Hugh Boyd Secondary Inclusion Policy

Hugh Boyd Secondary students supports in both adapted and modified programs. Hugh Boyd prides itself on being an inclusive school with a diverse student population. Hugh Boyd strives to develop lifelong learners, taking into account all students with different needs. (see Appendix A-District Philosophy on Diversity and Inclusion).

Mission Statement:

Hugh Boyd develops compassionate and respectful young adults who are well-balanced, principled inquirers with an understanding of their responsibilities within society and as global citizens. Students balance academic excellence with attributes that allow them to realize their potential as whole learners in a dynamic and complex world.

School Inclusion Philosophy:

As a public school in the Richmond School District, Hugh Boyd is a fully inclusive school that offers an enriched learning environment for students of all abilities. All teachers and staff recognize that students come from a variety of backgrounds and have range of academic, physical, and other needs. As such, the school offers a range of programmes that provide access to success for all students. Educators provide different supports in the classroom by differentiating classroom instruction, making adaptations as needed, or modifying work upon agreement from all stakeholders. Administrators, counselors, learning support specialists, classroom teachers, parents and students all collaborate to provide support for the best educational outcomes at Hugh Boyd. All stakeholders are committed to providing opportunities for students to reach their highest potential.

Definitions

Adaptations: are teaching and assessment strategies especially designed to accommodate a student's needs so he or she can achieve the learning outcomes of the subject or course to demonstrate mastery of concepts. A student working on learning outcomes of any grade or course level may be supported through use of adaptations. Adaptations do not represent unfair advantages to students. If appropriate adaptations are not used, students could be unfairly penalized for having learning differences, creating serious negative impacts to their achievement and self-concept.

Assessment: is a systematic process of gathering information in order to make appropriate education decisions for a students. It is a collaborative and progressive process designed to identify the student's strengths and needs, set goals, and results in the identification and implementation of selected educational strategies.

Inclusion: describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education. The practice of inclusion is not necessarily synonymous with integration and goes beyond placement to include meaningful participation and the promotion of interaction with others.

Individual Education Plan (IEP): is a documented plan developed for a student with special needs that describes individualized goals, adaptations, modifications to the services to be provided, and includes measures for tracking achievement.

Modifications: are instructional and assessment related decisions made to accommodate a student's educational needs that consist of individualized learning goals and outcomes, which are different than

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learning outcomes of a course or subject. Modifications should be considered for those students whose special needs are such that they are unable to access the curriculum.[1]

Special Educational needs: are those characteristics which make it necessary to provide a student undertaking an education program with resources different from those which are needed by most students. Special education needs are identified during assessment of a student; they are the basis for determining an appropriate educational programme (including necessary resources) for that student.[2]

Legality and Obligations of the Hugh Boyd Inclusion Policy

The British Columbia Ministry of Education provides a "single point of reference regarding legislation, ministry policy and guidelines to assist school boards in developing pgrograms and services that enable students with special needs to meet the goals of education."[3] The Special Education Services: A Manual of Policies, Procedures and Guidelines provides information that support the delivery of special education services in BC's public schools. As a public school, Hugh Boyd is obligated to deliver inclusive programmes as set by the ministry and the school board.

Support in the Curricular Classroom in Planning and Instruction

Through specialist training, professional development days, training in the new curriculum, and collaborating with learning support teachers, classroom teachers design learning experiences and assessments that allow students to access the curriculum and demonstrate learning in ways best suited to individual students. For students with special needs, Individual Education Plans provide the classroom teacher with information and strategies they can use to create meaningful and effective opportunities tailored to students' needs. A visual for the pyramid of support provided to students can be found in Appendix B.

Individual Educational Plans for students with special needs are developed through collaboration among classroom teachers, Learning Support teachers, school counselors, case managers, involved district specialists, the students, and the student's family.

When needed, some IEP's may draw recommendations for accommodations from phycho-educational testing reports generated by registered psychologists. Additional information may come from formal testing by qualified professions as sampled below:

Testing or screening tools we have access to/ we administer:
Level A Testing, Level B Testing, NNAT, GSRT, PPVT (Diagnostic Reading Inventory), Key Math, KTEA

Test results are communicated to educational assistants, parents, students and teachers, resource teachers, counselors, administrators or educational psychologists, depending on the situation. A copy of the results are put into the G-4 File (the student's permanent school file).

