

# PUPILS

## *SPECIAL EDUCATION*

Policy # P-14

### ***Rationale:***

To identify pupils who have special needs.

### ***Personnel Affected by Policy***

Pupils

### ***Organizational Authority:***

Teachers

### ***Regulations:***

1. Every pupil shall be held to be unique. This uniqueness, nurtured by the development of talents, requires, for every pupil, a significant involvement with peers. Therefore, each program, though recognizing special needs, shall approximate, as much as is practical, the regular classroom experience.
2. Pupils are entitled to special education programs and services in the English language, or, where the pupil is enrolled in a school or class established under Part XI of the Education Act, the French language, as the case may be.
3. All teachers shall be considered special educators.
4. All teachers shall share fully in the responsibility to educate the pupil. This represents a commitment to professional co-operation and mutual responsibility among educators as far as exceptional pupils are concerned.
5. The parent shall be considered a full partner in the education of his or her exceptional child.
6. The board enunciates the principle that appropriate programs, services and personnel shall be provided in accordance with the Education Act and the Regulations.

### **B Objectives**

1. to appropriately identify pupils who have special needs;
2. to assess and define the special needs of exceptional pupils;
3. to insure that the capabilities of the exceptional pupils are emphasized;
4. to provide a range of resources to meet the needs of exceptional pupils;
5. to meet these needs, as far as is educationally feasible, through individualized instructional programs in the regular classroom where the exceptional pupil is in the company of his/her peers;

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6. to assist the regular classroom teacher in managing the education of the exceptional pupil in the regular classroom;
7. to provide specialized programs to meet pupils' needs when they cannot be met within the regular class;
8. to provide qualified special education teachers to carry out these specialized programs;
9. to assist regular school personnel in managing the education of exceptional pupils who are enrolled in a special education program;
10. to encourage the active participation of parents in special education programs and services through ongoing consultation;
11. to re-evaluate identification, placement and programs of exceptional pupils in order to improve instruction and quality of both special and regular services.

### **C Philosophy of the Program for Gifted Pupils**

Intellectually gifted students differ from the large majority of their peers in ways of learning as well as in the potential level and scope of their intellectual progress. Their unique needs must be met with differentiated programming designed to help them reach their full potential.

Gifted students need learning activities sufficiently challenging to stimulate the desire for excellence. The intellectually gifted are an invaluable resource for society; they are the problem solvers of the future. Problem finding and problem solving skills must be included in their learning experiences. Creativity in the approach to problem solving must be encouraged.

A heightened sensitivity is often part of giftedness. A program for the gifted must develop a positive feeling of self-worth and belonging. Support and challenge will be provided by the presence of equally able peers in the program as well as by a teacher with an awareness of the doubts and difficulties experienced by gifted children.

Linked with an advanced general intellectual ability we often find a precocious awareness of the feelings of others. A program for the gifted must develop this quality and nurture it. Gifted learners of today may be the leaders of the future. A program for gifted learners must develop moral responsibility toward self and others, in keeping with the philosophy of Catholic education.

Gifted education must be based on accelerated or advanced level instruction in language, mathematics, history and science. Higher level thinking must be founded on a understanding of human cultural inheritance and different forms of human inquiry. The awareness of both administrative personnel and teaching staff are therefore necessary to implement and maintain a comprehensive and sequential program that will allow for cumulative differences.

Gifted students have the potential of contributing to areas of human knowledge. In a program for the gifted investigation skills must be developed and communication skills must be stressed.

Evaluation of the program will be based on the work produced by the pupils in the program.

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The following statements express the intent of the Renfrew County Roman Catholic Separate School Board with regard to the implementation of a program for gifted pupils.

- \* The Renfrew County Catholic District School Board recognizes that there are exceptional pupils in the school system who require learning experiences of a depth and breadth beyond those normally provided in the regular school program.
- \* The Renfrew County Catholic District School Board is currently committed to a Special Education Program to meet the needs of these special children.
- \* A program for the Gifted, consistent with this document, will provide learning opportunities that allow these gifted learners to develop to their full potential.
- \* The responsibility for developing and co-ordinating the program will rest with the Resource Teacher for the Gifted, with the assistance of an on-going Advisory Committee. The implementation of the program will be a shared responsibility of all school Principals and school staffs as well as the Advisory Committee and Teacher(s) of the Gifted.
- \* The program will include in-service for classroom teachers, in order to provide all teacher information and guidance regarding identification of intellectually advanced children and ways of modifying regular curriculum for these students. Gifted learners are gifted all day, every day and must be allowed to progress at their own rate and pace.
- \* The Teacher(s) for the Gifted shall prepare, in consultation with the classroom teacher, an outline of educational goals for the current year for each pupil in the program. This outline shall cover basic curriculum as well as differentiated curriculum.
- \* Teachers for the Gifted shall be qualified persons with a demonstrated interest in and commitment to the field of education of the Gifted, as well as the ability to work effectively with Principals and school staffs within the schools. The Board recognizes that successful change must be effected from within the school, and that a positive attitude on the part of regular teachers towards the program will benefit not only the advanced learner but also all other pupils in the classroom.
- \* Screening and identification procedures will be established in order to identify those children who appear to have an unusually advanced degree of intellectual ability. The criteria applied will take into account current research and theories of human intelligence. Admittance to the program will be based on multiple criteria rather than solely on a single individual IQ score.
- \* The model of implementation of the program may vary with the geographical location and size of the schools in the County. Resource withdrawal on a regular basis may be feasible in some schools, while in others the classroom teacher must provide most of the individualized differentiated instruction. In either case, consultation services and differentiated curriculum materials shall be provided by the Teacher(s) for the Gifted.

