



## QUEENS GATE ACADEMY

Private School from JK - Grade 8

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## QGA: IB Special Education Needs Policy

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### **Philosophy:**

We (the collective students, staff, parents, and administrators of Queens Gate Academy School), as IB learners, believe that all of our students are distinctive with needs and strengths that require attention to foster the attributes of the IB learner profiles.

To provide access to the IB program continuum at QGA our program will provide multiple opportunities to meet the individual needs and varied learning styles of our students. We strive to serve the unique needs of all students, including those identified with special needs, so that each learner will meet or exceed their academic and non-academic potential.

By striving to recognize and celebrate the diversity of our collective learning community, we support the development of internationally minded people.

### **Purpose:**

The SEN policy provides for our students and guides our practices:

- To meet the Ontario/District/ School Board Requirements
- To maintain open access to our programme for all students
- To meet the diverse educational needs of all students

### **Practices:**

#### ***Ontario/District/School Board Requirements:***

All schools in Peel District School Board (PDSB), including Queens Gate Academy (as a private school that adheres to the district it is in – public or otherwise), are required to abide by federal and provincial laws pertaining to special education.

Additionally, all schools in PDSB are required to abide by Ontario regulations in regard to the education of children identified as gifted and talented.

#### ***Inclusion:***



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Inclusion is part of a much larger picture than just placement in the regular class within school. It is being included in life and participating using one's abilities in day to day activities as a member of the community.

*It is being a part of what everyone else is and being welcomed and embraced as a member who belongs. Inclusion can occur in schools, churches, playgrounds, work and in recreation.*

*Inclusion is being a part of what everyone else is, being welcomed and embraced as a member who belongs.*

Teachers at QGA support the needs of all students by supporting their individual needs and including students of all levels in our classes. Teachers design learning experiences that allow all students to meet the rigorous standards of the programme.

### ***Differentiation:***

Differentiated instruction is utilized as an approach at QGA. *Our school recognizes that there is a diversity of learners in every classroom and our learners are more successful when they can construct meaning based on their own readiness levels, interests and learning profiles while ensuring that all students come to a similar grasp of a skill or idea.*

Teachers differentiate instruction with an individual student, within a small group or with a whole class.

Teachers use four planning steps to differentiate instruction which include:

- Identifying and understanding concepts, academic content and skills for students to learn
- Determining what students already know and what they do not know
- Deciding which instructional methods and materials will most successfully address those needs
- Designing ways to adequately assess student learning

### ***Extended Learning***

All gifted QGA youth are to be identified by their areas of strength. QGA educational programming is designed and implemented to match their identified needs.

NOTE: Teachers of gifted students will participate in professional development to increase knowledge, skills and understanding of gifted students and required instruction.



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Gifted students include students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socio-economic and ethnic, cultural populations.

### 1. Advanced Learning Plans

*Advanced Learning Plans (ALP) also called Individualized Education Plans (IEPs) in Queens Gate and the Peel District School Board are written for every student who meets the district criteria for gifted identification.*

### 2. Overview of Advanced Learning Plans:

Advanced Learning Plans focus on the four priorities for gifted programs:

- Advanced Academic Performance and Achievement
- Independent Learning and Research
- Post-Secondary Readiness and Career Exploration
- Social and Emotional Needs/Affective Guidance

All goals for ALPs will address at least one of the above goal areas and social and emotional needs/affective guidance. Schools will support goal achievement by offering programming options and services targeted at gifted learner needs.

### 3. Educator, Parent, and Student Collaboration for ALPs:

QGA educators writing Advanced Learning Plans include the student in the goal-writing process. *Parents can either be part of the goal-writing process or have an opportunity to provide feedback after the goal is written.*

### 4. What is an ALP/ IEP?

An Advanced Learning Plan/ Individualized Education Plan is a written record of gifted and talented programming utilized with each gifted child and considered in educational planning and decision making.

### 5. The ALP is...

- A strength-based planning guide for curriculum, instruction, and assessment and social- emotional development.
- A record of results and programming options implemented for goal and school success.



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- An accountability record showing short-term and long-term collaborative efforts.
- A dynamic, working document developed and reviewed through collaborative efforts of the teacher(s), parent(s) and student.