Hugh Boyd has the following educational support to assist students with special educational needs:

- Trained Educational Assistants
- Resource Teachers

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[1] Special Education Services: A Manual of Policies, Procedures and Guidelines (April 2016, p V-VI)
https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf
[2] Special Education Services: A Manual of Policies, Procedures and Guidelines (April 2016, p V-VI)
https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf
[3] Special Education Services: A Manual of Policies, Procedures and Guidelines (April 2016, p III)
https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf

- Counselors
- District Support Specialists: (Hearing Resource, Speech & Language Pathologists, District Based Team, District Support Team, Braille and Sign Language Specialists, SET-BC, Physiotherapists, Occupational Therapists, District Nurse, CLBC (Community Living in BC), Richmond Society for Community Living, Educational Psychologist, Social Workers, Settlement Workers, Richmond Mental Health
- Peer tutors and work experience students

Support in the Learning Resource Room

The Learning Resource model at Hugh Boyd is an inclusive programme where students in learning support blocks work with their case managers, other learning support teachers, Education Assistants, or peer tutors for learning assistance.

In addition, the Learning Resource Room is a productive space where students who do not have designated special needs or extra support can go to as an alternate setting, to receive extra help, or connect with a non-enrolling teacher for additional academic and social support. Learning Resource Room teachers are there to support the students in learning material for classes, and aid in developing study, organizational and time-management skills so that students can begin to work independently.

Specific students transitioning from Grade 7 to Grade 8 may be recommended a support block by elementary school grade teachers or resource teachers, in consultation with parents and students.

Students in grades 8-12 brought up to the School Based Team may be recommended for a support block depending in consultation with all stakeholders and in the best interests of the student.

Hugh Boyd students' special education needs:

Students may require: physical space, audio-visual devices, communication devices, behavioural support, supportive technology, Educational Assistants, adapted and/or modified curriculum, safety plans, medical needs, mental health, Resource Teachers, District Specialists, outside agencies (ie. physiotherapy), parental support and interaction, support of the school community, and personal care.

Hugh Boyd's Gifted Students:

Gifted students may require: differentiated learning strategies to reach their highest potential, extra-curricular activities of interest, adaptations and flexibility in curriculum design, parental contact home on a regular basis, leadership opportunities in the classroom and school, Incentive Program, and working with district specialists for further support of students.

Differentiation

According to Carol Ann Thomlinson, in differentiated classrooms, teachers "accept and act on the premise that teachers must be ready to engage students in instruction through different learning modalities, by appealing to differing interests, and by using varied rates of instruction along with varied degrees of complexity."[4] This early call to action for teachers to start with student diversity of learning allows for academic success. Through teaching units in their different subject areas, teachers implement strategies that are accessible to our very diverse student population.

Adaptation and Modification:

Adaptations and modifications are changes which allow all students to participate in regular classrooms as independently as possible to the best of their abilities. Things to consider when modifying or adapting a student's program include: skill level and activity, equipment and materials, instructional practices and curriculum. Student and parental goals are considered. Students at Hugh Boyd with special educational

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[4] Tomlinson, Carol A. *The Differentiated Classroom: Responding to the Needs of All Learners.* Published by Pearson Education, Inc., by Special Arrangement with the Association for Supervision and Curriculum Development (ASCD), 2016.

needs are all provided with an individualized Educational Plan (IEP) to support their educational challenges. (see Appendix C)

Adapted Programs:
An Adapted Program addresses the learning outcomes of the prescribed curriculum but provides adaptations so the student can participate in the program. These Adaptations may include alternate formats for resources, instructional strategies and assessment procedures. Students on Adapted Programs are assessed using the curriculum standards and can receive full course credit, leading to provincial graduation (Dogwood certificate). Adaptations are made collaboratively by teachers and educational assistants, with support from case managers. (see Appendix D)

Modified Programs:
A Modified Program has learning outcomes that are substantially different from the prescribed curriculum. These learning outcomes are specifically selected to meet the student's special needs, and usually involve parallel alternate materials. These students do not meet provincial graduation standards. Students who continue a modified program throughout their high school career complete school with an Evergreen certificate. Modification is done collaboratively among classroom teachers, education assistants, and case managers (See Appendix E).

