

SCWI SYMPOSIUM 2017

Network Sessions 2.12

May 9, 2017

“Support Services for Dual Credit Students with Special Needs”

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Summary Notes**

Network session 2.12 was attended by 15 participants identified as Dual Credit Teachers, College Staff and School Board Staff.

1. The following points were discussed.
 - a) Information regarding counselling services and student supports that are available from college(s).
 - b) Information regarding how to access these support services in order assist dual credit students with accommodations.
 - c) * (a) and (b) above have been topics of presentation for the Dual Credit Teacher Forums for secondary school dual credit teachers, appropriate school board and college staff.
 - d) The significance of a student’s IEP for the College Disability Services Department to assess the DC student.
 - e) Colleges expect the dual credit (high risk) student to self-advocate or take responsibility for contacting the college and providing information on their special needs. How can the dual credit teacher, guidance counsellor, parent, etc. stay involved to assure that the student follows through with self-advocating?
 - f) An IEP dual credit student deemed exceptional by an IPRC will have a formal assessment for the College Disability Services staff to review to provide an “Accommodation Letter” to the student.
 - g) An IEP dual credit student, not deemed to be exceptional by an IPRC, most often does not have professional assessments available for the College Disability Services staff to review to determine if the student will require an Accommodation Letter.
 - h) Once a student receives an “Accommodation Letter” it is the responsibility of the dual credit student to contact his/her college instructor and work out the accommodation(s) for that class.

2. Participants in the network session described some of the strategies and staff that assist to communicate and facilitate support services for the high risk DC students.
 - Secondary dual credit teachers play a significant role in communicating student needs to college and the Disability Services staff
 - secondary guidance staff also play a role in assisting with communicating the need for dual credit student support
 - the student success staff also play a role from a school board perspective
 - Guidance staff, DC teachers, College staff, etc. stated that dual credit students identified using the SCWI target group criteria have a wide array of educational, social, and health challenges