### 6. Monitoring

The areas selected as priorities for goals are monitored through ongoing assessment and parent-teacher conferences.

### 7. ALP/IEP Elements

- **Student Information** – strengths, interests, achievement data, affective needs
- **Collaborative Goal Setting** – parents, student, teacher, coordinator or teacher
- **Services and Interventions** – differentiated instruction, affective guidance, content extensions, and structure for implementation
- **Data-driven decisions**

### 8. Program Options:

- Advanced Coursework
- Accelerated Math
- Extended Learning Opportunities
- In-class Differentiation
- After school enrichment opportunities

### *Reasonable support within the framework of identified needs*

- To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their needs
- To ensure that the rights of children with disabilities and their parents are protected
- To assist states and localities to provide for the education of all children with disabilities
- To assess and ensure the effectiveness of efforts to educate children with disabilities

### **1. Multi-Tiered Systems of Support and Specific Learning Disability Identification**

Those 8 areas are: Written Expression, Listening Comprehension, Math Calculation, Oral Expression, Math Problem Solving, Reading Comprehension, Reading Fluency and Basic Reading.



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If a student is not making adequate achievement or progress in any one of these areas, despite instructional intervention, a team will meet to determine the possibility of specific learning disability.

### ***2. The Special Education Process***

**a. Referral:** A parent may make a direct referral for special education assessment at any time.

When this occurs, a school appointed special education multidisciplinary team (soon to be made) at the student's school of attendance must formally consider the referral. The team will consider the educational relevance and determine if there is sufficient supporting data to move forward with a formal special education evaluation. Assessment must cover all areas of concern. The team then considers the educational impact.

**b. Evaluation or Assessment:** Individual evaluations are given after receiving written permission from the parent. The results of these assessments, will help in determining eligibility for special education services and assist in educational planning.

**c. Initial Meeting:** An initial meeting is held to determine if a student is eligible for special education services. Parents, special education personnel, teachers, administrators, student (when appropriate) and others involved persons participate in a conference reviewing the assessment results and sharing pertinent information. If the student is found to need special services a program is developed. A parent's written permission is required to initiate special education services.

**d. Individual Education Program (IEP):** Every student with a disability receiving Special Education or related services must have an Individualized Education Program (IEP). This is an educational plan tailor-made to suit the student's individual needs to be successful in school. If the staffing team decides that a student is not eligible for services through special education, recommendations will be made to parents and teachers regarding various ways to help the student.

**e. Provision of Services:** The special education team will recommend the types of special education services that might be most appropriate to meet the educational needs of the student. Students are served in their home schools and participate in regular education classes whenever possible.

**f. Review:** The IEP is reviewed once a year or more often if necessary. Assessments are part of the re- determination process.



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### 3. Disability Categories

A child qualifies for special education services by meeting the criteria in one or more of the disability categories listed below. The disability must prevent the child from receiving reasonable educational benefit from general education alone.

- *Speech/Language Disability*
- *Specific Learning Disability (SLD)*
- *Intellectual Disability*
- *Serious Emotional Disability*
- *Hearing Impairment, including deafness*
- *Visual Impairment, including blindness*
- *Orthopedic Impairment*
- *Other Health Impairment*
- *Traumatic Brain Injury (TBI)*
- *Autism Spectrum Disorders*
- *Deaf/Blindness*
- *Multiple Disabilities*
- *Developmental Delay (Ages 3-8)*

### 4. Accommodations and Modifications

There are two primary purposes of Special Education:

- **CURRICULUM MODIFICATION** = A change in WHAT is taught (content)
- **INSTRUCTIONAL ACCOMMODATIONS** = A change in HOW content and/or assessments are delivered.

*Special educators and related service providers consider unique instructional accommodations/strategies a child may require, such as small group instruction, frequent practice and repetition, use of different materials, reduction of sensory information, etc.*

*They also consider accommodations needed to measure a student's progress. These may include accommodations in timing/scheduling, setting, format/equipment, presentation of directions, or recording/response accommodations.*

*For example, a student with difficulty reading may need to take a test orally; another student may need additional time or may be exempted from large-class testing. The decision to use an accommodation with a student is made on an individual basis through the IEP process.*