Monitoring of students with Special Educational Needs:
- School Based Team - Names are brought to the table and resource teachers, counselors, teachers, EAs and administrators allocate a case manager to oversee students' needs and IEP goals.
- Students are monitored through IEP meetings and report cards indicating what IEP goals have been met and which need further work.
- Informal feedback is provided constantly from classroom teachers and/or EAs to the case managers (Resource Teacher or counselor).
- Further support is referred to the District Support Team, and then District Based Team.

Pro-D Support of Inclusion:
- Training
- Workshops
- community resources
- SET-BC
- Consultants come in to present and train, safety, first aid, technical training, non-violent crisis intervention, assessment training

Management of information on students with special educational needs:
Information is kept in Confidential IEP and Transition Notes Binders and G4 Files. Individuals who manage the information include the case manager, resource teacher(s), and counselors. Staff, parents and appropriate outside agencies have access to files.

Transition from Elementary to Hugh Boyd Secondary

Counselors and a member from the Learning Support team visit all elementary feeder schools and sit down with Learning Resource Teachers and Grade 7 classroom teachers to develop transition notes.

A form is given to students who have been identified or receive learning support. Additional questions regarding student learning styles and successes are given to students and parents. (See Appendix F)

Transition notes are shared with students' classroom teachers confidentially.

Individual Educational plans are shared with students' classroom teachers confidentially through a confidential binder. Individual teachers are notified of the existence of IEP's for students in their classes.

Students may receive extra support through the Resource Programme, be given a Learning Support block for extra assistance, assigned a case manager, or monitored by the counselors.

Transition and Placement in Learning Support

Decisions for Learning Support is based on discussions with Grade 7 stakeholders, parents, student, and discussion with the School Based team. It is always done with the best interest of the student in mind. If given a support block, a case manager will be assigned to monitor student progress and liaise with classroom teachers for support.

Senior students:
Case Managers have transition meetings for senior students on modified programs who leave Boyd that include all pertinent information. They also do transition planning with the family, as needed.

Evaluation and Reporting:

Students who are on modified programmes require modified marks based on their IEP goals, as mandated by the BC Ministry of Education. See Appendix G for Modified Course Evaluations.

Adapted Students have specific adaptations as allowed on their IEPs. Final levels and assessments will include those adaptions and differentiated practices.

Inclusion Policy Alignment

...to our mission statement:

Part of our mission statement is to develop "compassionate and respectful young adults..." Through inclusive participation of all members of the school community in the classroom, students develop the skills to be empathetic and respectful to all the diverse learners within the school. They respect differences and understand that individuals learn in different ways and have different strengths to show. In addition, they

develop attributes "to realize their potential as whole learners in a dynamic and complex world." By providing support and access to learning tailored to student strengths, all students will be able to realize their potential and provided with the skills to contribute to the world outside of school.

...to our assessment policy

Our Inclusion policy aligns with Hugh Boyd's assessment policy in that all students are provided different ways to demonstrate their learning. Support for learning goals are also provided by Educational Assistants, Learning Support Teachers, differentiated instruction, and adapted curricular outcomes. Modified student reports will also refer to the objectives of the subject area.

…to our academic honesty policy

Our Inclusion policy aligns with our academic honesty policy in that students of all levels are taught strategies that prevent academic misconduct, and students can demonstrate knowledge in different ways. Students with special needs will be supported by Learning Support Teachers, Education Assistants, and classroom teachers to produce work and demonstrate learning at the students' level and abilities.

Policy Review Process

The Hugh Boyd Inclusion Policy is a working document that will be reviewed in late fall of each year. Stakeholders will include the subject department heads in consultation with department members, the School Based Team, Resource Teachers, administrators, counselors, and district specialist staff.

Communication of Inclusion Policy

The Inclusion policy will be distributed to all staff at the beginning of the school year through the staff portal site where all staff have access to school documents. It will also be on the website, and a newsletter sent to all parents in the fall will direct their attention to the school website.   References to the document will also be posted in the student agenda and school calendar.

DISTRICT PHILOSOPHY   **Policy 102**

Diversity and Inclusion

The letter and spirit of the Canadian Charter of Rights and Freedoms shall be observed, supported, and enforced so that all members of the school community may work and learn together in an atmosphere of celebration and respect for individual differences.

Employment Practices

A policy of nondiscrimination, as defined under the Canadian Charter of Rights and Freedoms, shall prevail in all matters of employment, promotion and assignment of staff, and in provision of facilities and access for those with disabilities.

