



Lo-Ellen Park Secondary School

Access and Inclusion Policy

Lo-Ellen Park Mission Statement:

Our mission is to provide, within a caring environment, a variety of educational opportunities to learners of all abilities so that they can develop to their full potential as healthy, socially responsible, active members of a changing global community.

Philosophy:

The faculty at Lo-Ellen Park Secondary School is committed to ensuring an inclusive and inviting learning environment for all students. Administrators, guidance personnel, teachers and support staff have developed a professional learning community whereby we support and accommodate students in all pathways.

Lo-Ellen Park is a true “full-service” school; we offer a Life Skills class, an Autistic Spectrum Disorder class, a Workplace Pathway, an Applied/College Pathway, an Academic/University Pathway, and an IB Prep/ IB Pathway. Thus, we have an inclusive environment that promotes success for all.

Identification:

Students with special needs are transitioned to our high school through Individual Placement and Review Committee (IPRC) meetings with our Program Leader of Guidance, Program Leader of Special Education, the Student Success Teacher, the Principal, the student’s former Special Education/Resource Teacher, the student and their parents/guardians.

At this meeting, the Individual Education Plan (IEP) is reviewed and accommodations (those supports put in place to help a student achieve regular curriculum expectations) are put in place for the student. This is reviewed each year with the student’s classroom teachers, the Principal, the Program Leader of Special Education, the student and their parents/guardians. At this time, necessary changes can be made to the IEP.

Generally, students come to high school with an identification in place; however, if a student is struggling in a classroom, our teachers bring this to the attention of the SERT and the principal. If the student is in the IB Prep or IB DP, the IB coordinator is also involved. An action plan is put into place, which will involve a team that includes the student, parents, classroom teachers, SERT, administration, and where appropriate mental health experts.

The parents/guardians of our students with special needs play an important role in the identification and support of our students. It is important that they cooperate and are forthcoming with respect to documentation.

Students who are applying to the IB Program fill out an application form that asks the student to declare whether or not they have an IEP. The IB Coordinator works in conjunction with the Program Leader of Special Education to ensure that this information is shared with IB Prep and IB teachers. The Diploma Coordinator also meets with the students to discuss accommodations and the IB guidelines for inclusive access arrangements. If the IB's guidelines differ from the student's IEP, a discussion with the parents/guardians and student ensues to ensure they understand what inclusive arrangements the student will be given during IB assessments.

Classroom Accommodations for Ontario Diploma and IB programme:

At the beginning of each semester, teachers are informed of the students with special needs. Teachers review the IEP and ensure the accommodations are in place for each student in their respective classes.

Additionally, our Resource Classroom is available for students who need access to a quiet learning environment, smaller teacher-ratio support in the core-subject areas and the use of technology.

Teachers are encouraged to differentiate based on all learning styles and learning needs, regardless of special education identification. This promotes accessibility and success for all learners in all pathways. For example, teachers conduct an assessment of the students' learning styles and intelligences which informs their planning and curriculum delivery. Professional learning about differentiation of assessments is embedded and on-going, therefore, the teaching and learning strategies employed for our students with special needs also benefits our students who are not identified. This responsive teaching is seen in all pathways, including IB.

IB Considerations:

After admission to the program, the Diploma Coordinator, along with the Special Education Program Leader, will inform the teachers of who is identified as having special needs and, as is the case in each pathway, makes sure the necessary equipment/resources are made available to the students who require it.

The IB Coordinator informs the IBO of students who have inclusive access arrangements. The appropriate documentation is gathered and, together with the relevant form and documentation, are submitted to IBO by Nov 15th (May Exam Session) before the student examines. However, the arrangements put in place through the IPRC process and resulting IEP are adhered to for both internal and external assessments.

If a student has the capacity to engage in the IB Programme, whether in the Courses or Diploma pathway, they are encouraged to do so.

Accommodations Commonly Provided to Students Including Students in the IB Diploma Programme

The following list, though not exhaustive, outlines the most common accommodations in place in student IEP's at Lo-Ellen Park Secondary School:

- assistive technology for receptive language
- copies of lesson notes
- alternate setting as required (CAS room; resource room) for tests, assignments, exams
- preferential seating in the classroom
- prompts and redirection as needed
- external memory aids when appropriate (calculator, formula sheet, open book tests)
- extended or flexible deadlines when appropriate
- extra time (up to double time) for tests
- larger print

The inclusive access arrangements provided for a student must:

- be carefully individualized, evaluated and monitored
- be applied throughout the course of study
- reflect the optimal support that the student requires
- be based on current, not past, requirements
- be drawn from teacher observations in the classroom
- be considered in line with the eligibility criteria for inclusive access arrangements in this policy • be strictly based on individual requirements

All requests for access arrangements for IB assessments must be:

- based on the usual way of learning and teaching in the classroom
- in line with the eligibility criteria stated in the Access and Inclusion Policy (2022)
- submitted along with supporting documents as evidence
- submitted by the deadline stated in the Assessment procedures for the relevant programme(s).

Examples of Accommodations Not Requiring IBO Approval for Internal & External Assessments:

preferential seating

- separate exam room
- access to attendant (e.g. nurse)
- access to required aids (for visually or hearing impaired students)
- prompting
- designated reader for test directions
- rest breaks due to medical, physical, psychological conditions
- specific seating location

- special lighting
- noise -canceling headphones
- adapted desk or seat
- medical aids and equipment

Sources:

IBO, Access and inclusion policy, 2022

<https://ibo.org/globalassets/new-structure/programmes/dp/pdfs/access-and-inclusion-policy-en.pdf>

IBO, Equity and Inclusive Education in the IB,

<https://ibo.org/programmes/equity-and-inclusive-education-in-the-ib/>

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