other paramedical professionals (occupational therapists, speech-language pathologists, or physiotherapists).

Teachers are expected to follow the accommodations in all stages of teaching and assessment as, for and of learning. Teachers are also encouraged to differentiate instruction and assessment to promote improved student achievement, engagement and well-being.

Accommodations: extra time
 Periodic supervised breaks
 Access to assistive technology
 Alternate settings

The special education policy of St. Paul C.S.S. aligns with DPCDSB, Ontario Ministry of Education policies.

Candidates with Assessment Access Requirements: International Baccalaureate

**excerpts from this documentation is below. Please see full document for clarification.

Supporting documentation:

- Psychological/psycho-educational
- Medical report from a psychological or medical service
- Educational evidence from the school.

A psychological/psycho-educational/medical report may be written by medical, health, educational or psychological professionals with appropriate qualifications and/or professional licenses.

Access to modified papers:

- Modifications can normally be made to examination papers for candidates with visual challenges or specific learning difficulties. Some content within examination papers cannot be presented non-visually at present without invalidating the nature and purpose of the assessment. However, the IB may provide alternatives such as different questions to those based on an illustration (for example, cartoons or photographs) that can be presented non-visually and assess the same objectives.
- The IB will undertake to transcribe examination papers into the Braille code normally used for the language concerned. Raised diagrams can normally be supplied with examination papers in Braille. It is the responsibility of the school to submit printed copies of the candidate's answers for assessment. The printed copies should be in the language of registration for the subject and level concerned. The original Braille, (if available) should be retained by the school until after the issue of results.
- Enlarged print and/or a change of font may be requested for candidates with visual challenges and other processing issues for which they require this arrangement. The coordinator should provide the IB Assessment centre with the specification and examples of the required paper and print size. The coordinator can choose the colour option in the online application.

Access to additional time:

- Additional time may be authorized for written examinations according to the candidate's assessed needs. The amount of additional time given to a candidate is directly linked to the degree of the access requirement.
 - 10% additional time (6 minutes for each hour of the examination) for candidates with mild challenges
 - 25% additional time (15 minutes for each hour of the examination) or the standard applicable to most candidates
 - 50% additional time (30 minutes for each hour of the examination) for candidates with more severe challenges
 - 100% in exceptional cases, or for candidates with visual impairment working with Braille who have a requirement for substantial amount of additional time

Eligibility for additional time and the amount of time authorized will be dependent on psychological reports, medical and/or psychological conditions or physical and/or sensory challenges, a medical report stating the condition and preferably the need for the requested access would determine eligibility. Further, educational evidence from the school stating that amount of extra time required is the candidate's usual

way of accessing classroom tasks and assessments and providing justification for the same would also be required for consideration of requests for additional time.

Access to writing:

Candidates who require inclusive assessment arrangements to access writing may be authorized a scribe, word processor, word processor with spell checker/speech recognition software and transcripts.

□ The IB recognizes that for many candidates with learning support requirements, a computer, or other microprocessor-controlled device, provides a highly effective means of communication. For this reason, computers and other forms of assistive technology are normally permitted for written examinations if a candidate is unable to provide a handwritten response. The use of computers in other areas of assessment, such as the extended essay and internal assessment, is accepted without question where the IB also places no restrictions on the use of software aids such as spellcheckers.

□ Dependent upon authorization, computers may be used for access to the word processor, word processor with spell checker, speech recognition software or reading software. Authorization for a word processor does not imply an automatic authorization to enable the function of a spell checker.

□ A candidate must not have access to, information stored in the memory of the computer, USB flash drive, external hard drive, or on CD, a thesaurus, spellchecker or other electronic device that may give an advantage.

□ The coordinator is responsible for ensuring that a candidate does not have access to stored information or an unauthorized electronic device. Coordinators are advised to check that the computer and all peripherals, such as a printer, are working properly at the time of the examination. The automatic save option should be used during the examination to ensure that the candidate's work is regularly saved onto the hard disk. The failure of a computer to store, retrieve and/or print the candidate's work may result in no marks being awarded for the component.

It is recommended that a candidate who is using a computer, write the examination in a separate room, to avoid any distraction to other candidates.

□ The candidate's work should be printed at the earliest opportunity after the examination. The candidate should be present to verify and sign that the printed copy is a complete copy of his or her work produced during the examination.

□ A scribe is a person who writes down the dictated response of a candidate for the requirements of an internal and/or external assessment component. The use of a scribe is permitted for all forms of assessment where a candidate is unable to provide a handwritten response or use a computer. In order to be eligible to use a scribe, a candidate must show evidence in appropriate documentation.

If a candidate is authorized to use a reader, scribe and/or prompter, the same person should fulfill both or all roles whenever possible. The candidate must take the examination in a separate room. An invigilator must be present in addition to the scribe. The scribe must: transcribe the candidate's responses verbatim, draw all visual material (for example, diagrams, maps and graphs) according to the exact instructions of the candidate. The scribe may read back answers at the request of the candidate, alter or delete answers at the request of the candidate.

□ A candidate's answers to a multiple-choice question paper must be submitted for marking on a multiple-choice answer sheet, regardless of how they were initially recorded.

□ The scribe must be familiar with the terminology used in the subject but, whenever possible, should not be the candidate's own teacher for the subject being examined.

The scribe must not act as a prompt, unless there has been a prior decision by the school to use a prompter as an assessment arrangement for the candidate.

Access to reading:

Candidates who require inclusive assessment arrangements to access reading may be authorized a reader or reading software.

A medical, physical or sensory condition due to which a candidate either cannot read or has difficulty in reading.

The role of a reader is to read the examination paper to a candidate and to read back the candidate's answers if requested to do so. However, the assistance of the reader is not confined to the written examinations; a reader may assist a candidate with all internal and external assessment components.

An examination paper must be read out loud without any alteration to its wording; the reader must not interpret or explain questions on the paper.

If the candidate is allowed both a scribe and a reader, the same person should fulfill both.

Access to extensions and exemptions:

In order to be eligible to use extensions to deadlines as an inclusive assessment arrangement, a candidate must show evidence of a medical or psychological challenge that has genuinely prevented them from completing work in time for the coordinator to submit the work (or marks to the IB Assessment centre in the case of internal assessment).

Exemptions are not normally granted for any assessment component of the Diploma Programme. Authorization for an exemption will only be given when there are substantial grounds for an exemption. A candidate's inability to perform the functions required by the component must be clearly and fully documented.

References:

<http://www.dpcdsb.org/CEC/Programs/Special+Education/>

<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess>

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013>

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/edact.html>

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013>

Candidates with Special Assessment Needs, Cardiff. IBO, first published May 2009, updated May 2011 The IB guide to inclusive education: a resource for whole school development. IBO, 2015

Candidates with assessment access requirements. IBO, first published May 2009, updated May 2011, September 2013, and July 2014 Learning diversity and inclusion in IB programmes. IBO, 2016

Meeting student learning diversity in the classroom. IBO, 2013

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