

INCLUSION/SPECIAL EDUCATION NEEDS POLICY
Pierrefonds Comprehensive 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 Comprehensive 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.

This is accomplished in the following ways:

Special Needs Services

The Learning Centre (Resource Department) 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: An “Adapted” 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 “Modified” student will be taught curriculum that is different from the regular curriculum. Students who are modified 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 IEP planning sessions to make necessary changes/modifications to goals, objectives, and strategies as the student progresses through high school.

Pull-Out Groups

- Literacy remediation based on student needs
 - Small group learning: priority Secondary II and Secondary III
 - Tools: Literature circles
- Numeracy remediation based on student needs
 - Small group learning: priority Secondary III
- Life skills math and French
 - Small group learning: priority Secondary I and Secondary II modified students

In Class Support

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

Support Available to Students

- 1) Scheduling of allotted time:
 - a) Covering students with high needs takes priority.
 - b) 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.
- 2) A teacher may have an integration aide in his/her classroom if there are students with high needs in the class.
- 3) It is important to note that any students with a high need identification, or who are identified as a risk (LD, BD, MI), will not necessarily require an integration aide in your classroom. **Integration aide support**, or any other type of support, is based on **need**, not identification.

Alternative Learning Programmes

- WOTP pre-work
- WOTP semi-skilled
- VEEP
- Work Study

WOTP (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 (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.

Work Study: This is a 1 year programme. These students have not successfully completed grade 10 competencies. Their focus is to obtain grade 10 Math, English, French and History. They also take Phys. Ed., World of Work, and Art. Students are required to complete a stage 1 day/week.