Educational Practices

The Board of Education (Richmond) is committed to providing an inclusive environment that is safe and supportive for all students and staff.

The Board recognizes the diverse needs, abilities, experiences and personal circumstances of its students. Consequently, it will provide a continuum of learning services, beginning with inclusive classroom practices and including English as a Second Language (ESL) support, that is intended to enable all students to achieve their personal potential with respect to the curriculum. It will also establish policies and practices that ensure that no student is excluded for financial reasons from curricular programs required to graduate and that support, wherever possible, the participation of students experiencing financial hardship in all curricular and extra-curricular programs and activities.

The Board also recognizes the diverse cultural, linguistic and ethnic nature of the Richmond community. Consequently, it supports inter-cultural education for staff and students, and will promote cultural celebration and respect for human rights and freedoms through its educational programs. The Board will encourage student leadership in the promotion of mutual knowledge and respect amongst members of the school community and the development of an inclusive culture in schools.

The Board is committed to working in partnership with parents and to effective communication with parents and community members. Consequently, it will encourage educational staff to actively support two-way communication with parents and will seek the assistance of individuals and groups within the community who can enhance school and district communication. When necessary, appropriate and possible, the Board will provide interpretation or translation services.

Supportive Documents

Canadian Charter of Rights and Freedoms
Employment Standards Act
Human Rights Code
District Position Paper: Learning Services Framework
District Discussion Paper: Inclusion: What Constitutes Support?
District Discussion Paper: Supporting Diversity - Strategies for Inventing a New Future
District Discussion Paper: Role of the Educational Assistant
Parent Handbook: Learning Matters

Board Approval: 07 December 2009

APPENDIX B

Intensive
Intervention
Interventions
are highly specific
and individualized.

Short-term Targeted Support
• may occur in the classroom
and/or through pull-out
• provide more *time*, not more work
• teach a second lesson (e.g. ab extra
guided reading lesson)
• explicitly teach strategies for learning,
not just content
• use multi-sensory approaches
• reduce the volume of assignments
• use modelled reading
• model self talk

Classroom Instruction for All Students
Universal Design for Learning
• cooperative learning techniques such as jigsaws and think-pair-share
• visual supports and graphic organizers
• open-ended activities which enable all students to access the curriculum
Connecting: focusing on what is already known
• K - W - L
• Listen, Sketch, Draft
• Making Prediction
Processing: making sense of new information
• sort and categorize
• Venn Diagrams
• RAP
Transforming or personalizing: student ownership/application
• concept maps
• drawings
• role plays
• writing
• group presentations

APPENDIX C

MODIFICATION OR ADAPTATION

How do we decide?

Definitions from **Special Education Services Manual or Policies, Procedures and Guidelines.**

An *adapted program* retains the learning outcomes of the prescribed curriculum, but adaptations are provided so the student can participate in the program. These adaptations can include alternate formats, (eg. Braille books, books-on tape), instructional strategies (eg. use of interpreters, visual cues and aids) and assessment procedures (eg., oral exams, additional time). Students on adapted programs are assessed using the standards for the course/program and can receive full credit for their work. School personnel should document the adaptations provided for the student.

A *modified program* has learning outcomes which are substantially different from the prescribed curriculum, and specifically selected to meet the student's special needs. For example, a Grade 9 student in a modified math program could be focusing on functional computational skills in the context of handling money and personal budgeting. Or, in Humanities 8, a student could be working on recognizing common signs and using the phone. In these examples, the learning outcomes are substantially different from those of the curriculum for most other students. A student's program may include some courses that are modified and others that are adapted.

Students who do not achieve their learning outcomes may receive a comment stating they did not meet expectations.

