

LIBERTY HIGH SCHOOL SUPPORTING DIVERSE LEARNERS POLICY

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Table of Contents

LIBERTY HIGH SCHOOL SUPPORTING DIVERSE LEARNERS POLICY.....0

Liberty High School Supporting Diverse Learners Policy.....2

I. Introduction.....2

II. English Language Learners.....2

Identification and Assessment:.....2

Language Instruction Programs:.....2

Integration into Regular Classes:.....2

Cultural Sensitivity:.....2

III. Students Deemed at Risk.....2

Early Identification and Intervention:.....2

Supportive Programs:.....2

Family and Community Engagement:.....2

IV. Special Education Needs.....2

Individual Education Plans (IEPs):.....2

Resource Allocation:.....2

Inclusive Education:.....2

Professional Development:.....2

V. Policy Implementation and Monitoring.....3

Regular Reviews and Updates:.....3

Data-Driven Approach:.....3

VI. Roles and Responsibilities.....3

Educators and Support Staff:.....3

Administrators:.....3

Parents and Guardians:.....3

Liberty High School Supporting Diverse Learners Policy

I. Introduction

Liberty High School is dedicated to addressing the diverse needs of all its students, including English language learners, students at risk, and those with special education needs. In accordance with Ontario's Education Act and policies such as "Ontario's Equity and Inclusive Education Strategy," this policy ensures that every student receives the support and resources necessary for a successful educational experience.

II. English Language Learners

Identification and Assessment: English language learners are promptly identified upon enrollment and assessed to determine their language proficiency and learning needs.

Language Instruction Programs: Tailored English as a Second Language (ESL) or English Literacy Development (ELD) programs are provided, offering specialized instruction to help students develop English language skills.

Integration into Regular Classes: Efforts are made to integrate English language learners into regular classes while providing the language support they need.

Cultural Sensitivity: Teachers are trained in culturally responsive teaching methods to support the integration and success of English language learners in the classroom.

III. Students Deemed at Risk

Early Identification and Intervention: The school implements strategies for the early identification of students at risk, including those facing academic, social, or emotional challenges.

Supportive Programs: Development of programs and interventions that address the specific needs of at-risk students, such as tutoring, mentoring, counseling, and after-school programs.

Family and Community Engagement: Collaboration with families and community agencies to provide a network of support for at-risk students.

IV. Special Education Needs

Individual Education Plans (IEPs): Students with special education needs are provided with IEPs, developed in consultation with parents, teachers, and, where appropriate, the students themselves. IEPs outline accommodations and/or modifications necessary for the student's learning.

Resource Allocation: Allocation of appropriate resources, including special education teachers, educational assistants, and specialized equipment, to support the needs of students with IEPs.

Inclusive Education: Commitment to an inclusive education model where students with special education needs are integrated into regular classrooms as much as possible, with the necessary supports

in place.

Professional Development: Teachers and staff receive ongoing training on inclusive education practices, differentiation strategies, and the specific needs of students with special education needs.

V. Policy Implementation and Monitoring

Regular Reviews and Updates: The policy is reviewed regularly to ensure its effectiveness and alignment with current educational laws and best practices in Ontario.

Data-Driven Approach: Use of data and feedback to continually assess the needs of diverse learners and to adjust strategies and resources accordingly.

VI. Roles and Responsibilities

Educators and Support Staff: Work collaboratively to implement strategies and accommodations outlined in IEPs, ESL/ELD programs, and at-risk student interventions.

Administrators: Ensure that the necessary resources and support structures are in place and that the policy is effectively implemented and monitored.

Parents and Guardians: Actively participate in the development and review of IEPs and support their child's educational progress.

Liberty High School's Supporting Diverse Learners Policy exemplifies our commitment to an equitable and inclusive educational environment. By recognizing and addressing the unique needs of each student, we strive to ensure that all students have the opportunity to reach their full potential.