

INCLUSION/SPECIAL EDUCATION NEEDS POLICY
Pierrefonds Community High School

“It is time for [us] to teach young people early on that in diversity
there is beauty and there is strength.”

– Maya Angelou

Pierrefonds Community High School’s guiding principle is equality of opportunity. Our Special Needs Committee’s mandate is to support staff in delivering services that maximize the potential of each learner and help to foster a learning environment that is responsive to the needs of all. Working in collaboration with teachers, administrators, support staff, and school teams, our goal is to promote student success.

Goals

Pull-out groups/ support teaching if possible

- French literacy, English literacy, Math and History remediation based on student needs
- Resource blocks and study blocks for students on an “as needed” basis

Differentiated classes (depending on the demands or needs of the students)

- Four modified classrooms (CASP, ALPS 7, 8 & 9) for students following a modified program.
- Alternative Learning Programs (ALPs) support: WOTP 1, CFER, WOTP 3, VEEP and Visions

Special Needs Services

The Learning Centre (Resource) is a school-based team of teachers, integration aides, and other specialists who act as a support network for the teacher and student.

Adapted Curriculum: A student follows the regular program with adaptations (such as extra time to complete an assignment, special seating, quiet space for exams, etc.)

Modified Curriculum: A student will be taught a curriculum that is different from the regular curriculum (at least two years behind). Students who are following a modified program, do not receive credits for the modified course.

The IEP (Individual Education Plan)

An IEP is the result of planning and intervention strategies that work together to meet the particular needs (academic, behavioural, social) of any student with special needs. It is a flexible, working document that allows staff and parents to assess the student's growth. In October, teachers attend planning sessions to make necessary changes/modifications to goals for each student's IEP.

Definition of Special Educational Needs

Many of our students have special academic, physical, social or emotional needs that are addressed so each student can be successful. These special needs **may** include:

- Specific Learning difficulties
- Socioemotional difficulties
- Speech and language disorders
- Visual impairment
- Hearing impairments
- Physical disabilities
- Health issues
- Autism spectrum disorders
- Intellectual disabilities

In Class Support

- English Core Cycle 1 (Sec. I and Sec. II)
- Alternative Learning Programs (ALPs) support: WOTP 3, WOTP 1, VEEP, CFER, Crossroads and Visions
- Secondary III History, Science and Math
- CST Math Sec. IV support

Support Available to Students

Support available to students includes resource teachers, special education technician, planning room technician, spiritual animator, psychologist, social worker, guidance counsellor, administration, specialists from the school board, study blocks, and life skills classes.

An integration aide may be assigned to support students in a specific class based upon the needs of the students in the class or subject area.

Interventions/accommodations that are frequently utilized include:

- Use of technology to assist the student (use of Chromebook, Google Read and Write, etc.)
- Small group instruction
- Scribe
- Reader
- Bookshare
- Extra time
- Prompting and cueing
- FSL support
- Reading grade level appropriate materials
- Simplified directions or instructions broken down into smaller steps
- Paraphrasing
- Behavioral modifications
- Organizational support
- Alternate testing environment (TLC, computer lab or a quiet space)
- Accommodated materials
- Homework support (after school program)
- Rest breaks (special cards)
- Preferential seating

Communication

Meetings are held throughout the school year with teachers and/or families to address the students' needs.

Alternative Learning Programmes

- WOTP pre-work
- WOTP semi-skilled
- VEEP
- Work Study
- Crossroads
- ALPS 7, 8 & 9
- CFER
- Visions
- IB MYP

WOTP 3 (Work Oriented Training Path) Pre-Work: This is a 3 year programme. Students in this programme have not successfully completed their grade 6 competencies. WOTP's focus is on obtaining life skills and work skills. Students take courses in Math, English, Science, French, and World of Work. To be eligible for this program students must be 15 years old by September 30th. This program includes a stage for year 2 and year 3 students.

WOTP 1 (Work Oriented Training Path) Semi-Skilled: This is a 1 year programme. Students in this programme have not successfully completed their grade 8 competencies. WOTP's focus is on meeting Cycle 1 competencies in English, Math, and French. Students also take World of Work and must complete a two day/week work stage. To be eligible for this programme students must be 15 years old by September 30th.

VEEP (Vocational Exploration Education Programme): These students have not been successful at achieving their grade 9 competencies. Their focus is achieving these competencies in English, Math, French and Science. These students also take Phys. Ed. and Exploration. This programme involves Vocational exploration through visits, guest lecturers, and an 8 week stage.

Crossroads: The class will be made up of students following the CASP (A Competency-Based Approach to Social Participation) program and students working towards a grade 3 academic level. This group has one core teacher.

ALPs 7: The class will be working towards grade 4 competencies. These students should have common Phys. Ed and Art classes with their grade level peers.

ALPs 8: The class is working towards obtaining their end of elementary credits. This will be a preparation for students to enter a WOTP program (pre-work, semi – skilled). These students should have common Phys. Ed and Art classes with their grade level peers.

ALPs 9: The class is working towards obtaining their end of elementary credits and secondary cycle one credits. This will be a preparation for students to enter a WOTP program (pre-work, semi – skilled). These students should have common Phys. Ed and Art classes with their grade level peers.

CFER: This is a 3 year programme. Students in this programme have not successfully completed their grade 6 competencies. CFER's focus is on obtaining work skills in a closed workshop setting. There are three components to CFER (business, classroom and the caravan). Students take courses in Math, English, French, History and World of Work and work in the workshop recycling e-waste. To be eligible for this program students must be 15 years old by September 30th. This program includes an in-house stage for the first two years and a stage within the community in their last year. We are trying to develop autonomous students, productive and engaged citizens, and trained, productive workers.

Visions: Visions is an Academic Program for Grade 10 and 11 students. The program stresses personal achievement and growth in a positive, supportive environment. Both educational and social development are stressed. The ultimate goal of the program is high school graduation. Visions students are grouped together for all of their classes, and courses are semestered (when scheduling allows).

IB MYP: This is our enrichment program. Students must pass an entrance exam in grade 5 or 6 to be eligible to attend this program. Students must pass the *Insight* exam that is a standardized grade 5 IQ test from the Canadian Test Centre. Students who have an IEP that qualify for this program, are encouraged to use the resources available to them to ensure success.

The number of resource blocks that are offered will be dependent on any additional allocation or redistribution of the present workload. Resource blocks are small classes with a resource teacher or special education technician where students are working on assigned work with the support of the staff members. Students will get marks for these classes in secondary 4 and 5 will receive credits. Study blocks are for students who can work independently and will not receive marks or credits.

Support Staff

- Special education technicians
- Planning room technician
- Sign language technician support
- FSSTT (family and school support and treatment team) support
- FSSTT link team consultant
- Social worker
- School nurse
- School psychologist
- Work study animator