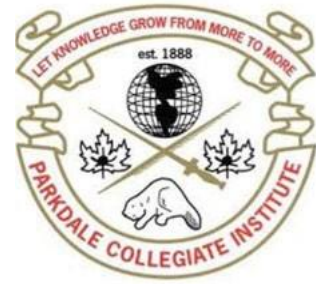


Parkdale Collegiate Institute
“Let knowledge grow from more to more”-
A.F. Tennyson



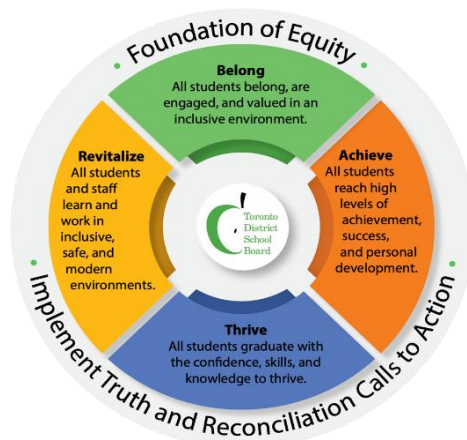
Inclusion Policy

Inclusion Rationale

Parkdale Collegiate Institute is aligned with the IB Philosophy as we are committed to including a diverse population of students in the IB Diploma Programme.

Similar to the IB Learner Profile, the approaches to teaching and learning are designed to complement and support the growth of the individual student. To promote and support student engagement, we attempt to minimize obstacles for students participating in this

academically rigorous programme. At the Toronto District School Board we strive to enable opportunities for all learners to demonstrate high levels of achievement while gaining knowledge, skills and democratic mindsets in order to become responsible members of society.



As part of our Vision of Learning, we are committed to the following:

- The cognitive, social, emotional and physical well-being and nature of each student
- A public education system that holds high standards for achievement and care
- Respect for the uniqueness and diversity of our students and greater

community

- The commitment for ongoing learning and skills acquisition of our staff
- All learning environments are safe, nurturing, positive, and respectful

As part of the Toronto District School Board, Parkdale Collegiate Institute follows all school board and Ontario Ministry of Education policies and laws regarding students with special education needs.

The Ontario Education Act has several regulations about special education in schools. Regulation 306 outlines procedures for designing Special Education plans for all students with special needs.

Parkdale CI PreBac and IB Diploma Programme aim to cultivate inquiring minds, international mindedness and empathetic learners through responsive pedagogy and mutual respect for the strengths and needs of all candidates.

The Special Education Plan states that students with exceptionalities have the same basic needs as their peers. Students with exceptionalities need to: participate and be included as fully as possible in all activities, curricular and co-curricular, in our school communities and be valued and empowered as individuals for their unique contributions to school life. Additionally they are to have no boundaries placed on, or pre judgments made about, their capacity for learning enjoy a safe and secure learning environment and should enjoy a sense of belonging to a school community that accepts ownership and responsibility for their learning (Special Education Plan, 2016)

Terminology & Definitions

The Individual Education Plan (IEP), A Resource Guide, 2004

Individual Education Plan (IEP): a written working document that describes the special education program and / or services required by a particular student, based on a thorough assessment of the student's strengths and needs; more specifically, the strengths and needs that affect the student's ability to learn and to demonstrate learning. This document is collaboratively generated and maintained by students, teachers, school support team and parents / guardians. All contributors and school staff have a legal responsibility to update and follow the outlined strategies to support the learner's strengths and needs.

Accommodations: specific supports or services that are not accessed by all

students, but rather will assist individual students with learning needs and / or specific learning designations to meet academic expectations and demonstrate success. Accommodations can include, but are not limited to, individualized instructional and assessment strategies, support team access (counsellors, TDSB support professionals, etc.) and / or assistive devices. In a subject area or course identified in the student's IEP as "Accommodated Only", the provincial curriculum expectations are not altered.

Modifications: changes / alterations made within age-appropriate grade-level expectations for a particular subject area or course that would complement the specific learning needs for a student's education plan and post-secondary pathway. These changes may involve, but are not limited to, the development of curriculum expectations that reflect content and skills required for a different grade level and / or altering the number of expectations and / or altering the complexity of regular grade level curriculum expectations. It should be noted that modifications of curriculum will occur under consultation with school support team and special education consultation only for regular program.

Supporting Students with Special Needs

Aligning with the tenants outlined in A Vision of Learning in TDSB, 2016, The Special Education Plan 2016, and IB Philosophy, Parkdale CI is committed to ensuring all learning and developmental goals of students with special education needs are met. In order to meet the individualized education plans of students, staff at Parkdale CI can adapt both instructional and assessment for optimal success.

At the start of the school year, the Special Education and Student Services departments at Parkdale CI provide staff with a list of current students with special learning needs and / or social-emotional accommodations. This list will be updated monthly as students' IEPs are developed and / or altered. If issues regarding student learning, achievement and / or well-being arise during the year, the Special Education and Student Services departments, along with subject teachers and the Administration, will meet to discuss accommodation strategies and / or formal development and implementation of IEPs. Teachers who have concerns about the progress of students can refer them to our In-School Support Team (IST), which is comprised of Special Education, Student Services and Student Success departments along with the Administration. The IST meets monthly and includes consultation with parents / guardians. If additional support is needed for the student, Parkdale CI will host a School Support Team (SST) meeting that will include

professional services such as Social Work, TDSB Psychology, Settlement Services, Child & Youth Workers, Attendance Counsellors, Occupational Therapy, Deaf and Hard of Hearing Itinerants, and Board-Level Special Education consultation.

Through this tiered model of support, our students' cognitive, social, emotional and physical needs are extensively supported.

As part of the Central Student Interest Program application process, Parkdale CI supports and encourages applications to the IB Diploma Programme from all students. In alignment with the TDSB/ IB Inclusion Policy candidate/student with Special Assessment Needs documents that require accommodations may demonstrate one or more, but not exclusively, the following characteristics:

- Learning, language and/or communication disorders
- Emotional, social and / or behavioural issues
- Physical and sensory conditions
- Medical and / or health-related conditions
- Mental health and illness-related conditions

Candidates to PCI's PreBac and IB Diploma Programme who have special education designations and/or social-emotional needs are encouraged to submit any form of their Individualized Education Plans (completed and / or informal). Once a student's entry into Parkdale CI's PreBac program is confirmed, Parkdale CI's Special Education and Student Services departments will host transition meetings with sending schools in order to gather feedback to best support individual learner needs.

IB Accommodations

PreBac students (Grade 9 and 10)

Parkdale CI PreBac students with academic and/or social-emotional needs will be accommodated with a variety of strategies, including, but not limited to:

- Extra time for work/assessment completion for PreBac students
- Additional time will be up to a maximum of 50% of the original time required
- Access to assistive devices and / or technologies,
- Alternative seating and workplace arrangements.

IB DP Students (Year 1 and 2)

Any special arrangements for Special Needs students in the IB Diploma Programme must be authorized through IB Cardiff (Assessment Centre) prior to implementation.

Some examples include:

- Additional time up to a maximum of 50% more time per assignment
- More frequent breaks or rest period (students may not continue working on an assignment and/or assessment in any way during the break / rest period)
- Use of computer and assistive technology - for IB students, a computer may only be used as a word processor during examinations, the coordinator must request the use of a computer and the use of any assistive technology
- Where assistive technology is not possible, an amanuensis and / or reader is permitted. No prompting and no alterations to reading or recording by the amanuensis and/or reader is permitted
- For IB students, an amanuensis and/or reader may not be another candidate or the subject teacher of the student.
- Modifications are not permitted for IB students, in extreme circumstances a request may be made to IB Cardiff (i.e. exemption from practical work in a science subject for students with a physical disability).
- All IB students are required to take two languages. There are no exemptions for the Second Language (Group 2) Requirement.
- Parkdale CI provides for all accommodations in agreement with IB policy.
- Applications for special arrangements may need supporting documentation and have specific requirements and will comply with the IB Diploma Programme, its policy and documents.

Reference Documents

Ministry Documents

- Special Education Plan 2016
- The Individual Education Plan (IEP) A Resource Guide 2004

TDSB Documents:

<https://sites.google.com/tdsb.on.ca/istsstguide/home>

<https://sites.google.com/tdsb.on.ca/special-education-plan/home>

<http://tdsbweb.tdsb.on.ca/specialeducation/Policies-and-Procedures>

Policy PO37 Equity, TDSB, April 2018

- A Vision of Learning in TDSB, 2016
- Learning For All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013
- TDSB IST & SST Manual 2017-2018

IB Documents:

- Access and inclusion policy, published September 2022/updated November 2022
- Diploma Programme Assessment Procedures, “A6 Access and Inclusion Policy “ section, 2017
- Diploma Programme: From Principles into Practice, “Developing an Inclusion / Special Educational Needs Policy” section, (For use from August 2015)

Parkdale CI Documents:

- Parkdale CI School Code of Conduct, 2018