Students who require an adapted or modified program must be identified by SBT. This includes consultations with the students' counsellor and resource or Learning Resource teacher. Students receiving support in resource or L.R. programs will have an adaptation or modification plan signed by classroom teachers and their case manager by October of the school year

APPENDIX D

SD 38 (Richmond)   **Adaptations in the Regular Classroom**

Student _____   Grade _____   School _____

Date _____

Please enter an "x" in each applicable box

Environmental Adaptations

Manage lighting and sound ☐

Provide wheelchair access ☐

Use Study carrels ☐

Seat student near the front ☐

Allow use of headphones ☐

Arrange alternate workspaces ☐

Instructional Adaptations

Provide a structured overview before the lesson ☐

Pre-teach key concepts and vocabulary ☐

Use visual aids, manipulatives, multi-sensory examples ☐

Use cooperative groups, flexible grouping, peer partners ☐

Variety of activities within a lesson ☐

Provide directions in written and oral format ☐

Provide choice of assignment format ☐

Chunk assignments into smaller units, giving feedback for each part ☐

Allow for additional time to complete assignments ☐

Adjust length of assignments ☐

Schedule breaks, activity changes ☐

Use progress charts ☐

Use verbal and non-verbal cues ☐

Provide wait time for responses to allow for processing ☐

Use strategies to enhance recall (e.g. cues, cloze) ☐

Preview questions ☐

Ask student to repeat instructions ☐

<u>Instructional Adaptations</u> cont'd

Structure regular conference times ☐

Color code with chalk or pens ☐

Allow a copy of notes to allow students to focus on listening ☐

Provide instructions in study skills, learning strategies ☐

Cue transitions ☐

Provide models of what a completed assignment looks like ☐

<u>Organizational Adaptations</u>

Use advanced organizers ☐

Use visual schedules, timetables ☐

Use calendars, homework books ☐

Develop a daily goal sheet ☐

Provide graphic organizers ☐

Use checklists for materials ☐

Provide outlines for what is taught ☐

Color code dividers, duotangs ☐

Develop strategies for keeping track of materials ☐

Use timer ☐

Teach use of post it notes ☐

<u>Adapted Materials</u>

Photocopied notes, overheads, powerpoint ☐

Calculator ☐

Spellcheck program, personal word lists, dictionaries, thesaurus ☐

Taped books ☐

Parallel reading material ☐

Key visuals ☐

Enlarged text ☐

Braille/large print ☐

Raised lined paper ☐

Graph paper for writing, mathematics ☐

Highlighted key points, corrections ☐

Adapted Materials cont'd

Graphic organizers   ☐

Word processors   ☐

e- text   ☐

Alternate textbooks   ☐

Voice activated software   ☐

Word recognition software   ☐

Adaptations for Assessment/Evaluation

Allow for sample or practice tests   ☐

Provide written backup for oral directions   ☐

Test in small groups or individually   ☐

Provide a separate setting for testing   ☐

Break testing into several sessions   ☐

Allow open book testing   ☐

Use a scribe   ☐

Use a reader/text reader   ☐

Provide extra time   ☐

Permit video or taped responses   ☐

Permit oral tests or presentations   ☐

Reduce number of questions   ☐

Adjust readability of test (bold, bigger fonts, etc.)   ☐

Do not penalize for spelling or messy work   ☐

Use e-tests   ☐

APPENDIX E

MODIFIED ASSIGNMENT

HB

Student: _____	Teacher: _____
Subject: _____	Res.Teacher: _____
Date: _____	EA:

Curriculum Unit: _____

Main Learning Objective: _____

_____

_____

_____

Student's Modifications:

	Materials and Resources

Vocabulary: _____

_____

_____

_____

Evaluation:

