

Parkland IB Special Education Policy

Preamble

Special Education in the province of British Columbia is governed by the British Columbia Ministry of Education. *Special Education Policy Framework for British Columbia (1995)* guided the legislation that led to the development of the policies, procedures and guidelines that govern special education in British Columbia. All aspects of special education policy, guidelines, procedures, identification, services, accommodations and practice in British Columbia are found in *Special Education Services: A Manual of Policies, Procedures and Guidelines. (April 2016)* (http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf). This document guides all aspects of special education practice in relation to: the BC Ministry of Education, individual school districts, private schools, special education teachers, parents, students and others involved in special education in British Columbia.

Although there are a few differences between the policies, guidelines and procedures found in *Special Education Services: A Manual of Policies, Procedures and Guidelines. (April 2016)* and those found in the International Baccalaureate publications *Special educational needs within the International Baccalaureate programmes (August 2010)* and *Candidates with special assessment needs (May 2011)*, most of the procedures, policies and guidelines for identification, services, individual education plans, accommodation, assessment and reporting are very similar.

The spirit and intent of all these documents, as well as the School District 63 policy, *Education for Students with Special Needs (April 2010)*, is to promote inclusion and student success through successful identification of learning needs, differentiation of instruction, accommodation of learning diversities and authentic assessment of student learning. Excluding the documentation and reporting needed for the International Baccalaureate program, the strong similarities between British Columbia special education practice and that expected in an International Baccalaureate program means that Parkland Secondary is currently servicing students with special needs and special assessment needs in a manner that meets International Baccalaureate standards. This results in full inclusion, engagement and access, when it is in the best interests of the student and the learning community. At Parkland Secondary, the reduction of barriers to a robust and inclusive education is part of our school culture. We want success for all students. It is also the result of solid legislation and policy, and strong collaboration between the school district, individual schools, special education and classroom teachers, students and parents. Unique needs are satisfied with differentiated instruction, Universal Design for Learning, special education technology,

spirited, timely and cogent collaboration between a student's educational partners, and, individual accommodations based on student exceptionalities.

The International Baccalaureate Program at Parkland Secondary is committed to promoting a student friendly, community and internationally minded educational environment. Student health, well being and success are our paramount concerns. In accordance with our International Baccalaureate Academic Honesty and International Baccalaureate Assessment policies, protocols and procedures, we can assure that student assessment is timely, rigorous, valid, and appropriate to the individual's needs.

International Baccalaureate Documents Referenced for Students with Special Assessment Requirements:

- Candidates with assessment access requirements
- Handbook of procedures for the Diploma Programme
- Meeting student learning diversity in the classroom
- Special education needs within the International Baccalaureate programmes
- The Diploma Programme: From principles to practice

International Baccalaureate Candidates with Assessment Access Requirements

International Baccalaureate candidates with special educational needs and assessment access requirements at the grade 11 and 12 level will most likely have already been identified much earlier in their school career. Documentation of learning exceptionalities and the resultant accommodations and differentiation will be present in a student's special education file and implementation of such will be laid out in the student's Individual Education Plan (IEP). *Special Education Services: A Manual of Policies, Procedures and Guidelines (April 2016)* guides this process and requirements for participation in the International Baccalaureate Programme, including assessment access requirements and accommodations, will be:

- dependent on acceptance into the programme at Parkland,
- a current BC IEP and an IB IEP
- current documentation from a relevant professional noting student exceptionalities
- submission of completed International Baccalaureate form D1 with accompanying documentation to IB for approval

Upon approval, there will be an implementation of assessment access requirements and accommodations based on discussions/consultations with the Parkland Learning Services Team, relevant professionals, classroom educators and the student; all in accordance with the *Special Education Services: A Manual of Policies, Procedures and*

Guidelines. (April 2016) and International Baccalaureate programmes (August 2010) and Candidates with special assessment needs (May 2011).

The IB IEP will be developed collaboratively with the Parkland Learning Services Team, relevant professionals, classroom educators and the parents/guardians/student.

This will outline any or all of the following:

- Differentiated instruction
- Supported learning opportunities
- Translating devices (groups 3 to 6 only)
- Separate setting for examinations
- Speech to text or text to speech software
- scribes, readers and proctors
- additional time
- visually modified documents
- access to extensions and exemptions

These accommodations and exceptions are then shared with the student, the student's parent/guardian, relevant IB teachers, the student's special education teacher, the IB coordinator and the head of school.

Monitoring of the IB Candidate's Progress, Assessment Access and IEP Implementation

In conjunction with the IB candidate's special education teacher, the IB DP coordinator will monitor the candidate's progress, ensure the assessment access requirements are being implemented and that the student is receiving all of the accommodations they are entitled to based on the what was approved by IB International and what is contained in the student's IB IEP. If concerns from any party involved in the student's IB education cannot be attended to at the school level, these concerns will be forwarded to IB International directly via IBIS.

Summary

The above Parkland IB Special Education Policy, the British Columbia Ministry of Education Special Education Policies, the special education policy of School District 63 and International Baccalaureate Special Education policies will ensure that all candidates requiring accommodations and assessment access requirements will have access and support within the International Baccalaureate Diploma Program. Students with special needs, where appropriate, should be welcomed into the Parkland International Baccalaureate Program.