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- \* Teachers for the Gifted responsible for the delivery of the program will be assigned a maximum of 50-60 students identified as gifted or potentially gifted, to be taught in small groups not exceeding 12 pupils in a group. Not only may ages in these groups differ widely, gifted learners are also known to have a wide range of intense interests. Individual interests must find expression in activities that require personal space and individual attention from the teacher.
- \* At completion of its full implementation, the program will apply to all grades in the Renfrew County Roman Catholic School system.

### **Goals**

The goals of a Special Education Program for the Gifted consist of helping the student to:

1. master learning skills such as research, inquiry and problem solving, while pursuing his own interests and in his own learning style
2. develop a positive and realistic self-concept as a step towards accepting responsibility for self-direction
3. assimilate the regular school curriculum in a conceptual sequence, but at the level of his advanced mental age
4. broaden his interests and develop new areas of interests
5. develop a respect for and knowledge of human inquiry over the ages.
6. achieve a sense of moral and social responsibility
7. strive for excellence commensurate with his own level of ability
8. perfect skills of communication in oral and written form
9. develop social skills that incorporate self-respect and understanding for the rights of others.

### **Aims**

1. to provide in-depth learning experiences and in-breadth learning experiences for advanced learners in the form of a differentiated environment, differentiated curriculum and differentiated services
2. to encourage students to think divergently
3. to familiarize students with the techniques of investigation and reporting, in an atmosphere that facilitates first-hand inquiry, leading to the students' future contribution to the growth of knowledge
4. to encourage critical evaluation and the ability to distinguish fact from opinion

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5. to teach realistic goal setting and task completion
6. to involve the parents of the Gifted in the program by providing information about all stages of the program as well as periodic reports of students' progress
7. to facilitate the pursuit of individualized interests and advanced areas of study
8. to provide assistance necessary for the pursuit of advanced levels of study or individual investigation
9. to establish an evaluation system that will provide information not only of students' performance but also of the effectiveness of the program and its impact on the school community
10. in addition, the program's intent will be to initiate enrichment experiences for the general school population as an extension of the Special Education Program for the Gifted.

### **Identification, Placement, and Review Committees:**

1. School IPR Committee

The members shall include not fewer than three of

- a principal, who shall be chairperson;
- a teacher;
- a diagnostician or consultant;
- other persons deemed appropriate by the chairperson.

The School IPR Committee shall determine identification, placement, and review with respect to pupils referred for or placed in resource withdrawal programs, i.e., programs in which a pupil is placed for less than half-time, and shall conduct reviews with respect to hearing impaired pupils.

2. County IPR Committee

The members shall include not fewer than three of

- a principal, who shall be chairperson;
- a supervisory officer;
- a teacher;
- a diagnostician or consultant;
- other persons deemed appropriate by the chairperson.

The County IPR Committee shall determine identification, placement, and review with respect to pupils referred for or placed in self-contained programs, i.e., programs in which a pupil is placed for half-time or more.

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3. Hearing Impairment IPR Committee

The members shall include not fewer than three of

- a principal, who shall be chairperson;
- a supervisory officer representing each board co-operatively providing programs and services;
- a teacher;
- other persons deemed appropriate by the chairperson.

The School IPR Committee shall conduct annual reviews for hearing impaired pupils.

4. Initial Placement in Secondary School

A principal or his/her designate of an elementary school or class shall be a member of an IPR Committee which determines the initial placement of an exceptional pupil who is being initially admitted to a secondary school or class.

5. Trainable Retarded IPR Committee

A supervisory officer or his designate shall be a member of an IPR Committee with respect to the identification, placement or review of a trainable retarded pupil whose parent is a separate school supporter.

6. In the event of disagreement in a school IPRC regarding either the identification as exceptional or the particular exceptionality identified, the matter shall be referred to the County IPRC.

7. For identification and placement of gifted pupils, the IPRC will be the County Committee and for such placements an additional person, the Resource Teacher for the Gifted shall be a voting member of the Committee.

8. The School IPR Committee shall do all reviews.

### ***Reference List:***

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|----------------|-------------------|----------------------|
| Resolution #8  | November 23, 1998 | (Format Change Only) |
| Resolution #22 | June 17, 1985     |                      |
| Resolution #11 | November 1, 1982  |                      |
| Resolution #3  | June 25, 1979     |                      |