Has the student displayed knowledge/understanding of the content?   ☐
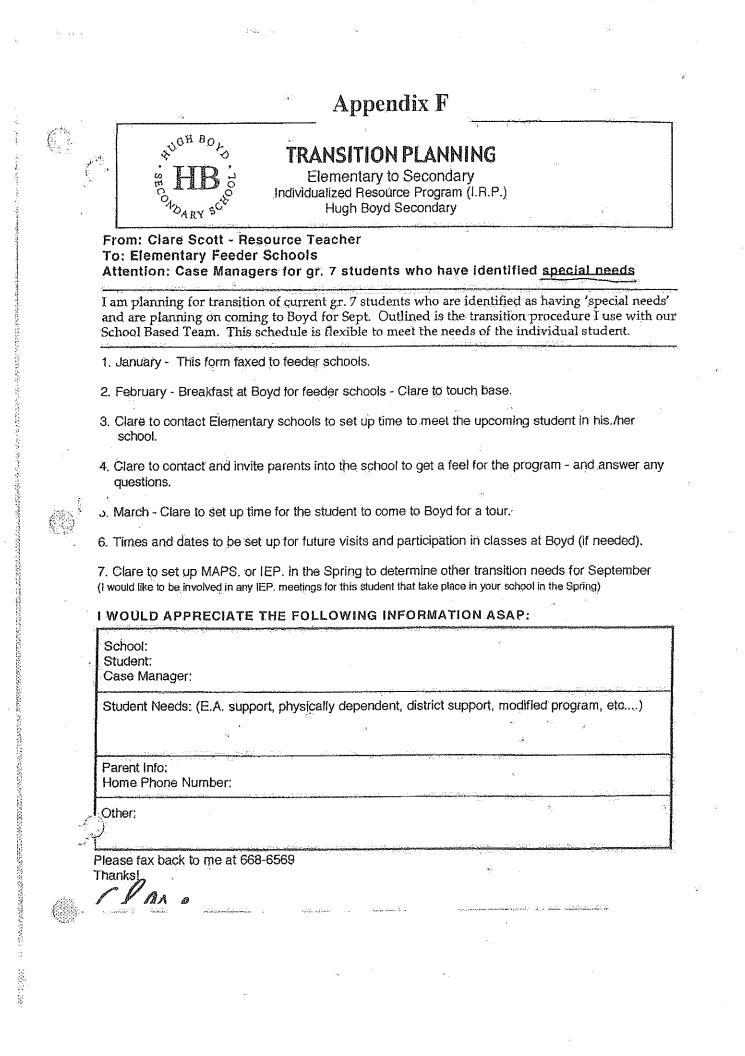
Has effort been shown?   ☐

Other: _____   ☐

_____

Comments:_____

_____

Teacher Signature:_____ ..   Student Signature:

Appendix F

HB (Hugh Boyd Secondary School crest)	**TRANSITION PLANNING** Elementary to Secondary Individualized Resource Program (I.R.P.) Hugh Boyd Secondary

From: Clare Scott - Resource Teacher
To: Elementary Feeder Schools
Attention: Case Managers for gr. 7 students who have identified special needs

I am planning for transition of current gr. 7 students who are identified as having 'special needs' and are planning on coming to Boyd for Sept. Outlined is the transition procedure I use with our School Based Team. This schedule is flexible to meet the needs of the individual student.

1. January - This form faxed to feeder schools.

2. February - Breakfast at Boyd for feeder schools - Clare to touch base.

3. Clare to contact Elementary schools to set up time to meet the upcoming student in his./her school.

4. Clare to contact and invite parents into the school to get a feel for the program - and answer any questions.

5. March - Clare to set up time for the student to come to Boyd for a tour.

6. Times and dates to be set up for future visits and participation in classes at Boyd (if needed).

7. Clare to set up MAPS. or IEP. in the Spring to determine other transition needs for September
(I would like to be involved in any IEP. meetings for this student that take place in your school in the Spring)

I WOULD APPRECIATE THE FOLLOWING INFORMATION ASAP:

School: Student: Case Manager:
Student Needs: (E.A. support, physically dependent, district support, modified program, etc....)
Parent Info: Home Phone Number:
Other:

Please fax back to me at 668-6569
Thanks!

Transition Information
Parent/Guardian Questionnaire

Name of Student:_____

> Below are some questions about your and your child's plans for their future.
> Please fill out as much as you can and return to me at or before our next
> IEP. meeting. This information is valuable to refer to when planning
> goals for your child's high school years and beyond!

1. What are some EDUCATIONAL GOALS you wish your child to develop over the next few years? (Reading, Spelling, Math Skills, etc...)

2. What are some SOCIAL GOALS you would like your child to develop over the next few years? (Communication, Age Appropriateness, Make Friends, etc...)

3. What do you see your child doing once he/she has completed high school?

   -Independent Living
   -Work
   -College
   -Other

   -What are your child's plans?

4. What kind of activities does your child take part in outside after school?

5. List some of your child's STRENGTHS AND TALENTS?

APPENDIX G

HUGH BOYD SECONDARY SCHOOL
MODIFIED COURSE EVALUATION

School Year:

Student: Grade:

Teacher: Term:

Course Name: Div:

STUDENT'S I.E.P. GOALS	100% Exceeds Expectations	85% Fully Meets Expectations	72% Generally Meets Expectations	59% Minimally Meets Expectations	45% Not Yet Within Expectations	Letter Grade

TOTAL % =

AVERAGE % =

(Average % = Total % divided by
the Number of I.E.P. Goals)

COMMENTS: